MAH B.Ed CET Teaching Aptitude

Sample Paper – 3 | Detailed Solutions

Detailed Solutions

Q1.

Solution

Concept: Teaching as a profession is distinguished from an ordinary occupation by three hallmarks — a systematic body of specialised knowledge and skills, formal preparation and certification, and adherence to a self-regulating code of professional ethics.

Explanation: A profession (teaching, medicine, law) demands formal academic preparation in specialised content and pedagogy, ongoing professional development, and accountability to a professional code that protects client interests. Teaching meets all three criteria. An "occupation" may require skill but does not necessarily carry a formal ethical code or specialised theoretical knowledge base.

Why other options are wrong:

- **(A)** Teaching is not temporary employment; it is a lifelong career with permanency norms and service regulations.
- **(B)** Teachers must possess both subject-matter knowledge *and* formal pedagogical competence; content alone is insufficient.
- **(D)** Holistic student development — cognitive, affective, physical, and social — is a core objective of teaching, not merely information delivery.

Answer: (C) **Go Back to Q 1**

Q2.

Solution

Concept: The humane dimension of good teaching centres on the affective climate a teacher creates. Empathy, warmth, and respect for individual dignity constitute the relational foundation upon which academic engagement is built.

Explanation: Research in educational psychology consistently shows that students who feel genuinely respected and cared for by their teacher are more willing to take intellectual risks, persist in the face of difficulty, and develop positive academic self-concepts. Empathy allows the teacher to see the learning situation from the student's vantage point and respond with appropriate support.

Why other options are wrong:

- **(A)** Strict disciplinary silence may enforce compliance but does not build the trust and belonging that sustain motivation.
- **(B)** Ensuring above-average scores is an outcome target, not a humane characteristic of the teacher-student relationship.
- **(C)** Syllabus completion is a professional responsibility but is a logistical concern, not an interpersonal or humane quality.

Answer: (D) **Go Back to Q 2**

Q3.

Solution

Concept: Bloom's Cognitive Taxonomy (1956, revised 2001) arranges mental skills in ascending order of complexity. The **Application** level (third tier) specifically requires the learner to *use* or *transfer* learned knowledge to a new or practical context — moving beyond understanding to active execution.

Explanation: At the *Remember* level, students recall facts. At *Understand*, they interpret meaning. *Application* demands that students take a concept or procedure they have learned and deploy it to solve a problem or accomplish a task they have not encountered before in exactly the same form. Classic action verbs include: *apply, compute, demonstrate, use, solve, illustrate, construct*.

Why other options are wrong:

- **(B)** Recalling and listing definitions is the *Remember* level (Level 1).
- **(C)** Breaking information into components and examining relationships is the *Analyse* level (Level 4).
- **(D)** Making value judgements using criteria is the *Evaluate* level (Level 5).

Answer: (A) **Go Back to Q 3**

Q4.

Solution

Concept: The teaching act is divided into three phases — **pre-active** (planning before instruction), **interactive** (actual classroom delivery), and **post-active** (evaluation and reflection after instruction). The post-active phase is reflective and evaluative in nature.

Explanation: After a lesson has been delivered, the teacher enters the post-active phase, which involves checking student achievement through assignments, tests, and observation, analysing what worked and what did not, and using those insights to improve future planning. This phase closes the instructional cycle and feeds back into the next pre-active phase.

Why other options are wrong:

- **(A)** Setting up the physical environment occurs before instruction begins — part of the pre-active phase.
- **(C)** Formulating objectives and drafting lesson plans are core pre-active activities.
- **(D)** Selecting audio-visual aids happens during the pre-active planning stage.

Answer: (B) **Go Back to Q 4**

Q5.

Solution

Concept: Education is classified as **formal** (structured, degree-granting, school/university), **non-formal** (organised but outside the official school system, flexible, often community-based), and **informal** (incidental, lifelong learning from daily experience).

Explanation: Non-formal education is deliberately organised, planned, and purposeful but operates outside the formal school/university system. It does not necessarily lead to recognised credentials and is flexible in pace, place, and timing. Adult literacy programmes run by NGOs or community centres exemplify non-formal education: they are planned, have learning objectives, but are not part of the formal schooling structure.

Why other options are wrong:

- **(A)** University distance education confers accredited degrees and is part of the formal education system.

- **(B)** Regular primary school classes are the quintessential example of formal education.
- **(D)** State board examinations are regulatory mechanisms of formal education.

Answer: (C) **Go Back to Q 5**

Q6.

Solution

Concept: A teacher functioning as a **motivator** goes beyond delivering content; the role involves stimulating students' internal drive to learn by fostering autonomy, setting meaningful challenges, and helping students experience the intrinsic satisfaction of genuine achievement.

Explanation: Effective motivational practice, grounded in Self-Determination Theory (Deci & Ryan) and Achievement Motivation theory, emphasises creating conditions where students set personally meaningful goals, perceive their own competence growing, and experience the joy of accomplishment. This sustains intrinsic motivation far more reliably than external rewards or coercion.

Why other options are wrong:

- **(A)** Providing prizes for every task promotes extrinsic motivation and can undermine intrinsic interest (over-justification effect).
- **(B)** Public discipline addresses management but damages trust and reduces intrinsic motivation.
- **(C)** Dictating a uniform schedule ignores individual differences and suppresses student autonomy.

Answer: (D) **Go Back to Q 6**

Q7.

Solution

Concept: In the original Bloom's Taxonomy (1956), **Synthesis** was the fifth level, requiring the learner to combine parts into a new whole. In the revised taxonomy (Anderson & Krathwohl, 2001), this was renamed **Create** and moved to the apex — the highest cognitive level.

Explanation: Synthesis/Create demands *generative* thinking. The learner must bring together previously unconnected ideas, information, or materials to pro-

duce something original — an essay, a design, a hypothesis, a plan, or a creative work. This is qualitatively different from analysing existing structures or evaluating existing criteria; the student is building something *new*. Action verbs: *compose, design, construct, formulate, plan, produce, devise, synthesise*.

Why other options are wrong:

- **(B)** Inferring vocabulary meaning from context is an *Understand*-level skill (inference/interpretation).
- **(C)** Reproducing memorised information is the *Remember* level (recall/recognition).
- **(D)** Following prescribed step-by-step procedures is the *Apply* level (execution).

Answer: (A) **Go Back to Q 7**

Q8.

Solution

Concept: Krathwohl's Affective Domain (1964) describes internalisation of values through five levels: Receiving, Responding, **Valuing**, Organisation, and Characterisation. *Valuing* is the third level, where the learner assigns personal worth to a phenomenon.

Explanation: At the Valuing level, the student does more than simply respond to a stimulus — the student attaches genuine importance and worth to a belief, idea, object, or behaviour and begins to act in ways that are consistent with that assigned worth. For example, a student who *values* environmental conservation will volunteer for clean-up drives without being told. This is distinct from merely following instructions (Receiving/Responding) and from integrating values into a philosophy (Organisation/Characterisation).

Why other options are wrong:

- **(A)** Passively receiving and being aware of a stimulus is the *Receiving* level (Level 1).
- **(C)** Integrating multiple values into a coherent personal philosophy describes the *Organisation* level (Level 4).
- **(D)** Mechanically following instructions without internalisation is characteristic of early Receiving or Responding behaviour.

Answer: (B) **Go Back to Q 8**

Q9.

Solution

Concept: **Inductive teaching** follows the direction: Specific → General. The teacher presents specific examples, cases, or data and guides students to derive or discover the underlying general principle. **Deductive teaching** follows the reverse direction: General → Specific. The teacher begins with the rule or principle and then applies it to specific instances.

Explanation: In an inductive science lesson, students first observe that iron, copper, and zinc all conduct electricity (specific cases) and then *conclude* that metals are good conductors (general rule). In a deductive language lesson, the teacher first states the rule for forming the past tense (general) and then gives examples and exercises (specific). The inductive approach is often associated with discovery learning and is considered more constructivist.

Why other options are wrong:

- **(A)** Both approaches are used across all subjects; the distinction is logical direction, not subject area.
- **(B)** This description reverses the directions — beginning with specific observations and ending with a rule is *inductive*, not deductive.
- **(D)** The two methods are logically opposite and produce different cognitive pathways in learners.

Answer: (C) **Go Back to Q 9**

Q10.

Solution

Concept: The **modified lecture method** retains the teacher-centred, content-driven nature of the traditional lecture but restructures it to be interactive by inserting planned pauses, questions, short discussions, or brief activities at regular intervals.

Explanation: Research on attention spans shows that sustained listening declines sharply after 10–15 minutes. The modified lecture addresses this by breaking the monologue with interaction points — the teacher pauses to invite questions, pose comprehension checks, facilitate brief peer discussions, or show a short demonstration. This transforms the passive audience into active participants without abandoning the efficiency of direct instruction.

Why other options are wrong:

- **(A)** The modified lecture still uses oral communication; it does not eliminate teacher-student verbal exchange.
- **(B)** The teacher remains live and present; this is not a flipped or recorded-video model.
- **(C)** Having students lecture to each other throughout describes peer teaching, not the modified lecture.

Answer: (D) **Go Back to Q 10**

Q11.

Solution

Concept: Brainstorming (Osborn, 1953) is a creativity technique premised on deferred judgement — separating idea *generation* from idea *evaluation*. Its cardinal rule is that during the generation phase, no criticism, evaluation, or dismissal of any idea is permitted.

Explanation: The rationale is psychological safety: if participants fear ridicule or rejection, they self-censor and inhibit creative leaps. By banning criticism during generation, brainstorming frees participants to propose unconventional, speculative, or seemingly impractical ideas. Evaluation occurs only in a separate subsequent phase. Teachers apply this in creative writing, problem-solving, and ideation activities.

Why other options are wrong:

- **(B)** All participants — students and teacher — contribute ideas on equal footing; no one holds exclusive rights.
- **(C)** The session is typically oral and energetic; silent, written brainstorming is a variation (brainwriting) but not the cardinal rule.
- **(D)** Immediate ranking and elimination defeats the purpose of the technique and is explicitly contrary to its rules.

Answer: (A) **Go Back to Q 11**

Q12.

Solution

Concept: The **project method** (Kilpatrick, 1918) is a purposeful, student-centred instructional strategy in which learners plan, execute, and evaluate a real or simulated project that addresses a meaningful problem. It integrates theory with practice across subject boundaries.

Explanation: Unlike rote learning — which focuses on memorising isolated facts for reproduction — the project method requires students to apply knowledge, collaborate, conduct research, solve authentic problems, and communicate results. This addresses higher-order thinking skills and transfers learning to real-world contexts. Kilpatrick identified four stages: purposing, planning, executing, and judging.

Why other options are wrong:

- **(A)** The project method is resource-intensive, requiring materials, time, and teacher coordination; it is not a low-effort approach.
- **(C)** Memorisation of factual content is the antithesis of the project method's philosophy.
- **(D)** Projects are inherently cross-disciplinary and integrate knowledge across subject boundaries.

Answer: (B) **Go Back to Q 12**

Q13.

Solution

Concept: The **problem-solving method** follows a systematic sequence. The classical Dewey model begins with **problem identification** — the learner must first sense that a difficulty exists and then define it precisely. Without a clear problem definition, subsequent steps have no valid target.

Explanation: The full sequence is: (1) Recognise & define the problem → (2) Gather relevant data → (3) Formulate hypotheses → (4) Test hypotheses → (5) Select and implement solution → (6) Evaluate outcome. Attempting to implement a solution (step 5) before defining the problem (step 1) leads to misguided effort. Data collection (step 2) without knowing what problem is being investigated produces irrelevant information.

Why other options are wrong:

- **(A)** Implementing a solution before problem definition is a logical impossi-

bility in structured problem-solving.

- **(B)** Gathering data before the problem is understood means the data collected may be entirely irrelevant.
- **(D)** Evaluating all possible solutions before a hypothesis is formed reverses the logical sequence.

Answer: (C) **Go Back to Q 13**

Q14.

Solution

Concept: Student Teams Achievement Division (STAD), developed by Slavin (1978), is a cooperative learning strategy in which heterogeneous (mixed-ability) teams of four to five members study together, and each member's individual quiz score improvement over their personal baseline contributes to a team improvement score, which earns team recognition.

Explanation: The key feature of STAD is the use of *individual improvement scores* rather than raw scores, making success accessible to all ability levels. A low-performing student who improves dramatically contributes as much to team success as a high-performer. This structure promotes peer accountability, within-team support, and equal-status interaction across ability differences.

Why other options are wrong:

- **(A)** Individual work without team interaction describes competitive or individualistic learning structures, not STAD.
- **(B)** Grouping by ability and inter-group competition describes a different (and potentially inequitable) structure.
- **(C)** Assigning different content segments to different students describes the *Jigsaw* method, not STAD.

Answer: (D) **Go Back to Q 14**

Q15.

Solution

Concept: Guided inquiry is positioned between full teacher-directed instruction and fully open inquiry. The teacher acts as a facilitator, providing guiding questions, a structural framework, and access to resources, while students drive the actual investigation and construct knowledge through their own thinking.

Explanation: In guided inquiry, the teacher does *not* give students the answer, but does not leave them entirely unscaffolded either. Guiding questions such as "What do you notice about...?" or "How could you test whether...?" direct attention without prescribing conclusions. Students must plan their investigation, collect and interpret data, and draw their own conclusions — developing genuine scientific or disciplinary thinking skills.

Why other options are wrong:

- **(B)** Giving fully worked answers for verification describes a highly directive, teacher-centred approach — not inquiry at all.
- **(C)** Teacher demonstration with student copying describes the traditional demonstration method.
- **(D)** Students working with zero teacher support describes *open* (free) inquiry, not guided inquiry.

Answer: (A) **Go Back to Q 15**

Q16.

Solution

Concept: In Pavlov's classical conditioning, **extinction** refers to the gradual weakening and eventual disappearance of the conditioned response (CR) when the conditioned stimulus (CS) is repeatedly presented *without* being followed by the unconditioned stimulus (UCS).

Explanation: During acquisition, the CS (e.g., bell) is paired with the UCS (e.g., food) repeatedly, establishing the CR (salivation). If the bell is subsequently rung many times without presenting food, the association weakens because the CS no longer reliably predicts the UCS. The dog eventually stops salivating to the bell alone. Extinction is not permanent — the CR can be spontaneously recovered after a rest period, demonstrating that learning is not erased but suppressed.

Why other options are wrong:

- **(A)** Increasing UCS intensity would *strengthen* conditioning, not extinguish

it.

- **(C)** Introducing a competing stimulus might create counter-conditioning, which is a different process from extinction.
- **(D)** Negative reinforcement belongs to operant conditioning, not classical conditioning.

Answer: (B) **Go Back to Q 16**

Q17.

Solution

Concept: Thorndike's **Law of Readiness** (1913) states that learning is facilitated when the neuronal conducting unit is in a state of readiness to conduct — in practical terms, when the learner is physiologically and psychologically prepared and *wants* to learn.

Explanation: Readiness means the learner has the prerequisite skills, is developmentally mature enough for the task, is free from debilitating anxiety, and is motivated to engage. When a learner acts on a ready bond, conduction is satisfying; being forced to act when not ready is annoying and impedes learning. The classroom implication is that the teacher must assess and build prerequisite readiness (prior knowledge, emotional state, attention) before introducing new content.

Why other options are wrong:

- **(A)** The Law of Exercise (practice) emphasises repetition; even repeated practice without readiness yields poor learning.
- **(B)** No Thorndike law states that reinforcement fades simply with time; this misrepresents the Law of Effect.
- **(D)** Stimulus complexity relates to stimulus generalisation/discrimination, not to readiness.

Answer: (C) **Go Back to Q 17**

Q18.

Solution

Concept: Both **negative reinforcement** and **punishment** involve aversive stimuli, which is the source of widespread confusion. The critical distinction lies in their *effect on behaviour*: negative reinforcement **increases** behaviour; punishment **decreases** it.

Explanation:

- **Negative Reinforcement:** An aversive stimulus is *removed* when the desired behaviour occurs, strengthening that behaviour. Example: a student studies harder to escape the teacher's nagging calls home. The aversive (nagging) is removed; studying increases.
- **Positive Punishment:** An aversive stimulus is *added* after an unwanted behaviour, suppressing it (e.g., detention).
- **Negative Punishment:** A pleasant stimulus is *removed* after an unwanted behaviour, suppressing it (e.g., loss of recess time).

The word "negative" in negative reinforcement refers to *subtraction* (removal) of a stimulus, not to something unpleasant. The word "reinforcement" always means the behaviour increases.

Why other options are wrong:

- **(A)** They are not interchangeable; they produce opposite behavioural effects.
- **(B)** This reverses the effects; negative reinforcement increases behaviour, punishment suppresses it.
- **(C)** Negative reinforcement involves *removal* of an aversive; it does not involve adding one.

Answer: (D) **Go Back to Q 18**

Q19.

Solution

Concept: Piaget's **Concrete Operational Stage** (ages 7–11) marks a major cognitive leap: children develop **conservation** — the understanding that the quantity of a substance remains constant even when its appearance changes — and the ability to mentally reverse operations.

Explanation: A child who conserves knows that pouring water from a short, wide glass into a tall, narrow one does not change the volume of water. Reversibility

means the child can mentally "undo" the pouring and return to the original state. Children also master seriation, classification, and the concept of transitivity during this stage. These abilities are tied to concrete, tangible materials, not yet abstract symbols.

Why other options are wrong:

- **(B)** Rapid vocabulary acquisition and symbolic play characterise the *Preoperational Stage* (ages 2–7).
- **(C)** Abstract hypothetical reasoning without concrete referents is the hallmark of the *Formal Operational Stage* (ages 11+).
- **(D)** Sensorimotor exploration defines the *Sensorimotor Stage* (birth to 2 years).

Answer: (A) **Go Back to Q 19**

Q20.

Solution

Concept: Vygotsky's **Social Constructivism** holds that higher mental functions originate in social interaction. Knowledge is not individually constructed (as in Piaget's view) but is *co-constructed* through shared activities, dialogue, and scaffolded guidance — particularly within the **Zone of Proximal Development (ZPD)**.

Explanation: The ZPD is the gap between what a child can accomplish independently and what the child can achieve with the guidance of a more competent partner (teacher, peer, or caregiver). Language plays a central mediating role in Vygotsky's framework — both as a cultural tool for shared meaning-making and as an internal tool (inner speech) for self-regulation. This contrasts with Piaget's view, in which cognitive development is primarily a matter of individual biological maturation through invariant stages.

Why other options are wrong:

- **(A)** Fixed, biologically determined stages independent of culture is Piaget's position, not Vygotsky's.
- **(C)** Stimulus-response conditioning driven by environmental consequences is the behaviourist view (Skinner, Watson).
- **(D)** Pre-programmed biological sequence unaffected by social environment again reflects a nativist-maturational perspective.

Answer: (B) **Go Back to Q 20**

Q21.

Solution

Concept: The **Gestalt Principle of Similarity** (Wertheimer, 1923) states that the human visual system spontaneously groups together elements that share a common perceptual property — such as colour, shape, size, orientation, or texture — perceiving them as part of the same set or organisation.

Explanation: In the classroom, similarity is exploited when teachers present related content items in the same colour, font, or visual style so that students perceptually group them together. Conversely, contrasting visual properties can signal that elements belong to different categories. Understanding Gestalt principles informs the design of effective diagrams, charts, worksheets, and presentation slides.

Why other options are wrong:

- **(A)** Objects perceived as related because of physical proximity describes the *Principle of Proximity*.
- **(B)** The mind's preference for simple, regular forms describes the *Principle of Prägnanz* (Good Form / Law of Simplicity).
- **(D)** Filling in missing parts of an incomplete figure describes the *Principle of Closure*.

Answer: (C) **Go Back to Q 21**

Q22.

Solution

Concept: In Bloom's Cognitive Taxonomy, the **Evaluation** level (Level 5 in the original taxonomy; Level 6 in the revised) requires learners to make *informed judgements* about the quality, value, or worth of ideas, products, or solutions using *specific criteria*.

Explanation: Evaluation is the highest level of the original taxonomy and involves critical appraisal, not mere description or analysis. The learner must justify why something meets or fails to meet a standard. Action verbs that signal evaluation-level objectives include: *judge, assess, justify, critique, defend, evaluate, appraise, rate, rank, argue, recommend*.

Why other options are wrong:

- **(A)** Define, recall, list, name are *Remember*-level verbs (Level 1).
- **(B)** Apply, compute, demonstrate, solve are *Apply*-level verbs (Level 3).

- **(C)** Analyse, differentiate, examine, compare are *Analyse*-level verbs (Level 4).

Answer: (D) **Go Back to Q 22**

Q23.

Solution

Concept: Maslow's Hierarchy of Needs (1943) places **Love and Belonging** needs (social affiliation, friendship, acceptance) at the third tier, above Physiological and Safety needs. These must be substantially met before students can focus energy on academic achievement (Esteem) and self-actualisation.

Explanation: A student who feels socially isolated, rejected by peers, or invisible to the teacher cannot fully engage in learning because part of their cognitive resources is consumed by the unmet need for belonging. The classroom implication is that the teacher must deliberately build a classroom community — through co-operative activities, inclusive norms, and warm teacher-student relationships — so that belonging needs are met and students are free to direct attention to learning.

Why other options are wrong:

- **(B)** Physiological comfort alone is insufficient; belonging needs must also be addressed for sustained academic engagement.
- **(C)** Maslow's hierarchy is hierarchical, not a one-and-done sequence; belonging needs continue to influence behaviour even after physiological/safety needs are met.
- **(D)** Peer relationships are a vehicle for meeting belonging needs and are strongly associated with positive academic outcomes.

Answer: (A) **Go Back to Q 23**

Q24.

Solution

Concept: The **over-justification effect** (Lepper, Greene & Nisbett, 1973) is a phenomenon in which providing an extrinsic reward for a task that a person was *already* intrinsically motivated to perform *shifts* the perceived cause of behaviour from internal (*"I do it because I enjoy it"*) to external (*"I do it for the reward"*), thereby undermining intrinsic motivation.

Explanation: Children who freely drew pictures (intrinsically motivated) were

promised a "Good Player" certificate for drawing. After the reward was introduced, they drew less in free-play periods compared with children who were never rewarded. The reward provided an over-sufficient justification for an activity the children already valued. The practical implication for teachers: avoid attaching external rewards to activities students already find engaging and meaningful.

Why other options are wrong:

- **(A)** Research clearly shows that external rewards do not consistently enhance intrinsic interest and often diminish it for already-valued tasks.
- **(C)** The effect is about rewards and motivation, not about verbal explanations of classroom rules.
- **(D)** Explaining rationale for rules relates to informational versus controlling feedback (a separate concept), not over-justification.

Answer: (B) **Go Back to Q 24**

Q25.

Solution

Concept: In Atkinson's **Achievement Motivation** theory, individuals are driven by two competing tendencies: the motive to *approach success* and the motive to *avoid failure*. When fear of failure dominates, students adopt protective strategies — most notably, avoiding tasks that carry a real risk of failure.

Explanation: Students with high fear of failure prefer either very easy tasks (where success is guaranteed) or impossibly difficult tasks (where failure cannot be attributed to lack of ability — "nobody can do this"). They avoid moderately challenging tasks — which are the tasks most conducive to skill development and genuine learning. This creates a paradox where self-esteem protection actually impedes academic growth.

Why other options are wrong:

- **(A)** Fear of failure does not consistently motivate increased effort or persistence; it primarily motivates avoidance.
- **(B)** Extensive research documents the negative relationship between high fear of failure and academic risk-taking.
- **(D)** Fear of failure affects students across all ability levels, including those with historically low achievement.

Answer: (C) **Go Back to Q 25**

Q26.

Solution

Concept: **Exit tickets** are brief, informal written responses — typically a sentence, a problem, a sketch, or a question on a small card — that students complete and submit at the end of a lesson. They are a classic **formative assessment** tool designed to provide the teacher with immediate feedback on the lesson's impact.

Explanation: Formative assessment occurs *during* the instructional process (including at the very end of a specific lesson) to inform ongoing teaching, as opposed to summative assessment which occurs *after* a unit or term to assign a grade. Exit tickets alert the teacher to widespread misunderstandings before the next lesson, allowing for timely adjustment. They do not award grades and are not norm-referenced.

Why other options are wrong:

- **(A)** Summative assessment occurs at the end of a unit, term, or year; exit tickets occur at the end of a single lesson.
- **(B)** Diagnostic assessment occurs *before* instruction to identify prior knowledge; exit tickets occur after a lesson.
- **(C)** Norm-referenced assessment compares students to each other; exit tickets are criterion-referenced feedback tools.

Answer: (D) **Go Back to Q 26**

Q27.

Solution

Concept: A **portfolio** is a purposeful, systematic collection of student work that documents the student's efforts, progress, and achievements across multiple learning dimensions over an extended period. As a summative tool, it captures the *trajectory* of growth, not merely a single point-in-time snapshot.

Explanation: Unlike a single end-of-term test — which yields one score on one day — a portfolio includes diverse artefacts: written assignments, projects, artwork, reflective journals, self-assessments, teacher comments, and test samples collected throughout the year. This multidimensionality allows evaluation of cognitive, creative, reflective, and process-oriented growth. Portfolio assessment is associated with authentic, performance-based evaluation philosophy.

Why other options are wrong:

- **(B)** Portfolio assessment is labour-intensive for both teachers and students;

it is *not* simpler than standardised tests.

- **(C)** Focusing only on end-of-term factual recall describes a traditional final examination, not a portfolio.
- **(D)** Portfolio assessment is inherently subjective and holistic; it does not eliminate examiner judgement — it embraces informed professional judgement.

Answer: (A) **Go Back to Q 27**

Q28.

Solution

Concept: Short-answer questions (SAQs) occupy the middle ground between objective (MCQ/true-false) and extended essay questions. They require the student to formulate and write a brief, focused response — typically one to five sentences or a few steps — in their own words.

Explanation: Because the student must generate the answer from memory and understanding rather than recognise it from options, guessing is substantially reduced compared with MCQs. SAQs can test recall, application, explanation, and brief analysis, making them more cognitively demanding than pure recognition questions. They are commonly used in examinations where partial credit is awarded.

Why other options are wrong:

- **(A)** SAQs can assess application, explanation, and understanding, not merely isolated factual recall.
- **(C)** Essay questions require extended, structured arguments; SAQs are shorter and more focused.
- **(D)** Some element of examiner judgement is inherent in SAQ scoring — what counts as adequate, what deserves partial credit. They are not fully mechanically objective.

Answer: (B) **Go Back to Q 28**

Q29.

Solution

Concept: Continuous and Comprehensive Evaluation (CCE), introduced under the Right to Education Act (2009) and NCF 2005, mandates that evaluation of students be conducted *continuously* throughout the academic year using both formative tools (regular class work, projects, oral assessments, observations) and summative tools (term examinations).

Explanation: The "continuous" component means assessment is an ongoing process integrated into daily teaching rather than a one-time annual event. The "comprehensive" component means it covers all domains of development — cognitive, affective, and psychomotor — and all subjects. The purpose is to reduce examination stress, provide diagnostic feedback, and support holistic development.

Why other options are wrong:

- **(A)** Semi-annual testing alone is not CCE; CCE requires continuous, ongoing assessment, not just two points per year.
- **(B)** A single year-end evaluation is the traditional annual examination model that CCE was introduced to replace.
- **(D)** CCE applies to all students continuously, not only when performance drops below average.

Answer: (C) **Go Back to Q 29**

Q30.

Solution

Concept: Cluster seating arranges desks in small groups of four to six students facing each other. This physical layout is purpose-built for peer communication, cooperative task-solving, and active group interaction — it is misaligned with activities requiring individual silence or uniform front-facing attention.

Explanation: The cluster arrangement reduces physical and psychological barriers between peers, making it easy to turn and talk, share materials, and collaborate on group tasks. For cooperative learning strategies such as Think-Pair-Share, STAD, Jigsaw, or group projects, cluster seating is the natural complement. For formal examinations or direct lecture delivery, it creates sightline and integrity issues.

Why other options are wrong:

- **(A)** Individual examinations require desks separated and students facing for-

ward; cluster seating facilitates unintended sharing.

- **(B)** Lecture delivery is most efficient with all students facing the teacher; cluster seating creates sightline problems and encourages off-topic conversation.
- **(C)** Simultaneous front-board attention is best served by rows or a horseshoe arrangement.

Answer: (D) **Go Back to Q 30**

Q31.

Solution

Concept: The **Assertive Discipline** model (Lee & Marlene Canter, 1976) holds that teachers have the right and responsibility to maintain an orderly classroom and that students have the right to learn in a safe, structured environment. Its hallmark is *calm, consistent, non-hostile* enforcement of pre-established rules and consequences.

Explanation: The model requires the teacher to communicate expectations clearly and firmly — neither passive (ignoring misbehaviour) nor hostile (aggressive, sarcastic responses). A clear hierarchy of consequences — from a first reminder to escalating responses — is established at the beginning of the year and applied consistently to every student without exception or emotional charge. This predictability gives students clear boundaries and a sense of security.

Why other options are wrong:

- **(B)** Students designing all rules without teacher input describes a fully democratic or student-led approach, not Assertive Discipline.
- **(C)** Delayed consequences for repeated violations undermine the model; consequences must be applied on the first occurrence.
- **(D)** Ignoring misbehaviour completely is the *passive* teacher style that Canter explicitly criticised.

Answer: (A) **Go Back to Q 31**

Q32.

Solution

Concept: Teacher movement and proximity are non-verbal management techniques grounded in Kounin's (1970) principle of *withitness* — the teacher's demonstrated awareness of all parts of the classroom simultaneously. Strategic physical proximity to students who are beginning to go off-task is one of the most effective, least disruptive redirection tools available.

Explanation: When a teacher moves toward a distracted student and stands nearby while continuing to teach, the student typically redirects without any verbal intervention, avoiding the disruption of a public correction. Proximity acts as a non-verbal signal that the teacher is aware and present. Deliberate movement also distributes the teacher's attention spatially across the classroom, preventing the "front-row effect" where only proximal students feel engaged.

Why other options are wrong:

- **(A)** Remaining stationary creates a "teacher zone" at the front, allowing off-task behaviour to flourish in the back and periphery.
- **(C)** Strategic movement, when purposeful and professionally executed, enhances rather than disrupts engagement.
- **(D)** Proximity benefits all students, not only those with hearing impairments.

Answer: (B) **Go Back to Q 32**

Q33.

Solution

Concept: Piaget defined **egocentrism** (in the cognitive-developmental, not moral, sense) as the preoperational child's inability to *decentre* — to mentally adopt another person's perceptual, emotional, or conceptual perspective. It is a cognitive limitation, not a character flaw.

Explanation: Piaget's classic demonstration is the *Three Mountains Task*: a child views a model of three mountains and is asked what a doll sitting on the opposite side would see. Preoperational children typically describe what *they* see, not what the doll sees, because they cannot mentally simulate the doll's viewpoint. This cognitive egocentrism gradually diminishes as the child enters the concrete operational stage and masters perspective-taking.

Why other options are wrong:

- **(A)** Focusing on academic subjects is a motivational trait, not the Piagetian

concept of egocentrism.

- **(B)** Selfishness and refusal to share are social behaviours; Piaget's egocentrism is a cognitive (perspective-taking) limitation, not a social character trait.
- **(D)** Preference for solitary play is an observed behavioural pattern in young children but is separate from the cognitive construct of egocentrism.

Answer: (C) **Go Back to Q 33**

Q34.

Solution

Concept: Kohlberg's theory identifies three broad levels of moral development, each containing two stages. The **Conventional Morality** level — at which most adolescents and adults operate — encompasses **Stage 3** (Mutual Interpersonal Relationships / Good Boy, Good Girl) and **Stage 4** (Social System and Conscience / Law and Order).

Explanation: At Stage 3, moral reasoning is guided by maintaining good relationships and living up to what significant others (family, peers, community) expect of a "good person." At Stage 4, morality is defined by duty to society's laws and social institutions — "it is right because the law says so." Both stages share the defining feature of conventional morality: conformity to external social rules, as opposed to pre-conventional self-interest (Stages 1–2) or post-conventional principled reasoning (Stages 5–6).

Why other options are wrong:

- **(A)** Stages 1 (Obedience-Punishment) and 2 (Self-Interest/Naive Hedonism) constitute *Pre-Conventional* morality.
- **(B)** Stages 5 (Social Contract) and 6 (Universal Ethical Principles) constitute *Post-Conventional* morality.
- **(C)** Conventional morality begins at Stage 3, not Stage 1; including Stages 1 and 2 merges two distinct levels.

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

Q35.

Solution

Concept: Language acquisition in children follows a universal, biologically constrained developmental sequence, progressing from pre-verbal vocalisation through increasingly complex syntactic structures. The classical milestones, well-established across cultures, are: **pre-linguistic** → **babbling** → **holophrastic** → **two-word** → **telegraphic** → **complex sentences**.

Explanation:

- *Pre-linguistic* (0–6 months): cooing, crying, vegetative sounds.
- *Babbling* (6–9 months): consonant-vowel syllables ("ba-ba").
- *Holophrastic / One-word* (12–18 months): single words carry full meanings ("Milk!" = "I want milk").
- *Two-word* (18–24 months): rudimentary grammatical structure ("Dada go").
- *Telegraphic* (24–30 months): multi-word utterances omitting function words ("More juice Mama").
- *Complex sentences* (30+ months): clauses, questions, negatives.

Why other options are wrong:

- **(B)** This sequence applies to second-language acquisition models (e.g., Krashen's Silent Period), not first-language development.
- **(C)** Reading and writing are literacy skills acquired later; oral language precedes literacy, not vice versa.
- **(D)** Vocabulary, grammar, and pragmatics develop simultaneously and interactively, not in a strict sequential order.

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

Q36.

Solution

Concept: Howard Gardner's **Theory of Multiple Intelligences** (1983) identifies **Spatial Intelligence** as the ability to think in three dimensions, perceive the visual-spatial world accurately, transform and modify perceptions, and reconstruct visual experiences from memory.

Explanation: Spatially intelligent learners excel at tasks involving maps, diagrams, mazes, geometric puzzles, mental rotation of 3-D objects, and navigation. Professions associated with high spatial intelligence include architecture, graphic design, surgery, air navigation, sculpture, and chess. In the classroom, spatially

gifted students benefit from diagrams, mind maps, visual organisers, models, and artistic activities.

Why other options are wrong:

- **(A)** Sensitivity to rhythm, pitch, and melody characterises *Musical Intelligence*.
- **(C)** Using the body with skill and precision for expression describes *Bodily-Kinaesthetic Intelligence*.
- **(D)** Deep self-awareness and understanding of one's own emotions characterises *Intrapersonal Intelligence*.

Answer: (B) **Go Back to Q 36**

Q37.

Solution

Concept: A **subject-centred curriculum** organises the learning experience primarily around traditional academic disciplines — Mathematics, Science, History, Language, etc. — with each subject taught separately according to its own internal logical structure. The primary allegiance is to the *discipline*, not to the learner's interests or social needs.

Explanation: Subject-centred curricula are the most widely used in formal schooling worldwide. They emphasise the systematic transmission of established bodies of disciplinary knowledge and skills. Critics argue that this approach can neglect learner motivation, real-life application, and interdisciplinary connections. Proponents argue it ensures depth, rigour, and sequential mastery within each discipline.

Why other options are wrong:

- **(A)** Organising around student interests and real-life problems describes a *learner-centred* or *activity-centred* curriculum.
- **(B)** Integrating multiple subjects through thematic units describes a *core curriculum* or *integrated curriculum* design.
- **(D)** Structuring around community needs describes a *society-centred* or *reconstructionist* curriculum orientation.

Answer: (C) **Go Back to Q 37**

Q38.

Solution

Concept: The **Principle of Integration** in curriculum theory (also called *horizontal integration*) refers to creating meaningful connections between knowledge, skills, concepts, attitudes, and experiences across different subject areas at the same level of schooling, so that learning in one area reinforces and enriches learning in another.

Explanation: Integration counters the artificial isolation of disciplines by helping students see how mathematics applies to science, how history informs literature, how art connects to cultural studies. Tyler (1949) identified integration as one of four criteria for evaluating curriculum organisation. It operates *horizontally* (across subjects at one level), as opposed to *sequence* (vertical organisation across levels).

Why other options are wrong:

- **(A)** Separating subjects into isolated silos is the antithesis of integration; it is the silo model of subject-centred curriculum.
- **(B)** Revisiting concepts at higher levels across grades describes *continuity* (vertical repetition), not integration.
- **(C)** Organising experiences from simple to complex describes *sequence*, another Tyler curriculum principle.

Answer: (D) **Go Back to Q 38**

Q39.

Solution

Concept: The **National Education Policy (NEP) 2020** articulates a vision for Indian education centred on **holistic development** — nurturing the cognitive, creative, social, emotional, ethical, and physical dimensions of every learner, not merely academic knowledge and examination performance.

Explanation: NEP 2020 explicitly calls for developing critical and creative thinking, communication skills, collaboration, curiosity, ethics, and character alongside domain knowledge. The structural reform (4+3+3+4 school stages, flexible multidisciplinary higher education, reformed assessment) is the *vehicle* for achieving holistic outcomes. The policy de-emphasises rote learning and mandates experiential, project-based, and inquiry-based approaches.

Why other options are wrong:

- **(B)** NEP 2020 explicitly de-emphasises rote memorisation and high-stakes annual examinations; this option contradicts the policy's vision.
- **(C)** Restricting learning to literacy and numeracy is a narrow foundational goal for the early years; holistic development covers all stages.
- **(D)** NEP 2020 promotes a multidisciplinary education model; it does not restrict higher education or school curriculum exclusively to STEM.

Answer: (A) **Go Back to Q 39**

Q40.

Solution

Concept: Audio-visual aids — films, documentaries, projected presentations, animations — simultaneously engage the visual and auditory channels, providing a richer, more concrete sensory experience than verbal instruction alone, which relies exclusively on the auditory-linguistic channel.

Explanation: According to Dale's Cone of Experience and dual-coding theory (Paivio), information processed through multiple sensory modalities is encoded more deeply and retained longer. Abstract concepts (chemical reactions, historical events, geographical phenomena) that are difficult to make concrete through words become vivid and comprehensible through moving images, diagrams, and sound. The "dual-coding" of verbal and visual representations strengthens memory traces and comprehension.

Why other options are wrong:

- **(A)** Audio-visual materials require significant preparation — scripting, hardware setup, copyright compliance — and are not generally easier to prepare.
- **(C)** Audio-visual aids are instructional tools, not assessment instruments; they do not inherently assess student learning.
- **(D)** Effective use of audio-visual aids requires careful pedagogical adaptation to context, age, learning objectives, and prior knowledge.

Answer: (B) **Go Back to Q 40**

Q41.

Solution

Concept: Blended learning (also called hybrid learning) is an instructional model that purposefully combines *face-to-face classroom instruction* with *structured online digital learning* activities, with students exercising some control over time, place, and pace of the online component.

Explanation: A blended learning design might involve students watching instructional videos online at home (flipped classroom) and using face-to-face time for discussion, problem-solving, or project work. Or it might alternate between online modules for content delivery and in-person sessions for collaborative inquiry. The integration is intentional and pedagogically planned, not incidental. Blended learning is distinct from purely online learning and from traditional classroom instruction enriched with occasional technology use.

Why other options are wrong:

- **(A)** Fully online asynchronous learning without any face-to-face component is *e-learning* or *online learning*, not blended learning.
- **(B)** Using multiple textbooks is a resource-selection decision, not an instructional delivery model.
- **(D)** Using multiple analogies within a traditional classroom is a pedagogical technique, not a blended learning model.

Answer: (C) **Go Back to Q 41**

Q42.

Solution

Concept: Virtual labs are simulation-based digital environments that replicate scientific laboratory procedures, allowing students to perform experiments on screen. Their primary educational benefit is enabling access to experiments that would be impossible, dangerous, or cost-prohibitive in a physical school laboratory.

Explanation: Examples include simulating nuclear reactions, performing chemical reactions with corrosive or explosive reagents, dissecting organisms (without ethical concerns), observing phenomena that occur over geological timescales, or repeating delicate titrations without consuming expensive reagents. Virtual labs allow unlimited repetition, immediate feedback, and error correction without safety risks. They are especially valuable in under-resourced schools where physical lab equipment is unavailable.

Why other options are wrong:

- **(A)** Virtual labs supplement physical lab experience; they do not (and should not) fully replace hands-on physical experimentation, which develops tactile skills and realistic procedural competence.
- **(B)** Virtual labs require software installation, hardware compatibility, and teacher training; they are not simpler than paper worksheets.
- **(C)** Well-designed virtual labs develop procedural, process, and experimental-design skills alongside conceptual understanding.

Answer: (D) **Go Back to Q 42**

Q43.

Solution

Concept: Models and biological specimens as Teaching-Learning Materials (TLM) are valued in science education because they translate abstract or invisible concepts — cell structure, organ systems, geological formations, molecular geometry — into tangible, three-dimensional, directly observable and handleable objects.

Explanation: Bruner's theory of representation (enactive → iconic → symbolic) highlights the enactive (hands-on, concrete) mode as foundational to learning. A model of the human heart allows students to examine chambers, valves, and major vessels directly, building a spatial understanding impossible through diagrams or descriptions alone. Specimens provide authentic sensory detail — texture, scale, colour — that reinforces conceptual learning. The tactile dimension activates kinaesthetic learning and improves retention.

Why other options are wrong:

- **(B)** Models and specimens are instructional aids, not assessment instruments; they support learning, not evaluation.
- **(C)** TLMs supplement and enhance teacher explanation; they do not replace the teacher's role in mediating understanding.
- **(D)** Models and specimens are appropriate and beneficial for all learners across ability types; their use is not restricted to students with visual impairments.

Answer: (A) **Go Back to Q 43**

Q44.

Solution

Concept: The **Rights of Persons with Disabilities (RPWD) Act, 2016** replaced the Persons with Disabilities Act (1995) and expanded the number of recognised disabilities from 7 to 21. Its central educational provision mandates **inclusive education** — the right of children with specified disabilities to receive free and appropriate education in neighbourhood schools up to age 18.

Explanation: The Act requires schools to provide reasonable accommodations, barrier-free access, special educators, adapted materials, and individualised support so that students with disabilities can participate in the regular education system. It moves away from a segregated model (special schools for all) toward a mainstream-inclusive model where disability-specific support is brought to the child in the regular school setting.

Why other options are wrong:

- **(A)** The Act promotes inclusion in neighbourhood schools, not segregation into separate specialised schools; special schools serve as a residual option, not the mandate.
- **(C)** The Act applies to all schools — government and private; restricting services to government institutions would contravene its intent.
- **(D)** The Act addresses both physical accessibility and academic accommodation, assessment adaptations, and curricular modifications.

Answer: (B) **Go Back to Q 44**

Q45.

Solution

Concept: Students with **intellectual disability** benefit most from **task analysis** — breaking learning tasks into small, sequentially ordered, achievable sub-steps — combined with **positive reinforcement** for each successfully completed step. This approach is grounded in applied behaviour analysis and direct instruction principles.

Explanation: Because students with intellectual disability typically have limitations in information processing, working memory, and abstract reasoning, presenting tasks as manageable sequential steps reduces cognitive overload and allows the student to experience frequent success, which builds confidence and sustains motivation. Positive reinforcement delivered immediately and consistently strengthens target skills. Partial participation principles ensure the student en-

gages meaningfully with age-appropriate activities.

Why other options are wrong:

- **(A)** Removing the student from the regular classroom for all activities is segregation and violates inclusive education principles; pull-out should be selective and minimal.
- **(B)** Identical tasks without modification ignores the student's individual needs and is likely to result in repeated failure and frustration.
- **(D)** Social skills are important but must not replace academic learning; a holistic, balanced programme addresses both.

Answer: (C) **Go Back to Q 45**

Q46.

Solution

Concept: Peer tutoring is a structured strategy in which one student (the tutor) assists another student (the tutee) in mastering a skill or concept under teacher supervision. Research consistently demonstrates that the arrangement benefits both parties — a distinctive advantage over other remedial strategies.

Explanation:

- **Tutee:** receives patient, individualised, peer-level explanation — often more comprehensible than teacher-led instruction because the tutor recently mastered the same material.
- **Tutor:** consolidates and deepens their own understanding through the act of teaching (protégé effect), identifies gaps in their own knowledge, and develops communication and empathy skills.

Teacher monitoring ensures accuracy and appropriate interaction.

Why other options are wrong:

- **(A)** The teacher must still plan, monitor, and oversee the peer tutoring sessions; the role changes but does not disappear.
- **(B)** Peer tutoring has been found effective for a wide range of students, including those with and without diagnosed learning disabilities.
- **(C)** Peer tutoring is used as a remedial strategy for students who need support, not exclusively for enrichment of advanced learners.

Answer: (D) **Go Back to Q 46**

Q47.

Solution

Concept: Lesson planning in pre-service teacher education (teacher preparation programmes, B.Ed. etc.) is a professional learning activity that trains student teachers to think *systematically and deliberately* about every dimension of instruction before entering a real classroom — what to teach, how to teach it, and how to know whether students have learned it.

Explanation: Writing a lesson plan requires the student teacher to: (a) analyse the learning objectives and translate them into observable, measurable student behaviours; (b) select and sequence content logically; (c) choose and justify instructional strategies appropriate to the objective and learner; (d) design formative checks and summative evaluation; and (e) plan for differentiation and materials. This disciplined pre-active thinking, when practised regularly, becomes an internalised professional habit that improves instructional quality.

Why other options are wrong:

- **(B)** Decades of teacher education research affirm that lesson planning develops professional competencies including reflective thinking and instructional coherence.
- **(C)** Lesson planning is required and valuable for all grade levels, from early childhood through secondary education.
- **(D)** Lesson planning and mentored practical experience are complementary, not mutually exclusive; planning does not substitute for classroom experience.

Answer: (A) **Go Back to Q 47**

Q48.

Solution

Concept: Non-discrimination is a foundational principle of professional teacher ethics and is enshrined in multiple frameworks including the NCTE Code of Professional Ethics for Teachers, the RPWD Act 2016, the RTE Act 2009, and the UN Convention on the Rights of the Child. It requires that every student receives equitable treatment, opportunity, and respect regardless of personal or social characteristics.

Explanation: Non-discrimination means the teacher does not favour or disadvantage any student on the basis of caste, religion, language, gender, socioeconomic status, disability, or academic ability. All students have the right to the

teacher's full attention, appropriate challenge, and respectful treatment. This does not mean treating all students identically (that would be equity-blind uniformity) but treating all with the same *dignity and fairness*.

Why other options are wrong:

- **(A)** Favouring gifted students is differential treatment that violates non-discrimination; all students deserve engagement and appropriate challenge.
- **(C)** Confidential records should be maintained for all students, not selectively for those with behavioural issues.
- **(D)** Applying stricter standards selectively to frequently absent students is punitive and discriminatory.

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

Q49.

Solution

Concept: In **differentiated instruction** (Tomlinson, 2001), teachers adapt instruction across four elements: *content* (what students learn), *process* (how they learn it), *product* (how they demonstrate learning), and *learning environment*. **Differentiation by product** specifically refers to allowing students to demonstrate mastery through different formats or end products that play to their strengths.

Explanation: Rather than requiring every student to write the same essay or take the same test, the teacher offers choice in how learning is demonstrated. A student with linguistic strengths might write a report; a spatially gifted student might create a diagram or model; a musically gifted student might compose a song about the topic; a kinaesthetic learner might build a physical model. The *learning objective* remains the same; the *product* varies to be equitable and revealing of genuine understanding.

Why other options are wrong:

- **(A)** Varying reading material difficulty describes *differentiation by content*.
- **(B)** Varying instructional strategies for different groups describes *differentiation by process*.
- **(D)** Regrouping students for different units is a *flexible grouping* strategy, which can be part of the learning environment dimension.

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

Q50.

Solution

Concept: Reflective teaching (Dewey, 1933; Schön, 1983) is a professional practice in which teachers systematically and critically examine their own instructional decisions, beliefs, and classroom experiences to improve the quality of teaching and deepen professional understanding.

Explanation: The reflective cycle — Plan → Act/Teach → Observe/Collect Data → Reflect/Analyse → Re-Plan — is iterative. The teacher deliberately observes what happens in the classroom, gathers evidence (student responses, lesson recordings, peer feedback), critically analyses the evidence to understand why outcomes occurred, and uses those insights to make better-informed decisions in future lessons. This is qualitatively different from routine teaching where the same approaches are repeated without critical examination.

Why other options are wrong:

- **(A)** Relying on intuition without structured analysis is *unreflective* or *routine* teaching, which reflective practice aims to transcend.
- **(B)** Following a rigid prescribed script without deviation is antithetical to reflective practice, which encourages adaptive, contextually responsive teaching.
- **(C)** Focusing exclusively on student behaviour while ignoring one's own practice is behavioural management, not reflective teaching — the defining feature of reflection is the teacher examining *their own* actions.

Answer: (D) **Go Back to Q 50**

Answer Key

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