

MAH B.Ed CET Teaching Aptitude

Sample Paper – 4 | Detailed Solutions

Detailed Solutions

Q1.

Solution

Concept: Transactional communication model in teaching.

The **transactional model** of communication describes the teaching–learning process most accurately because it positions both teacher and student as **simultaneous senders and receivers** who continuously encode and decode messages and provide mutual feedback. Unlike linear models, it captures the dynamic, reciprocal, and ongoing nature of classroom interaction where meaning is co-constructed.

Why other options are wrong:

- (A): The Shannon-Weaver model is a one-way transmission model with no feedback loop, unsuited to the interactive nature of teaching.
- (B): Aristotle’s rhetorical model is strictly linear (speaker → audience) and makes no provision for audience response or dialogue.
- (C): Berlo’s SMCR model focuses on the Source-Message-Channel-Receiver chain and does not emphasise simultaneous mutual exchange.

Final Answer: (D)

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

Q2.

Solution

Concept: Teaching as a dynamic, two-way interactive process.

Teaching as an interactive process means it is a **dynamic, reciprocal engagement** in which teacher and students **continually influence each other’s understanding and behaviour** through ongoing, two-way communication. The teacher responds to student cues, adjusts instruction, and students actively contribute ideas — making the process genuinely dialogic rather than a one-way broadcast.

Why other options are wrong:

- (B): One-directional transfer of standardised knowledge to passive students describes the traditional transmission model, not an interactive one.



- (C): Delivering pre-designed plans with minimal deviation treats the class as a script execution, leaving no room for genuine interaction.
- (D): Defining teaching solely by end-of-term outcomes ignores the process dimension entirely and conflates teaching with assessment.

Final Answer: (A)

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

Q3.

Solution

Concept: Bloom's original taxonomy — Analysis level.

In Bloom's original (1956) taxonomy, the **Analysis** level (fourth of six) requires learners to **break complex information into its constituent parts** and examine the relationships among those parts and the whole. Characteristic verbs include: differentiate, distinguish, examine, categorise, and identify structural relationships. This is more cognitively demanding than mere recall, comprehension, or application.

Why other options are wrong:

- (A): Recalling and reproducing facts exactly as presented describes the **Knowledge** (Remembering) level, the lowest rung.
- (C): Executing a learned procedure in a new but similar context describes the **Application** level, one rung below Analysis.
- (D): Combining ideas from multiple sources to generate an original product describes the **Synthesis** (Creating) level, above Analysis.

Final Answer: (B)

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

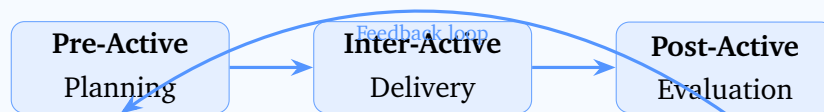


Q4.

Solution

Concept: Three phases of teaching — pre-active, inter-active, post-active.

Effective teaching is understood as a cyclical, three-phase process. The **pre-active phase** covers all planning — setting objectives, selecting methods, and preparing materials. The **inter-active phase** is live classroom delivery — instruction, questioning, and real-time adjustment. The **post-active phase** involves evaluation and reflective analysis of outcomes that feeds back into the next cycle of planning. Each phase is **distinct and indispensable**; omitting any one weakens the overall instructional process.



Why other options are wrong:

- (A): No single phase is supreme; the post-active phase informs one teacher's next cycle, not entire cohort planning alone.
- (B): Skipping pre-active planning leads to disorganised, ineffective instruction — even experienced teachers plan, however implicitly.
- (D): The inter-active phase is precisely where student-initiated questions, contributions, and negotiation of meaning occur; it is never exclusively teacher-directed.

Final Answer: (C)

Answer: (C) [Go Back to Q 4](#)

Q5.

Solution

Concept: Defining characteristic of distance education.

The one feature that structurally distinguishes distance education from all other organised forms is the **permanent physical separation of teacher and learner** as the constitutive condition of the educational relationship (Moore's transactional distance theory; Peters' industrialised education model). Every other feature — technology use, modular materials, flexible exams — may be present in other modes too, but geographical separation is the definitional criterion.

Why other options are wrong:



- (A): Internet and satellite technology are delivery mechanisms that can be used in face-to-face classrooms too; they are not the defining criterion.
- (B): Modular, self-paced materials are a common feature of distance education but also of blended and open learning contexts.
- (C): Flexible examination systems exist in regular universities as well and do not uniquely define distance education.

Final Answer: (D)

Answer: (D) Go Back to Q 5

Q6.

Solution

Concept: Teacher as primary classroom manager — establishing a learning environment.

As the primary classroom manager, a teacher's **most critical** responsibility is to **establish and maintain a purposeful, predictable learning environment** through clearly communicated routines, consistent expectations, and proactive procedures. Research on classroom management (Kounin, Emmer, Evertson) consistently shows that a well-structured, orderly environment is the prerequisite for all effective instruction and student engagement.

Why other options are wrong:

- (B): Ensuring maximum students score above the class average conflates management with assessment outcomes and is logically impossible (half must be below average by definition).
- (C): Enforcing the *strictest possible* code prioritises control over learning and can create a climate of fear rather than engagement.
- (D): Completing every topic regardless of comprehension sacrifices understanding for coverage, which is pedagogically unsound.

Final Answer: (A)

Answer: (A) Go Back to Q 6



Q7.

Solution

Concept: Bloom's taxonomy — Application level objectives.

The **Application** level (third in Bloom's original taxonomy) requires learners to **use a learned rule or procedure in a new, previously unseen situation**. Applying the quadratic formula to *novel* equations — ones not seen during instruction — is a textbook Application-level task because the student must select and execute the learned algorithm in an unfamiliar context.

Why other options are wrong:

- (A): Listing the five steps in correct sequence as described in the textbook is a **Knowledge/Remember** level task — straightforward recall.
- (C): Comparing two methods and determining the more efficient one requires **Analysis** — examining relationships and making a judgment.
- (D): Designing an original real-world word problem is a **Synthesis/Create** level task — generating a novel product.

Final Answer: (B)

Answer: (B) [Go Back to Q 7](#)

Q8.

Solution

Concept: Krathwohl's affective domain — Characterization by a Value Complex.

The **Characterization** level is the apex of Krathwohl's (1964) affective taxonomy. A learner at this level has so thoroughly internalised a value that it **consistently governs all behaviour across all contexts without any external prompt**. The value becomes part of a stable, integrated personal philosophy. A student who integrates environmentally responsible practices into *all aspects of daily life* habitually, not just in school, demonstrates this highest level.

Why other options are wrong:

- (A): Voluntarily attending workshops during lunch breaks shows **Responding** or early **Valuing** — active participation but not whole-life integration.
- (B): Defending environmental protection when challenged is **Valuing** — the student holds the value but hasn't yet organised their life around it.
- (D): Expressing curiosity and seeking additional information represents **Receiving** or **Responding** — awareness and initial engagement.

Final Answer: (C)



Answer: (C) Go Back to Q 8

Q9.

Solution

Concept: Deductive method of teaching — general to specific.

The **deductive method** moves from the **general to the specific**: the teacher **first presents a rule, principle, or generalisation**, then demonstrates its application through specific examples, exercises, and verification tasks. It is efficient for teaching well-defined rules (grammar, mathematical theorems, scientific laws) to older or more capable learners who can process abstractions.

Why other options are wrong:

- (A): Students independently formulating a general rule from specific instances describes the **inductive method** — the reverse of deduction.
- (B): Beginning with concrete materials before moving to abstract formulations describes the **concrete-to-abstract** progression, characteristic of the inductive or Montessori approach.
- (C): Open-ended problem posing with free exploration describes the **inquiry** or **discovery** method, not deduction.

Final Answer: (D)

Answer: (D) Go Back to Q 9

Q10.

Solution

Concept: Illustrated lecture method — role of visual aids.

The **illustrated lecture** improves upon the traditional lecture by **integrating carefully chosen visual aids** — diagrams, charts, demonstrations, models, and multimedia — that **reduce cognitive load** and make abstract ideas tangible, memorable, and easier to process. Dual-coding theory (Paivio) shows that combining verbal and visual channels enhances retention and comprehension significantly.

Why other options are wrong:

- (B): Entirely replacing verbal explanation with pictures would eliminate the teacher's analytical voice, which is itself a powerful instructional tool; illustrated lectures combine both.
- (C): Spontaneous student drawing at the board is an interactive strategy,



not the defining feature of an illustrated lecture — which is teacher-planned visual integration.

- (D): Restricting teacher speech to five minutes per concept is a time-management tactic unrelated to the distinctive feature of illustrated lecturing.

Final Answer: (A)

Answer: (A) [Go Back to Q 10](#)

Q11.

Solution

Concept: Debate method — primary learning benefit.

The **Debate method** is uniquely powerful because it simultaneously develops **critical thinking** (evaluating evidence and constructing arguments), **disciplined argumentation** (structured reasoning under rules), **active listening** (engaging with opponent's claims), and **perspective-taking** (fairly evaluating opposing viewpoints). These higher-order cognitive and communicative skills cannot be developed through passive methods.

Why other options are wrong:

- (A): Assessing reading comprehension indirectly is a by-product at best; it is not the primary educational rationale for debate.
- (C): Deep memorisation through rehearsal is a side effect of debate preparation, not its central pedagogical aim — understanding and argumentation are.
- (D): Strict equal-turn protocols may not be used in all debate formats, and enforcing turns does not in itself produce the cognitive benefits of debate.

Final Answer: (B)

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



Q12.

Solution

Concept: Project method vs. problem-solving method — key distinction.

As the comparison table shows, the **project method** (Kilpatrick, 1918) produces an **extended, tangible artefact** through real-world, often collaborative engagement over multiple weeks. The **problem-solving method** (Dewey) centres on **systematic reasoning** to reach a specific **cognitive solution** within a defined timeframe. The project method emphasises creation; the problem-solving method emphasises logical resolution.

Feature	Project Method	Problem-Solving
Outcome	Tangible artefact	Cognitive solution
Duration	Extended, multi-week	Specific, time-bound

Why other options are wrong:

- (A): Both methods are cross-disciplinary and not restricted to particular subjects.
- (B): Problem-solving can be individual; the project method often (not always) involves group work.
- (D): Both methods incorporate evaluation — the project method includes assessment of the final artefact.

Final Answer: (C)

Answer: (C) [Go Back to Q 12](#)

Q13.

Solution

Concept: Thorndike's Law of Effect — trial-and-error learning.

Thorndike's **Law of Effect** (1911) states that responses followed by a **satisfying state of affairs** are **stamped in** (strengthened) and become increasingly likely to recur in similar situations, while responses followed by discomfort are weakened. This is the foundational insight linking consequences to response probability, anticipating Skinner's operant conditioning by three decades.

Why other options are wrong:

- (A): Punishment paradoxically strengthening behaviour through arousal is



not part of Thorndike's theory; he held that unsatisfying consequences weaken connections.

- (B): Sudden perceptual restructuring in a moment of insight describes **Gestalt/insight learning** (Köhler), not trial-and-error.
- (C): Intermittent reinforcement producing *easy* extinction is the opposite of the empirical finding; intermittent schedules actually produce the *greatest* resistance to extinction (Skinner).

Final Answer: (D)

Answer: (D) [Go Back to Q 13](#)

Q14.

Solution

Concept: Co-op Co-op cooperative learning strategy (Kagan).

Co-op Co-op (Kagan, 1985) is distinctive because it is a **two-tier cooperative structure**: teams first cooperate internally to master a specific sub-topic, then **teach that sub-topic to the whole class**, making students — rather than the teacher — the primary knowledge source for the rest of the class. This combines team accountability with whole-class peer teaching, promoting deep processing and shared ownership of learning.

Why other options are wrong:

- (B): Collaborating then competing individually in a tournament describes **Teams-Games-Tournaments (TGT)**, a different cooperative learning structure.
- (C): Teacher-assigned chapters with independent group evaluation is closer to a **Jigsaw**-style arrangement without the peer-teaching component.
- (D): Cooperating during the project but sitting identical individual exams is standard cooperative learning without the class-teaching component that defines Co-op Co-op.

Final Answer: (A)

Answer: (A) [Go Back to Q 14](#)



Q15.

Solution

Concept: Free inquiry vs. guided inquiry.

In **free (open) inquiry**, students independently **formulate their own research questions, design investigations, and draw conclusions** without teacher-supplied frameworks — the highest level of student autonomy in the inquiry continuum. **Guided inquiry** retains teacher-designed scaffolding (structured research questions, procedural templates, or data-collection frameworks) at key stages, providing support while still fostering investigation skills.

Why other options are wrong:

- (A): The inquiry continuum spans all age groups; both free and guided inquiry can be adapted for primary and secondary learners depending on readiness.
- (C): This reverses the descriptions — free inquiry is the less constrained form; guided inquiry provides teacher-structured parameters.
- (D): Free inquiry deliberately minimises prescribed textbook reference so students develop independent research skills; it is not characterised by constant textbook use.

Final Answer: (B)

Answer: (B) [Go Back to Q 15](#)

Q16.

Solution

Concept: Stimulus generalisation in classical conditioning.

Stimulus generalisation (Pavlov) occurs when a **conditioned response** (CR) is elicited not only by the original conditioned stimulus (CS) but also by **stimuli that resemble it to varying degrees** — the more similar a new stimulus is to the original CS, the stronger the generalised response. For example, a dog conditioned to salivate at a 1000 Hz tone will also salivate at 900 Hz or 1100 Hz tones, with decreasing strength as the frequency differs more.

Why other options are wrong:

- (A): A conditioned response gradually weakening when the CS is repeatedly presented alone (without the UCS) describes **extinction**, not generalisation.
- (B): A behaviour increasing because it is followed by a positive reinforcer describes **operant conditioning** (Skinner) — not classical conditioning gen-



eralisation.

- (D): Learning to respond selectively to only the original CS while ignoring similar stimuli describes **stimulus discrimination**, the opposite of generalisation.

Final Answer: (C)

Answer: (C) Go Back to Q 16

Q17.

Solution

Concept: Schedules of reinforcement — variable ratio and resistance to extinction.

The **variable ratio (VR) schedule** delivers reinforcement after an **unpredictable, variable number of responses**. Because the organism never knows how many responses it needs to make before earning a reward, it maintains the **highest, most sustained response rate** and is **most resistant to extinction** of all four schedules. The principle is why gambling (slot machines) produces such compulsive behaviour.

Why other options are wrong:

- (A): The fixed ratio schedule does produce high rates but shows a *post-reinforcement pause* after each reward, making it less persistent than VR.
- (B): Fixed interval schedules produce a characteristic *scallop pattern* (low response rate just after reinforcement, rising as the interval ends) and are least resistant to extinction among partial schedules.
- (C): Continuous reinforcement produces the *fastest* extinction when reinforcement stops, not the greatest persistence.

Final Answer: (D)

Answer: (D) Go Back to Q 17

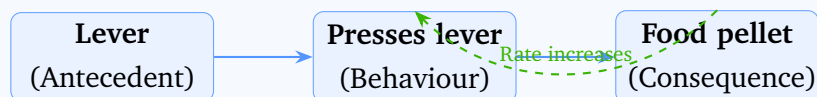


Q18.

Solution

Concept: Skinner box — operant conditioning A-B-C sequence.

The Skinner box experiment demonstrates **operant conditioning**: a rat in the box **presses a lever** (operant behaviour) → a **food pellet is delivered** (positive reinforcement) → the **rate of lever-pressing increases** as the behaviour is strengthened. This Antecedent–Behaviour–Consequence (A-B-C) chain shows that *voluntary* behaviour is shaped by its consequences.



Why other options are wrong:

- (B): Pairing a neutral tone with food until the tone alone elicits salivation describes **Pavlovian classical conditioning**, not the Skinner box operant paradigm.
- (C): A rat observing and imitating another rat describes **Bandura's observational/social learning theory**, a separate framework.
- (D): Avoidance after electric shock describes **punishment-based avoidance learning** — while it can occur in operant conditioning, it is not what the standard Skinner box experiment demonstrates.

Final Answer: (A)

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

Q19.

Solution

Concept: Piaget's formal operational stage — hypothetico-deductive reasoning.

Piaget's **formal operational stage** (approximately 12 years onwards) is characterised by the ability to **think hypothetically** — reasoning about situations or propositions never directly experienced. Adolescents can use **systematic deductive logic** ("if ... then" reasoning), consider all possible combinations of variables, and reflect on their own thought processes (metacognition). This liberates thought from the concrete here-and-now.

Why other options are wrong:

- (A): Performing logical operations on concrete objects and classifying by



multiple attributes simultaneously describes the **concrete operational stage** (7–11 years).

- (C): Using symbolic representation, remaining egocentric, and lacking conservation describes the **preoperational stage** (2–7 years).
- (D): Developing object permanence and differentiating self from objects describes the late **sensorimotor stage** (0–2 years).

Final Answer: (B)

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

Q20.

Solution

Concept: Vygotsky's More Knowledgeable Other (MKO).

In Vygotsky's sociocultural theory, the **MKO** is **any individual** — teacher, peer, parent, sibling, older student, or even a well-designed digital resource — who possesses **greater knowledge or skill in the specific domain** being learned. The MKO works within the learner's **Zone of Proximal Development (ZPD)** by providing scaffolded guidance, enabling the learner to accomplish what they cannot yet achieve alone.

Why other options are wrong:

- (A): The MKO is not limited to specialised professional tutors; a knowledgeable peer qualifies equally.
- (B): An authority figure enforcing discipline is a disciplinary role, not the instructional facilitator role of the MKO.
- (D): Formal academic credentials are irrelevant; what matters is superior knowledge in the *specific* learning domain, which a peer can possess.

Final Answer: (C)

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



Q21.

Solution

Concept: Köhler's insight learning — Sultan the chimpanzee.

Köhler's experiments are the definitive demonstration of **insight learning** because Sultan displayed a **sudden perceptual reorganisation** (an “aha” moment) in which he abruptly restructured his understanding of the problem — connecting sticks as tools to reach distant bananas — **without any prior trial-and-error practice**. This qualitatively different form of learning challenged the dominant behaviourist account and established that learning can be sudden and insightful.

Why other options are wrong:

- (A): Gradual discovery through many random trials describes **Thorndike's trial-and-error learning**, which Köhler's work explicitly contrasted with.
- (B): Imitating experienced peers who had previously solved similar problems describes **Bandura's observational learning**, not insight.
- (C): Systematic shaping through sequential food rewards describes Skinner's **operant shaping** — a behaviourist method, not insight.

Final Answer: (D)

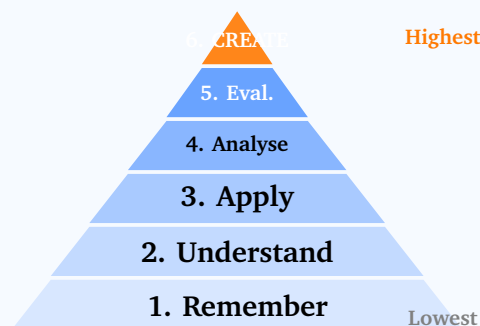
Answer: (D) [Go Back to Q 21](#)

Q22.

Solution

Concept: Bloom's revised taxonomy — Creating level (apex).

As shown in the taxonomy pyramid, **Creating** (Level 6, the apex) is the highest cognitive level in Anderson and Krathwohl's (2001) revised taxonomy. It requires learners to **synthesise knowledge from multiple sources** and **produce something new**: a hypothesis, an original plan, a designed artefact, or a novel theory. Key verbs include: design, construct, produce, hypothesise, compose, plan, invent.



Why other options are wrong:

- (B): Judging quality or validity against established criteria describes **Evaluate** (Level 5), one rung below Creating.
- (C): Identifying structural components and analysing their contribution describes **Analyse** (Level 4).
- (D): Carrying out a prescribed multi-step procedure in a familiar context describes **Apply** (Level 3).

Final Answer: (A)**Answer: (A)** Go Back to Q 22**Q23.****Solution****Concept:** Maslow's hierarchy — Esteem needs.

Maslow (1954) placed **Esteem needs** at the fourth level: the desire for **recognition, achievement, status, competence, and respect from self and others**. A student who constantly seeks teacher praise, volunteers for leadership roles, and becomes demotivated without public recognition is driven by the need for **validation of competence and external recognition** — the hallmarks of esteem-level motivation.

Why other options are wrong:

- (A): Safety needs concern protection from harm and the desire for a predictable, structured environment — not recognition or status.
- (C): Love and belonging needs centre on peer acceptance, friendship, and group membership — not public acclaim or leadership status.
- (D): Self-actualisation involves pursuing creative and intellectual potential for its own sake, independent of external validation or recognition.

Final Answer: (B)**Answer: (B)** Go Back to Q 23

Q24.

Solution

Concept: Self-Determination Theory (SDT) — three basic psychological needs.

Deci and Ryan's **Self-Determination Theory** (1985, 2000) proposes that **intrinsic motivation** is sustained when three basic psychological needs are met: **Autonomy** (the sense that one's actions are volitional and self-endorsed), **Competence** (the sense of effectiveness and mastery), and **Relatedness** (the sense of meaningful connection to others). When these three needs are satisfied, people engage in activities out of genuine interest rather than external pressure.

Why other options are wrong:

- (A): Achievement, affiliation, and power are **McClelland's three learned needs** — a separate motivational framework.
- (B): Safety, socialisation, and self-expression are associated with **Maslow's hierarchy**, not SDT.
- (D): Interest, effort, and enjoyment are *experiential correlates* or outcomes of intrinsic motivation — they describe what intrinsic motivation feels like, not its theoretical underpinnings.

Final Answer: (C)

Answer: (C) [Go Back to Q 24](#)

Q25.

Solution

Concept: Weiner's Attribution Theory — locus, stability, controllability.

Weiner (1972) classified attributions along three dimensions: **locus** (internal vs. external), **stability** (stable vs. unstable), and **controllability** (controllable vs. uncontrollable). Attributing failure to **lack of effort** is: **Internal** (the cause lies within the student), **Unstable** (effort can change from one occasion to the next), and **Controllable** (the student believes they can choose to exert more effort). This is the most adaptive attribution as it preserves expectancy for future success.

Why other options are wrong:

- (A): External, stable, uncontrollable describes attributing failure to the *excessive difficulty* of the test — outside and beyond the student's control.
- (B): External, unstable, controllable might describe blaming a chance distraction or inadequate support that could be changed.
- (C): Internal, stable, uncontrollable describes attributing failure to *low in-*



nate ability — within the person but fixed and beyond change.

Final Answer: (D)

Answer: (D) Go Back to Q 25

Q26.

Solution

Concept: Formative feedback for continuous improvement.

Formative feedback (Sadler, 1989; Hattie & Timperley, 2007) is **specific, timely, and actionable** guidance delivered *during* the learning process. It helps students understand where they currently are, where they need to be, and what strategies will close the gap — making it the most powerful tool for ongoing, continuous learning improvement. Unlike summative feedback, it is designed to inform and adjust, not merely judge.

Why other options are wrong:

- (B): Summative feedback (grade + general comment at end of unit) arrives too late to guide the learning it assesses; it certifies outcomes rather than improving them.
- (C): A single numerical score without commentary provides no actionable information for the student to improve.
- (D): Normative feedback (comparison to class/national average) tells students where they rank but does not tell them what to do differently.

Final Answer: (A)

Answer: (A) Go Back to Q 26

Q27.

Solution

Concept: Norm-referenced vs. criterion-referenced grading.

Norm-referenced grading ranks a student's performance **relative to peers** — producing percentile ranks, stanines, or grades on a curve. **Criterion-referenced grading** measures each student's performance **against predetermined mastery standards** (e.g., “can solve quadratic equations correctly 80% of the time”), entirely independent of how others perform. The distinction is group-comparison versus absolute-standard comparison.



Why other options are wrong:

- (A): Question format (essay vs. MCQ) is a test design choice unrelated to the norm/criterion referencing distinction.
- (C): Criterion-referenced grading is widely used in school-level competency assessments and certifications — it is not limited to national entrance exams.
- (D): This option reverses the descriptions: norm-referenced produces *relative rankings*; criterion-referenced produces *absolute mastery judgements*.

Final Answer: (B)**Answer: (B)** **Go Back to Q 27****Q28.****Solution****Concept:** Fill-in-the-blank questions — what they primarily test.

Fill-in-the-blank (completion) items require students to **retrieve specific information** — facts, technical terms, labels, dates, names, or formulae — **from long-term memory with precision**. Unlike MCQs, they do not allow guessing from a provided list; they demand genuine recall. They operate primarily at the **Knowledge/Remembering** level of Bloom's taxonomy.

Why other options are wrong:

- (A): Critically analysing multi-step arguments and identifying unstated assumptions requires **Analysis-level** thinking, which fill-in-the-blank items cannot adequately assess.
- (B): Transferring a principle to an unfamiliar real-world scenario involves **Application or higher** cognitive skills — beyond the scope of completion items.
- (D): Generating an original and coherent response by synthesising from multiple domains describes **essay-type** tasks at the Synthesis/Create level.

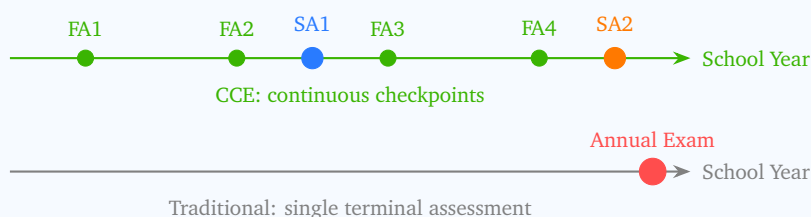
Final Answer: (C)**Answer: (C)** **Go Back to Q 28**

Q29.

Solution

Concept: CCE vs. traditional annual examination — most significant difference.

As the comparison diagram shows, **CCE (Continuous and Comprehensive Evaluation)**, introduced under the RTE Act 2009 and implemented by CBSE, **evaluates both scholastic achievement and co-scholastic areas** (attitudes, values, sports, arts) at **multiple points throughout the year** using formative and summative tools. The **traditional annual examination** is a **single terminal, predominantly cognitive/scholastic written assessment** that captures only one snapshot of student performance.



Why other options are wrong:

- (A): CCE uses written, oral, practical, and project-based tools — not exclusively oral/practical; the annual system also includes written exams.
- (B): Annual examinations are typically administered by the school or affiliated board — not by parents and guardians, which is absurd.
- (C): CCE does *not* restrict evaluation to cognitive scholastic skills only; it explicitly extends to co-scholastic domains such as arts, sports, and attitudes.

Final Answer: (D)

Answer: (D) [Go Back to Q 29](#)

Q30.

Solution

Concept: Circular/semi-circular seating — best suited activity type.

Circular or semi-circular seating eliminates the hierarchical front-back dynamic and gives every participant **equal sightlines to every other participant**. This arrangement is optimally designed for **collaborative discussions, Socratic seminars, debates, and cooperative learning** where every student's voice is equally visible and accessible, promoting reciprocal participation and shared dialogue.

Why other options are wrong:



- (B): Direct instruction and lecturing are best served by **rows facing the front**, maximising students' unobstructed view of the teacher and board — circular seating actually impedes this.
- (C): Individual silent seatwork, reading, and test-taking require focused isolation, typically served by individual desks in rows or carrels, not a collaborative circle.
- (D): Laboratory practicals require fixed equipment stations and bench layouts that are incompatible with a flexible circular arrangement.

Final Answer: (A)

Answer: (A) [Go Back to Q 30](#)

Q31.

Solution

Concept: Logical consequences vs. punishment in classroom management.

Logical consequences (Dreikurs & Grey, 1968) are directly, respectfully, and transparently related to the misbehaviour — they help the student understand the **natural connection between their actions and the resulting outcome** (e.g., a student who draws on a desk must clean it). **Punishment** is arbitrary, pain-inflicting, and often unrelated to the offence — it teaches the student to fear the punisher rather than to understand and change the behaviour.

Why other options are wrong:

- (A): Both logical consequences and punishments are typically teacher-administered; neither inherently involves a democratic council vote.
- (C): This reverses the temporal dimension; punishment tends to be immediate, while logical consequences can also be immediate — the distinction is relevance-to-behaviour, not timing.
- (D): Logical consequences apply to any misbehaviour (social or academic) that has a natural relational outcome; they are not restricted to academic misconduct alone.

Final Answer: (B)

Answer: (B) [Go Back to Q 31](#)



Q32.

Solution

Concept: Non-verbal cues for classroom management.

Non-verbal cues are management signals that redirect off-task behaviour **without interrupting the flow of instruction or calling out a student verbally**. Making deliberate **sustained eye contact**, using a raised-palm gesture, or **proximity** (moving purposefully toward an off-task student) are classic non-verbal techniques that communicate expectations silently, preserving the lesson's momentum and the student's dignity.

Why other options are wrong:

- (A): Progressively raising voice volume is a **verbal, reactive** strategy that escalates teacher-student tension rather than non-verbally redirecting.
- (B): Halting instruction mid-sentence and verbally restating a rule is a **verbal, disruptive** intervention — the opposite of a silent non-verbal cue.
- (D): Writing a rule on the whiteboard is a written/visual communication act that *pauses* instruction and calls whole-class attention to the violation, which is not a non-verbal management cue.

Final Answer: (C)

Answer: (C) [Go Back to Q 32](#)

Q33.

Solution

Concept: Abstract thinking in Piaget's formal operational stage.

Abstract thinking in the formal operational stage means the adolescent can **reason about hypothetical possibilities that have never been directly experienced, reflect on their own thought processes** (metacognition), and **manipulate abstract logical propositions** independently of concrete referents. They can consider counterfactuals ("What if X were true?") and engage in systematic combinatorial reasoning.

Why other options are wrong:

- (A): Systematically classifying objects by multiple attributes simultaneously describes **multiple classification** — an achievement of the **concrete operational stage**.
- (B): Understanding that substance remains constant despite changes in shape or container describes **conservation** — also a **concrete operational**



milestone.

- (C): Solving problems most effectively when aided by physical objects or visual models describes **concrete operational** thinking, which still depends on tangible supports.

Final Answer: (D)

Answer: (D) Go Back to Q 33

Q34.

Solution

Concept: Kohlberg's post-conventional level — moral reasoning.

As shown in the Kohlberg diagram, **Post-Conventional morality** (Stages 5 and 6) is characterised by **moral reasoning grounded in universal ethical principles** — justice, human dignity, equality, and individual rights — that **transcend any particular society's legal code or cultural conventions**. At Stage 5, the person upholds democratic social contracts; at Stage 6, they act on internalised universal principles even when they conflict with law.

**Post-
Conventional
Level III**

universal ethical principles — justice, dignity, equality (transcend law)

Stage 5: Social contract, individual rights, democratic law

Why other options are wrong:

- (B): Avoiding punishment and complying with authority without personal reflection describes **Stage 1** of the **pre-conventional** level.
- (C): Maintaining social harmony, fulfilling role expectations, and being seen as a good person describes **Stage 3** of the **conventional** level.
- (D): Strict adherence to established laws as legitimate authority describes **Stage 4** (Law and Order) of the **conventional** level.

Final Answer: (A)

Answer: (A) Go Back to Q 34



Q35.

Solution**Concept:** Bilingualism and executive function advantages.

Decades of research (Bialystok, Cummins) consistently shows that **bilingual children demonstrate stronger executive function** skills — including **cognitive flexibility** (switching between task sets), **selective attention** (filtering irrelevant stimuli), and **task-switching** — compared to monolingual peers. This is attributed to the bilingual's constant practice of managing and inhibiting one language while using the other, which strengthens the brain's general attentional control systems.

Why other options are wrong:

- (A): Research consistently shows the *opposite*: bilingual instruction does not cause delays; it supports proficiency development in both languages simultaneously.
- (C): Cognitive advantages of bilingualism have been documented across typologically diverse language pairs — not limited to structurally related languages.
- (D): Completely replacing the home language from Year 1 (subtractive bilingualism) is associated with poorer academic outcomes; additive bilingualism (maintaining both languages) is supported by research.

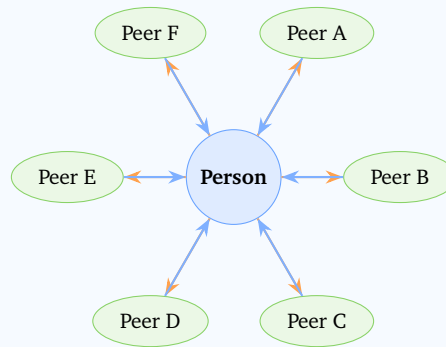
Final Answer: (B)**Answer:** (B) [Go Back to Q 35](#)

Q36.

Solution**Concept:** Gardner's Interpersonal Intelligence.

Howard Gardner's **Interpersonal Intelligence** (1983) — highlighted in the multiple intelligences diagram — is the capacity to **notice and interpret others' moods, emotions, motivations, desires, and intentions**, and to **respond effectively and empathetically** in social situations. It underpins skills like leadership, counselling, teaching, sales, and diplomacy. It is distinct from Intrapersonal Intelligence, which is inward-facing.





Interpersonal: reading and responding to others

Why other options are wrong:

- (A): Accurately understanding one's own emotions, motivations, and limitations is **Intrapersonal Intelligence** — the inward counterpart to interpersonal.
- (B): Perceiving, creating, and appreciating musical structures (pitch, rhythm, timbre) is **Musical Intelligence**.
- (D): Using language effectively for persuasion, explanation, and metalinguistic analysis is **Linguistic Intelligence**.

Final Answer: (C)

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

Q37.

Solution

Concept: Hidden curriculum in education.

The **hidden curriculum** (Jackson, 1968; Apple, 1979) refers to the **unintended but powerful learning of social norms, cultural values, attitudes, power relations, and role expectations** that students absorb through daily school routines, institutional culture, peer dynamics, and teacher behaviour — **never explicitly taught** in any official syllabus, yet deeply and persistently transmitted. Examples include learning about hierarchy, punctuality, gender roles, and conformity.

Why other options are wrong:

- (A): An “official curriculum withheld from students” is a mischaracterisation; the hidden curriculum is not a secret official document but rather unintended socialisation.
- (B): Additional content privately inserted by teachers beyond the formal syl-



labus is simply supplementary or extended teaching, not the hidden curriculum.

- (C): Values and skills developed through co-curricular activities are *informally intended* outcomes of structured programmes — not unintended hidden curriculum effects.

Final Answer: (D)

Answer: (D) Go Back to Q 37

Q38.

Solution

Concept: Curriculum principle of Scope.

The **scope** principle refers to the **breadth and depth of content, skills, values, and learning experiences** that are encompassed within a curriculum at any given level or grade. It answers the question: “How wide and how deep should the curriculum be at this point?” Scope defines the *horizontal* spread of the curriculum — what is included and at what level of treatment.

Why other options are wrong:

- (B): Arranging content hierarchically from simple to complex across successive grade levels describes the principle of **Sequence**.
- (C): Deliberately connecting and reinforcing concepts across different subject disciplines describes the principle of **Integration**.
- (D): Revisiting core concepts at progressively increasing levels of complexity as the learner advances describes the principle of **Continuity** or the **spiral curriculum** (Bruner).

Final Answer: (A)

Answer: (A) Go Back to Q 38



Q39.

Solution

Concept: NEP 2020 — Foundational Literacy and Numeracy (FLN) goal.

NEP 2020's **FLN mission** (implemented via NIPUN Bharat) specifies that by end of Grade 3, every child should attain **basic reading with comprehension, meaningful writing, and functional arithmetic** — preferably in the **home or regional language** — delivered through **joyful, play-based, activity-centred** pedagogy. The policy emphasises that foundational skills cannot be built through rote drill or premature transition to English-medium instruction.

Why other options are wrong:

- (A): Structured paragraph writing in English and solving algebraic equations are secondary-level expectations, not foundational Stage goals for Grade 3 children.
- (C): NEP 2020 explicitly discourages high-stakes testing at the foundational stage; there is no mandatory national benchmark test at Grade 3.
- (D): Full transition to English-medium schooling is contrary to NEP 2020's policy, which advocates mother-tongue/home language instruction through at least Grade 5.

Final Answer: (B)

Answer: (B) [Go Back to Q 39](#)

Q40.

Solution

Concept: Projected vs. non-projected visual aids — correct classification.

Teaching aids are classified as **projected** (require a light source and screen: OHP, slide projector, digital projector) or **non-projected** (require no projection equipment: blackboard, charts, models, flashcards, realia, globes, maps). The correct classification places all board/chart/model-type materials in the non-projected category and all lens/lamp/screen-based devices in the projected category.

Why other options are wrong:

- (A): This incorrectly places the blackboard and printed charts in the “projected” category — they require no projector.
- (B): This incorrectly classifies the digital projector as “non-projected” and radio as “projected” — both are wrong.
- (D): Radio, television, and slide projectors cannot all be non-projected;



a slide projector is by definition a projected aid. Radio and TV are audio/audio-visual aids, not classified primarily as projected visual aids.

Final Answer: (C)

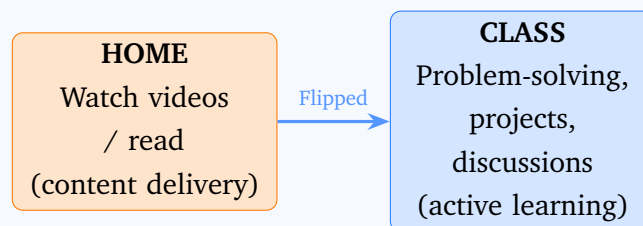
Answer: (C) Go Back to Q 40

Q41.

Solution

Concept: Flipped classroom model — fundamental difference from traditional model.

As the diagram shows, the **flipped classroom** (Bergmann & Sams, 2012) **inverts the traditional home-school relationship**: **instructional content** (video lectures, readings) is delivered **before class** (at home), and **classroom time** is repurposed for **active problem-solving, projects, peer collaboration, and teacher-facilitated inquiry**. The teacher shifts from lecturer to facilitator of deeper learning.



Why other options are wrong:

- (A): The flipped model does not necessarily reduce school session time; the total instructional time is often similar — what changes is the *nature* of class activity.
- (B): The teacher does interact directly with students during class in the flipped model — providing guidance, feedback, and facilitation during active tasks.
- (C): Technology tools in a flipped model are primarily used at *home* for content delivery, not restricted to school hours.

Final Answer: (D)

Answer: (D) Go Back to Q 41



Q42.

Solution

Concept: Digital textbooks — most significant pedagogical advantage.

The defining pedagogical advantage of **digital textbooks** over printed ones is the ability to **embed interactive elements**: animations that visualise dynamic processes, hyperlinked glossaries for instant definitions, embedded videos for rich context, and **self-assessment quizzes** that provide immediate feedback. These features support **personalised, multimodal, and adaptive learning** — engaging visual, auditory, and kinaesthetic learners simultaneously.

Why other options are wrong:

- (B): Digital textbooks are not universally available at zero cost; many require licensed platform subscriptions, and device access is not universal.
- (C): Plagiarism detection is a feature of learning management systems and dedicated tools (e.g., Turnitin) — not a standard feature of digital textbooks.
- (D): Digital textbooks enhance, but do not replace, teacher explanation; human pedagogical mediation remains essential for most learners.

Final Answer: (A)

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

Q43.

Solution

Concept: Puppets and role-play as TLM — primary benefits.

Puppets and role-play serve as powerful TLM because they **concretise abstract social and emotional concepts through dramatisation** (e.g., conflict resolution, empathy, community roles), **stimulate creative imagination**, and provide a **low-anxiety medium** for language development and expressive communication. Children who are too shy to speak freely as themselves often communicate confidently through a puppet character, making this approach especially powerful for language learning and social-emotional development.

Why other options are wrong:

- (A): Guaranteeing identical learning outcomes at the same pace contradicts the constructivist, open-ended nature of role-play, where responses and learning vary by student.
- (C): Replacing all paper-and-pencil assessment is an overstatement; puppets and role-play are instructional tools, not universal assessment replacements.



- (D): Rapid syllabus coverage is a feature of direct instruction methods; puppets and role-play are experiential and typically slower but deeper.

Final Answer: (B)

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

Q44.

Solution

Concept: Individual Education Plan (IEP) — typical contents.

An **IEP** is a legally mandated, collaboratively developed document for students with special educational needs. It typically contains: **current performance levels** (baseline assessment data), **specific and measurable annual goals**, required **accommodations or modifications** (extended time, assistive technology, modified materials), **related support services** (speech therapy, occupational therapy), and **individualised evaluation criteria** — all tailored to the student's unique profile.

Why other options are wrong:

- (A): Family background and socioeconomic data may be contextual inputs to IEP development but are not core IEP components; the IEP focuses on educational goals and services.
- (B): Comparative analysis relative to the class average is **norm-referenced** assessment information, incompatible with IEP's individualised, criterion-based approach.
- (D): Medical and therapeutic prescriptions are the domain of clinical professionals (doctors, psychologists), not the educational IEP document.

Final Answer: (C)

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



Q45.

Solution

Concept: Supporting students with dyslexia — evidence-based strategies.

Dyslexia is a neurological learning difference affecting phonological processing, decoding, and fluency. Evidence-based support (Orton-Gillingham, structured literacy) includes: **multi-sensory instruction** (visual, auditory, kinaesthetic, tactile input simultaneously), **extended time** on assessments, **audio versions of texts**, and accepting **oral or alternative responses** alongside written work — preserving the student's access to content while circumventing the processing barrier.

Why other options are wrong:

- (A): Assigning daily oral reading in front of the class exposes the student to public humiliation for their core difficulty, increasing anxiety and reducing self-efficacy.
- (B): A separate simplified curriculum is a form of segregation that deprives the student of grade-level content and the benefits of inclusive education.
- (C): Reducing performance expectations (without addressing the learning difference) lowers aspirations and denies the student the support they need to meet higher goals.

Final Answer: (D)

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

Q46.

Solution

Concept: Pull-out vs. push-in inclusive education service models.

As illustrated in the diagram, these two models differ in **where specialist support is delivered**. In the **pull-out model**, the student **leaves the general education classroom** to receive specialist instruction in a separate resource room. In the **push-in model**, the specialist **enters the inclusive general classroom** to provide co-teaching or in-class support alongside the class teacher, keeping the student in the mainstream learning environment.



Why other options are wrong:



- (B): Pull-out services are delivered by *specialist teachers* (not the general class teacher), and push-in does not require an external therapist — both can be school-based staff.
- (C): Both models serve students with a range of special needs; neither is exclusively for gifted/talented students.
- (D): In the pull-out model the student leaves; in the push-in model the student *stays* — the specialist moves, not the student.

Final Answer: (A)

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

Q47.

Solution

Concept: Internship/practice teaching in pre-service teacher education.

Practice teaching (also called teaching internship or student teaching) is the **field-based, supervised component** of pre-service preparation that integrates theoretical pedagogical knowledge with **live, real-classroom teaching experience**. Under the guidance of a mentor/cooperating teacher, student teachers plan lessons, deliver instruction, manage classes, and receive systematic feedback — developing the practical competencies that coursework alone cannot provide.

Why other options are wrong:

- (A): Earning credit merely by observing without active instructional participation describes a passive observation practicum, not a full teaching internship.
- (C): Assessing a school's physical infrastructure and resource adequacy is an administrative site-evaluation task, unrelated to the developmental purpose of practice teaching.
- (D): Remote evaluation through written assignments and vivas is academic coursework assessment, not the purpose of a hands-on teaching internship.

Final Answer: (B)

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



Q48.

Solution

Concept: Appropriate ethical boundaries in the teacher-student relationship.

Professional ethics for teachers require **equitable treatment of all students**, strict **maintenance of student confidentiality**, and avoidance of **dual roles or relationships** (e.g., friend, business partner, romantic interest) that could compromise professional objectivity or student well-being. These standards are codified in teacher codes of conduct globally and in the NCTE/NCF framework in India.

Why other options are wrong:

- (A): Sharing personal mobile numbers with individual students creates an informal relationship outside professional channels, blurring appropriate role boundaries and raising safeguarding concerns.
- (B): Openly expressing personal political and religious convictions during instructional time misuses the teacher's position of influence and may coerce students' beliefs.
- (D): Awarding preferential marks to high-performing students to create social pressure is both academically dishonest and ethically a violation of equitable treatment.

Final Answer: (C)

Answer: (C) [Go Back to Q 48](#)

Q49.

Solution

Concept: Universal Design for Learning (UDL) — core principle.

UDL (CAST, 1998) is a proactive curriculum design framework that builds in **flexibility from the outset** to accommodate the **full spectrum of learner variability** — disability, language background, learning style, cultural context. UDL's three principles are: multiple means of **representation**, multiple means of **action and expression**, and multiple means of **engagement**. By designing for diversity upfront, UDL eliminates the need for individual retrofitting after difficulties are identified.

Why other options are wrong:

- (A): Physical building accessibility for wheelchair users describes **architectural universal design** (barrier-free design) — an important but separate concept from UDL's curricular framework.



- (B): Finding a single optimal method for the majority describes a *one-size-fits-most* approach — precisely what UDL rejects in favour of multiple, flexible means.
- (C): Making retroactive accommodations after difficulties are documented is the reactive, individual-by-individual approach that UDL was designed to replace.

Final Answer: (D)

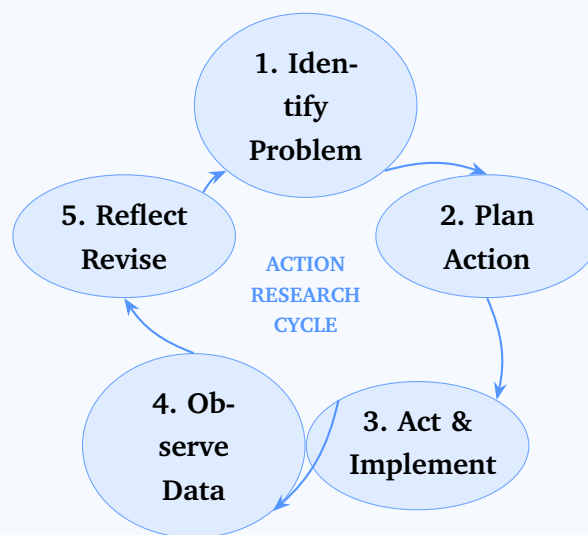
Answer: (D) Go Back to Q 49

Q50.

Solution

Concept: Action research — nature and purpose.

Action research (Lewin, 1946; Kemmis & McTaggart, 1988) is a **systematic, iterative, and reflective** process in which a teacher **identifies a classroom concern**, plans an evidence-based intervention, implements it, collects and analyses data on outcomes, and reflects to refine practice — then cycles through again. Its purpose is **practitioner-led improvement** of immediate classroom practice, making it uniquely context-sensitive and teacher-empowering.



Why other options are wrong:

- (B): A large-scale, externally validated quantitative study by university researchers describes **formal educational research** aimed at broad generalisation — the opposite of action research's small-scale, context-specific focus.
- (C): A one-time administrative performance review is a management accountability exercise, not the cyclical, inquiry-driven improvement process



of action research.

- (D): Informal collegial discussion without data collection or critical reflection lacks the *systematic, evidence-based* quality that defines action research.

Final Answer: (A)

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



Answer Key

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

