MAH B.Ed CET Teaching Aptitude

Sample Paper – 5 | Detailed Solutions

Detailed Solutions

Q1.

Solution

Concept: Teaching as an art — creativity and adaptability.

Teaching as an **art** emphasises its **creative, intuitive, and adaptive** dimension. Unlike the scientific dimension (which relies on tested procedures), the artistic dimension recognises that no single formula governs teaching. An effective teacher improvises, personalises instruction, reads non-verbal cues, and responds to each learner's unique needs in the moment—qualities that cannot be fully prescribed or replicated by rules.

Why other options are wrong:

- (B) Replicable, testable procedures validated through research describe teaching as a **science**, not an art.
- (C) Standardised objectives leaving no room for judgement describe a rigid, prescriptive view—the antithesis of the artistic dimension.
- (D) Uniform, predictable outcomes derived from fixed rules describe a mechanical, algorithmic conception of teaching, not an artistic one.

Final Answer: (A)

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

Q2.

Solution

Concept: Tripolar (triad) nature of teaching.

Teaching is described as **tripolar** because it is constituted by a **three-way relationship among teacher, student, and content**. Each vertex influences the other two: the teacher mediates content for the student; the student's responses shape the teacher's approach; and the nature of the content determines both the pedagogical strategy and the student's engagement. This triad is distinct from a simple dyadic teacher-student interaction.

Why other options are wrong:

- (A) Bloom's three levels of cognitive complexity do not define the "tripolar" nature of the teaching relationship.
- (C) Administrative hierarchy (teacher, principal, inspector) is an organisational structure, not a characterisation of teaching itself.
- (D) Three temporal phases (planning, execution, evaluation) describe the phases of teaching, not its relational structure.

Final Answer: (B)

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

Q3.

Solution

Concept: Tyler's four fundamental curriculum questions.

Ralph Tyler's *Basic Principles of Curriculum and Instruction* (1949) proposed four guiding questions:

(a) What **educational purposes** should the school seek to attain?
(b) What **educational experiences** can be provided to attain these purposes?
(c) How can these experiences be **effectively organised**?
(d) How can we **determine whether** the purposes are being attained (evaluation)?

Option (C) correctly paraphrases all four questions and represents the complete Tyler Rationale.

Why other options are wrong:

- (A) Questions about who teaches and how grades are assigned are administrative, not Tyler's curriculum questions.
- (B) IQ, resources, test format, and evaluators are not part of Tyler's four fundamental questions.
- (D) Contact hours, pass rates, textbook approval, and teacher recruitment are management concerns, not Tyler's framework.

Final Answer: (C)

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

Q4.

Solution

Concept: Pre-active phase of teaching — planning activities.

Teaching is divided into three phases:

- **Pre-active**: activities performed *before* the lesson (planning objectives, selecting content, preparing materials, designing assessments).
- **Interactive**: the actual classroom delivery.
- **Post-active**: reflection and evaluation after the lesson.

Option (D) describes writing objectives, selecting content, preparing teaching aids, and designing assessments—all of which are definitively **pre-active** planning tasks.

Why other options are wrong:

- (A) Responding to unexpected student questions spontaneously is part of the **interactive** phase.
- (B) Reflecting on outcomes after class is the **post-active** (reflective) phase.
- (C) Distributing corrected papers and giving feedback is a **post-active** or interactive follow-up activity.

Final Answer: (D)

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

Q5.

Solution

Concept: Open and distance education (NIOS) defining features.

Open and distance education (as practised by NIOS) is characterised by:

- **Flexible admission**: no age bar, no strict entry qualifications, and credit for prior learning.
- **Self-paced learning**: students progress at their own speed through printed study materials, online modules, and audio-visual aids.
- **No mandatory attendance**: learners are not required to attend a physical institution daily.
- Recognition of prior learning and multiple attempts at examinations.

Option (A) accurately captures these three defining features.

Why other options are wrong:

- (B) Daily six-hour physical attendance is the hallmark of **formal, face-to-face** schooling—the opposite of open education.
- (C) Restricting admission to the 14–18 age group who have failed contradicts the "open" and age-unrestricted character of NIOS.
- (D) A rigid timetable and no alternative delivery mode describes conventional education, not open schooling.

Final Answer: (A)

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

Q6.

Solution

Concept: Teacher as facilitator (Rogers's student-centred model).

Carl Rogers (1969), in *Freedom to Learn*, argued that the most effective teachers are **facilitators of learning**: they trust learners, create a psychologically safe climate, and support student-initiated exploration. A facilitator does **not** prescribe content or lecture continuously; instead, they provide resources, encourage self-direction, and guide rather than control the learning agenda. The diagram contrasts teacher-centred with student-centred facilitation, showing how each differs in role, authority, and function.

Why other options are wrong:

- (A) Maintaining strict discipline and delivering structured lectures describes the traditional, teacher-centred approach—the left column of the diagram.
- (C) Designing detailed plans that leave no room for student initiative is controlling and teacher-directed—opposite to facilitation.
- (D) Serving primarily as an examiner who grades and ranks students is the evaluator role, not the facilitator role.

Final Answer: (B)

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

Q7.

Solution

Concept: Simpson's psychomotor taxonomy — Perception stage.

Elizabeth Simpson's psychomotor taxonomy has seven levels: **Perception** → Set → Guided Response → Mechanism → Complex Overt Response → Adaptation → Origination. The **first stage, Perception**, involves using the **senses (sight, hearing, touch)** to detect cues in the environment that signal how a motor task should be performed—it is the awareness stage that precedes any actual physical movement.

Why other options are wrong:

- (A) Performing a skill efficiently and automatically describes the **Complex Overt Response** or **Mechanism** level.
- (B) Executing a skill sequence under guidance with errors still present describes the **Guided Response** level.
- (D) Developing mental and physical readiness describes the **Set** level (the second stage), not Perception.

Final Answer: (C)

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

Q8.

Solution

Concept: Krathwohl's affective domain — Receiving (first/lowest) level.

Krathwohl's affective taxonomy has five levels: **Receiving** → Responding → Valuing → Organisation → Characterisation. At the **Receiving** level, the learner is merely **aware** of the stimulus and shows a **willingness to attend** to it—there is no active response, no expression of value, and no commitment to action. It is the foundational "notice and tolerate" stage.

Why other options are wrong:

- (A) Adjusting behaviour to reflect an internalised value system consistently describes the **Characterisation** level (highest).
- (B) Organising competing values into a priority system describes the **Organisation** level.
- (C) Actively participating and expressing emotional reactions describes the **Responding** level.

Final Answer: (D)

Answer: (D) Go Back to Q 8

Q9.

Solution

Concept: Role-play method — primary purpose (empathy, perspective-taking).

The **role-play method** (also called sociodrama or dramatic play in educational contexts) is primarily designed to **develop empathy and perspective-taking**. By physically enacting another person's situation—a historical figure, a person from a different social background, or a character in a moral dilemma—students experience the world from that viewpoint, building emotional understanding and social insight that cannot be achieved through passive reading or lecture.

Why other options are wrong:

- (B) Rapid factual recall through competitive question-and-answer is a quiz or recitation technique, not role-play.
- (C) Teaching mathematical algorithms through physical movement describes an embodied numeracy activity, not role-play.
- (D) Improving fine motor skills through scripted movement describes a physical education or occupational therapy technique.

Final Answer: (A)

Answer: (A) Go Back to Q 9

Q10.

Solution

Concept: Socratic questioning — systematic dialogic probing.

The **Socratic method** (named after Socrates' dialectic, *elenchus*) involves the teacher asking a carefully planned sequence of **open, probing questions** that challenge assumptions, reveal contradictions, and guide students to discover and refine their own understanding. It is dialogic (teacher-student exchange), not a written assignment or a competitive quiz. The method demands active student thinking at every step, distinguishing it from passive instruction.

Why other options are wrong:

- (A) Distributing a printed list of questions for home completion is independent written practice, not Socratic dialogue.
- (C) Students submitting questions for the teacher to answer reverses the

Socratic dynamic.

- (D) A competitive oral quiz where students earn marks for correct answers is a recitation/quiz game, not Socratic questioning.

Final Answer: (B)

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

Q11.

Solution

Concept: Seminar method — student-led presentation and discussion.

The **seminar method** is a higher-order, interactive teaching approach in which a student (or small group) **presents a prepared paper or analysis** on a topic, followed by **critical discussion and debate among all participants**. The teacher acts as a moderator rather than a lecturer. This method develops research skills, oral communication, critical analysis, and peer learning—all of which are absent when the teacher lectures continuously.

Why other options are wrong:

- (A) Continuous teacher lecturing with students taking notes is the **lecture method**, not a seminar.
- (B) Individual research papers submitted at end of term describe an **assignment/project method**, not a seminar.
- (D) Competing teams arguing opposing sides describes a **debate method**, not the seminar.

Final Answer: (C)

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

Q12.

Solution

Concept: Herbartian formal lesson plan — five steps in order.

Johann Friedrich Herbart proposed five formal steps for lesson planning, later elaborated by his followers (Rein, Ziller):

(a) **Preparation** (Motivation/Introduction): linking new material to prior knowledge.
(b) **Presentation**: introducing the new content.

(c) **Comparison and Abstraction**: associating the new with the known; isolating the essential principle.
(d) **Generalisation**: formulating a general rule or principle.
(e) **Application**: applying the generalisation to new examples or exercises.

Option (D) correctly lists all five steps in the canonical Herbartian sequence.

Why other options are wrong:

- (A) Placing Application before Generalisation inverts the logical pedagogical order.
- (B) Motivation, Introduction, Development, Recapitulation, Evaluation is a modern lesson plan format, not Herbartian.
- (C) Introduction, Development, Consolidation, Recapitulation, Testing is another contemporary lesson plan model, not Herbart's.

Final Answer: (D)

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

Q13.

Solution

Concept: Dalton Plan — individual contracts and laboratory learning.

Helen Parkhurst developed the **Dalton Plan** (1919) at Dalton, Massachusetts. Its core features are:

- **Assignment contracts ("jobs")**: each student signs a monthly contract to complete specified units of work.
- **Subject laboratories**: students move freely to subject-specific rooms equipped with resources; no fixed whole-class timetable exists.
- **Self-pacing**: students work at their own speed and are responsible for managing their time.
- **Monthly progress tracking**: teachers chart each student's completed work on a progress board.

Option (A) correctly captures all these defining features.

Why other options are wrong:

- (B) Group competition for weekly prizes is contrary to the Dalton Plan's emphasis on individual responsibility and cooperation.
- (C) Uniform whole-class pacing is the antithesis of the Dalton Plan's individualised self-pacing model.

- (D) Compulsory weekly written examinations are a feature of conventional schooling, not the Dalton Plan.

Final Answer: (A)

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

Q14.

Solution

Concept: Jigsaw cooperative learning — expert group functioning.

In the **Jigsaw strategy** (Aronson et al., 1978), each student belongs to a **home group**. The material is divided into segments, and each member is assigned one segment. Students with the **same segment** from different home groups meet as an **expert group** to study their segment deeply. They then return to their home groups and teach their segment to peers. The expert group mechanism ensures every student becomes a genuine content authority on one part of the material.

Why other options are wrong:

- (A) The teacher selecting highest-achievers as peer tutors describes a peer tutoring strategy, not the Jigsaw expert group.
- (C) All students studying the same chapter and quizzing in random pairs is the Think-Pair-Share or a review activity—not Jigsaw.
- (D) Students from the same home group competing against others contradicts Jigsaw's collaborative, non-competitive spirit.

Final Answer: (B)

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

Q15.

Solution

Concept: Open (free) inquiry vs. guided inquiry — distinguishing feature.

Inquiry-based learning exists on a continuum:

- **Structured inquiry**: teacher provides question AND procedure; students record data.
- **Guided inquiry**: teacher provides the question; students design the method.
- **Open (free) inquiry**: students identify their own problem, formulate their own question, design their own method, collect data, and draw

conclusions—with minimal teacher direction.

The hallmark of **open inquiry** is student **self-direction across the entire inquiry cycle**. Option (C) captures this comprehensively.

Why other options are wrong:

- (A) Teacher providing both question and procedure describes **structured inquiry** (the most teacher-directed form).
- (B) Teacher providing the question with student-designed method describes **guided inquiry**, not open inquiry.
- (D) Investigations derived from textbook pre-set experiments describes structured or directed inquiry, not open inquiry.

Final Answer: (C)

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

Q16.

Solution

Concept: Team teaching — primary advantage for students.

The diagram shows Teacher A (Science Specialist) and Teacher B (Language Specialist) jointly delivering instruction to the same class, with co-planning and co-delivery indicated by the dashed double-headed arrow. The **primary benefit for students** is access to the **complementary expertise of two specialists simultaneously**: richer content explanations, multiple pedagogical perspectives, and integrated cross-disciplinary learning that a single teacher cannot provide alone.

Why other options are wrong:

- (A) Reducing educational cost is not a primary outcome of team teaching for students; it may even be costlier.
- (B) Teachers teaching fewer periods is a staffing/workload consideration, not a student benefit.
- (C) Team teaching requires *more* co-planning and coordination, not less lesson preparation.

Final Answer: (D)

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

Q17.

Solution

Concept: Pavlov's classical conditioning — Unconditioned Response (UR).

In Pavlov's experiment:

- **Unconditioned Stimulus (UCS)**: food powder — naturally elicits salivation.
- **Unconditioned Response (UR)**: salivation produced *naturally* to the UCS, requiring no prior learning.
- **Conditioned Stimulus (CS)**: a bell (or metronome) that, after pairing, also elicits salivation.
- **Conditioned Response (CR)**: salivation elicited by the CS alone (after conditioning).

The **UR** is the **natural, unlearned, automatic response** to the UCS—it exists before any conditioning begins.

Why other options are wrong:

- (B) Response produced after repeated paired conditioning trials to the CS describes the **Conditioned Response (CR)**.
- (C) Salivation when the bell alone is presented after conditioning also describes the **CR**, not the UR.
- (D) Gradual disappearance of the conditioned response without the UCS describes **extinction**, not the UR.

Final Answer: (A)

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

Q18.

Solution

Concept: Positive reinforcement — correct definition in operant conditioning.

In Skinner's operant conditioning, **positive reinforcement** involves the **addition (presentation)** of a **pleasant stimulus** immediately following a target behaviour, thereby **increasing** the probability that the behaviour will recur. Example: praising a student every time they raise their hand and contribute a thoughtful answer positively reinforces that participation behaviour.

Why other options are wrong:

- (A) Removing an unpleasant stimulus following a desired behaviour de-

scribes **negative reinforcement**—it also increases behaviour, but through stimulus removal, not addition.
- (C) Applying an aversive stimulus contingent on undesired behaviour describes **positive punishment**.
- (D) Withholding a previously received reward to reduce behaviour describes **negative punishment (response cost)**.

Final Answer: (B)

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

Q19.

Solution

Concept: Fixed-ratio (FR) schedule of reinforcement — real-life example.

In a **fixed-ratio (FR) schedule**, reinforcement is delivered after a **fixed, predetermined number of responses**. Behaviour is reinforced every nth response (e.g., FR-10 = after every 10 responses). This schedule produces high, steady rates of behaviour with a brief pause after each reinforcement.

A factory worker paid after completing **every ten units** of output is the textbook example of an FR-10 schedule: the reinforcer (payment) follows a fixed count of responses (units produced).

Why other options are wrong:

- (A) Praise given every single time a student answers correctly is **continuous reinforcement (CRF)** or FR-1, not a piecework ratio.
- (B) A slot machine paying after an unpredictable number of attempts is a **variable-ratio (VR)** schedule.
- (D) A monthly bonus at the end of every calendar month is a **fixed-interval (FI)** schedule (reinforcement based on elapsed time, not response count).

Final Answer: (C)

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

Q20.

Solution

Concept: Thorndike's Law of Effect — original 1905 formulation.

Thorndike's **Law of Effect** states that a **stimulus-response (S-R) connection is strengthened** when it is followed by a **satisfying state of affairs** and **weakened** when followed by an **annoying state of affairs**. This was the original symmetrical formulation (1905); Thorndike later revised it to de-emphasise the weakening effect of annoying consequences (1932), but the original statement remains the classic formulation tested in examinations.

Why other options are wrong:

- (A) The more frequently a S-R connection is exercised, the stronger it becomes describes Thorndike's **Law of Exercise**—a different law.
- (B) Readiness to learn when in the appropriate physiological and motivational state describes Thorndike's **Law of Readiness**—also a different law.
- (C) Learning through imitation of a model describes **Bandura's observational (social) learning theory**, not Thorndike's Law of Effect.

Final Answer: (D)

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

Q21.

Solution

Concept: Bandura's observational learning — four sub-processes.

Albert Bandura's social cognitive theory (1977, 1986) identifies **four sub-processes** that must all operate for observational learning to result in modelled behaviour:

(a) **Attention**: the observer must notice and focus on the model's relevant behaviour.
(b) **Retention**: the observer encodes and stores the observed behaviour in memory.
(c) **Motor Reproduction (Production)**: the observer physically replicates the behaviour.
(d) **Motivation (Motivational Processes)**: the observer is motivated to perform the behaviour (e.g., expected reward, vicarious reinforcement).

The flowchart in the question shows exactly this sequence. Option (A) correctly names all four.

Why other options are wrong:

- (B) Comprehension, Practice, and Reward are not Bandura's terms for the sub-processes.
- (C) Observation, Imitation, Rehearsal, and Reinforcement do not match Bandura's four technical categories.
- (D) Perception, Memory, Performance, and Self-regulation conflate terms from other theories with Bandura's framework.

Final Answer: (A)

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

Q22.

Solution

Concept: Piaget's Sensorimotor stage — object permanence.

The **Sensorimotor stage** (birth to 2 years) is characterised by learning through physical interaction with the environment via reflexes, sensory exploration, and motor actions. Its **crowning cognitive achievement** is the development of **object permanence**: the infant comes to understand, around 8–12 months, that objects exist even when they cannot be seen, heard, or touched. Before this, "out of sight" literally means "out of existence" to the infant.

Why other options are wrong:

- (A) Conservation of number, mass, and volume develops during the **Concrete Operational stage** (7–11 years).
- (C) Hypothetical-deductive reasoning about abstract propositions is the hallmark of the **Formal Operational stage** (11+ years).
- (D) Mastery of reversible logical operations on concrete materials characterises the **Concrete Operational stage**.

Final Answer: (B)

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

Q23.

Solution

Concept: Equilibration in Piaget's theory — restoring cognitive balance.

Piaget described cognitive development as driven by the **equilibration process**: the learner continuously strives to maintain **cognitive equilibrium**. When new experience cannot be accommodated by existing schemas (creating **disequilibrium**), the learner must either:

- **Assimilate**: interpret new information through existing schemas, or
- **Accommodate**: modify existing schemas to fit new information.

Equilibration is the self-regulatory mechanism that balances these two processes until a new stable state of equilibrium is reached.

Why other options are wrong:

- (A) Regulating emotional reactions to maintain positivity describes **emotional self-regulation**, not Piagetian equilibration.
- (B) Matching physical walking coordination to balance activities refers to **physical/motor balance**, not cognitive equilibration.
- (D) Negotiating shared meanings through social consensus describes **Vygotskian intersubjectivity**, not Piagetian equilibration.

Final Answer: (C)

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

Q24.

Solution

Concept: Intersubjectivity in Vygotsky's sociocultural theory.

Intersubjectivity (a concept used prominently by Vygotsky and elaborated by researchers such as Rommetveit and Wertsch) refers to the **shared or mutually negotiated understanding** that arises when two or more people engaged in a joint activity align their **focus of attention, intentions, and interpretations** through communication. It is the common ground necessary for collaborative meaning-making—essential for the ZPD to function. Intersubjectivity is not merely physical co-presence; it requires genuine communicative alignment.

Why other options are wrong:

- (A) A child's solo physical exploration describes individual construction—a

more Piagetian concept.

- (B) Physical co-presence without communicative alignment does not constitute intersubjectivity.
- (C) Written communication alone is a medium; intersubjectivity can occur in any mode but requires mutual alignment of meaning, not just textual exchange.

Final Answer: (D)

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

Q25.

Solution

Concept: Gestalt figure-ground principle.

The **figure-ground** principle (Rubin, 1915; adopted by Gestalt psychologists) describes the perceptual tendency of the visual system to **organise the visual field into two regions**: a salient **figure** (the object of focal attention, which appears closer and more structured) and a receding **ground** (the background, which appears further away and less defined). The same stimulus can be perceived as either figure or ground (reversible figure-ground), as in the classic Rubin vase/faces image shown in the diagram.

Why other options are wrong:

- (B) Objects that are spatially close being perceived as a group describes the Gestalt principle of **Proximity**.
- (C) Objects sharing similar colour or shape being grouped together describes the principle of **Similarity**.
- (D) The eye following a smooth continuous path rather than a jagged one describes the principle of **Good Continuation**.

Final Answer: (A)

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

Q26.

Solution

Concept: Bruner's symbolic mode of representation.

Jerome Bruner (1966) proposed three progressive modes of cognitive representation:

- **Enactive**: knowledge encoded as action sequences (motor memory); e.g., knowing how to ride a bike.
- **Iconic**: knowledge represented through mental images and spatial diagrams; e.g., a map or picture.
- **Symbolic**: knowledge encoded in **arbitrary symbol systems**—principally **language and mathematical notation**—which have no perceptual resemblance to what they represent; e.g., the word "justice" or the equation $E = mc^2$.

The symbolic mode is the most flexible and powerful, enabling abstract thought. Option (B) correctly defines it.

Why other options are wrong:

- (A) Physical actions and motor responses without images or language describe the **enactive mode**.
- (C) Mental images and diagrams that visually resemble the referent describe the **iconic mode**.
- (D) Direct sensorimotor engagement and hands-on manipulation also describe the **enactive mode**.

Final Answer: (B)

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

Q27.

Solution

Concept: Ausubel's advance organiser — purpose in meaningful reception learning.

David Ausubel (1960) introduced the **advance organiser**: introductory material presented before learning new content at a higher level of abstraction and inclusiveness than the new material itself. Its **primary purpose** is to **activate relevant prior knowledge** and provide a **conceptual scaffolding** (the "ideational anchor") to which the new content can be meaningfully linked. As shown in the concept

map, the advance organiser sits at the top, anchoring new topics to existing cognitive structures, thereby facilitating **meaningful assimilation** rather than rote memorisation.

Why other options are wrong:

- (A) Testing prior knowledge describes a **pre-test** or diagnostic assessment, not an advance organiser.
- (B) Summarising after teaching is a **post-organiser** or review activity—not an advance organiser.
- (D) Replacing textbook reading contradicts Ausubel's **reception learning** model, in which students do receive content (from teacher or text) after the organiser is presented.

Final Answer: (C)

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

Q28.

Solution

Concept: Maslow's physiological needs — classroom implication.

Maslow's hierarchy places **physiological needs** (hunger, thirst, fatigue, physical comfort, sleep) at the **base**—they are the most prepotent needs that must be met before higher-order needs can motivate behaviour. The **classroom implication** is direct: a student who is **hungry, sleep-deprived, or physically ill** cannot allocate cognitive resources to learning. Basic survival needs overwhelm and displace academic motivation, regardless of how engaging the instruction is.

Why other options are wrong:

- (A) Seeking constant teacher approval and feeling insecure about academic standing relates to **esteem needs** (Level 4).
- (B) Failing to form peer friendships and feeling isolated describes unmet **love and belonging needs** (Level 3).
- (C) Low self-esteem and avoidance of challenging tasks also relates to unmet **esteem needs** (Level 4).

Final Answer: (D)

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

Q29.

Solution

Concept: Self-efficacy (Bandura) — definition.

Albert Bandura (1977) defined **self-efficacy** as an individual's **belief in their own capability to execute behaviours necessary to produce specific outcomes in specific situations**. It is **task-specific** and **situation-specific**: a student may have high self-efficacy for mathematics but low self-efficacy for public speaking. Self-efficacy influences **task choice, effort, persistence, and resilience** in the face of difficulty.

Why other options are wrong:

- (B) A general feeling of self-worth and overall positive self-evaluation describes **self-esteem**—a related but distinct concept that is general rather than task-specific.
- (C) The perception that outcomes are controlled by one's own actions versus external forces describes **locus of control** (Rotter), not self-efficacy.
- (D) Intrinsic satisfaction from an activity for its own sake describes **intrinsic motivation**—not self-efficacy.

Final Answer: (A)

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

Q30.

Solution

Concept: Rotter's locus of control — internal locus characteristics.

Julian Rotter (1966) proposed that people differ in their **generalised expectancy** about control over their outcomes. Individuals with an **internal locus of control** believe that their **own behaviour, effort, and decisions** determine what happens to them. As shown in the left column of the diagram, they take personal responsibility, attribute success to effort, and are achievement-oriented. They tend to be more persistent, set higher goals, and use effective learning strategies—directly relevant to academic achievement.

Why other options are wrong:

- (A) Believing success and failure are primarily determined by luck, fate, and powerful others describes **external locus of control**—the right column of the diagram.
- (C) Believing some outcomes are personal and some are chance describes a

mixed or ambivalent attribution style, not the defining internal-locus belief.
- (D) Believing effort is pointless after repeated failure describes **learned helplessness** (Seligman)—an extreme external-locus outcome, not an internal-locus characteristic.

Final Answer: (B)

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

Q31.

Solution

Concept: Self-assessment — primary benefit for metacognition.

Self-assessment involves students evaluating their own work against established criteria. Its **primary benefit** is the development of **metacognition**: the capacity to think about one's own thinking, monitor comprehension, identify knowledge gaps, and regulate learning strategies. When students self-assess, they shift from passive recipients of teacher feedback to **active, self-regulating learners** who take ownership of their progress. Research (Black & Wiliam, 1998) confirms that self-assessment is one of the most powerful formative processes.

Why other options are wrong:

- (A) Reducing teacher marking load is an incidental administrative benefit, not the primary educational benefit.
- (B) Students grading each other equitably describes **peer assessment**, not self-assessment.
- (D) Producing standardised grades for official transcripts is a function of **summative assessment**, not self-assessment.

Final Answer: (C)

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

Q32.

Solution

Concept: Diagnostic assessment — timing and purpose.

Diagnostic assessment (also called pre-assessment) is conducted **before instruction begins**. Its purpose is to:

- Identify what students **already know** (prior knowledge).
- Uncover **misconceptions and learning gaps**.
- Enable the teacher to **tailor instruction** to address specific starting points.

Unlike formative assessment (during instruction) or summative assessment (after instruction), diagnostic assessment is inherently **pre-instructional**.

Why other options are wrong:

- (A) Conducting assessment after unit completion to assign a summative grade describes **summative assessment**.
- (B) Quizzes and exit tickets during instruction to monitor ongoing progress describes **formative assessment**.
- (C) Year-end assessment to rank students for promotion also describes **summative assessment**.

Final Answer: (D)

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

Q33.

Solution

Concept: MCQ/objective items — chief psychometric advantage.

The two main psychometric advantages of **objective (MCQ) test items** over essay questions are:

- **High reliability**: scores are free from scorer subjectivity—every examiner marks the same answer the same way, so inter-rater reliability is perfect.
- **Broad content sampling**: many MCQ items can be administered in the same time as a few essay questions, allowing the test to **sample a wider range of syllabus content**, reducing construct underrepresentation.

Option (A) correctly identifies both advantages.

Why other options are wrong:

- (B) Demonstrating complex reasoning, creativity, and depth of understanding is the advantage of **essay questions**, not MCQs.
- (C) MCQs do not completely eliminate guessing; students can guess among options, introducing construct-irrelevant variance.
- (D) MCQs actually require careful construction (blueprinting, item analysis, distractor design); they cannot be written "quickly without criteria".

Final Answer: (A)

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

Q34.

Solution

Concept: Anecdotal records — definition and use in assessment.

An **anecdotal record** is a **brief, factual, written account** of a specific, significant incident involving a student's behaviour, learning, or development, as **directly observed by the teacher**. Key features:

- Describes **what was observed**, not what the teacher infers or interprets (objectivity).
- Focuses on a **specific incident** at a specific time and place.
- Is recorded **soon after the event** to preserve accuracy.
- Provides **qualitative evidence** of behaviour over time for portfolio and profile development.

Why other options are wrong:

- (A) A numerical score chart across subjects describes a **mark sheet or grade record**, not an anecdotal record.
- (C) A student's own written reflection on their experience describes a **learning journal or diary entry**.
- (D) A standardised test score report from an external body describes a **standardised test result**, not an anecdotal record.

Final Answer: (B)

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

Q35.

Solution

Concept: Content validity — definition and establishment.

Content validity asks: "Does the test adequately cover what it is supposed to measure?" It is established by:

- **Expert review**: subject-matter experts judge whether items represent the full domain.
- A **test blueprint (table of specifications)**: ensuring all major content areas and cognitive levels are proportionally represented.

Content validity is especially critical for **achievement tests** and is evaluated logically/judgementally rather than statistically.

Why other options are wrong:

- (A) Consistency of scores across repeated administrations describes **reliability**, not validity.
- (B) The extent to which scores predict future performance in a related domain describes **predictive (criterion-related) validity**.
- (D) The extent to which a test measures the underlying theoretical construct it claims to assess describes **construct validity**.

Final Answer: (C)

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

Q36.

Solution

Concept: GPA system — primary purpose in academic reporting.

A **Grade-Point Average (GPA)** system converts letter or percentage grades into a numerical scale (typically 0–4 or 0–10), then **averages** these across multiple courses and semesters to produce a single composite index of a student's overall academic performance. Its primary purpose is to provide:

- A **standardised, comparable** measure across different courses, departments, and institutions.
- A **longitudinal indicator** of academic progress over multiple years.
- A **concise summary** for employers, admission committees, and scholarship bodies.

Why other options are wrong:

- (A) Ranking students on a single end-of-year examination is the purpose of a rank list or position report, not GPA.
- (B) Replacing written feedback with a number contradicts GPA's use alongside qualitative reporting.
- (C) Evaluating individual project quality using a rubric describes project-based assessment, not GPA.

Final Answer: (D)

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

Q37.

Solution

Concept: Preventive classroom management — first line of action.

Classroom management theorists (e.g., Kounin, Jones, Emmer & Evertson) distinguish three tiers:

- **Preventive (proactive)**: establishing clear rules, predictable routines, and engaging lessons *before* problems arise.
- **Supportive**: minor interventions (eye contact, proximity, cueing) when early disruption emerges.
- **Corrective**: consequences applied after misbehaviour has occurred.

Preventive management is the first line of action because eliminating the causes of misbehaviour before they materialise is more effective and less disruptive than reacting after the fact.

Why other options are wrong:

- (B) Responding after a discipline problem with corrective consequences describes **corrective management**—the third tier, not the first.
- (C) Referring students to the school counsellor is a **referral intervention**—used only when earlier strategies have failed.
- (D) Publicly naming students to deter others is a punitive strategy that research associates with **negative classroom climate**, not proactive management.

Final Answer: (A)

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

Q38.

Solution

Concept: Kounin's with-it-ness — simultaneous classroom awareness.

Jacob Kounin (1970), in *Discipline and Group Management in Classrooms*, coined **with-it-ness** to describe a teacher's demonstrated ability to be **aware of student behaviour throughout the entire classroom simultaneously**. When students believe the teacher always knows what is happening—regardless of where the teacher is physically—they are less likely to misbehave. With-it-ness is communicated through timely and accurate identification of disruptive students and immediate, appropriate responses.

Why other options are wrong:

- (A) Physically positioning near trouble spots describes **proximity control**—a different, spatial management strategy.
- (C) Enforcing rules consistently without exception describes **rule consistency/firmness**—related but distinct from with-it-ness.
- (D) Tuning into individual emotional states with empathy describes **emotional attunement or teacher sensitivity**—not Kounin's with-it-ness.

Final Answer: (B)

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

Q39.

Solution

Concept: U-shaped seating — best-suited activity.

The **U-shaped (horseshoe) arrangement** places chairs in a U-shape with the teacher at the open end. As shown in the diagram, the arrows indicate **bidirectional discussion flow** between students and teacher. This arrangement is specifically designed to maximise:

- **Eye contact** among all participants (students can see each other and the teacher).
- **Inclusive, whole-class dialogue** in seminars, Socratic discussions, and debates.
- Equal participation, as no student is entirely hidden behind others.

It is the optimal layout for **interactive discussions, seminars, and debates**.

Why other options are wrong:

- (A) Silent individual examination requires students to be visually isolated; clusters or rows with spacing are preferred.
- (B) Teacher-centred direct instruction to a large group is best served by **rows-and-columns** arrangement where all attention faces front.
- (D) Small independent group projects require cluster (pod) arrangements with separate work-stations, not a single U-shape.

Final Answer: (C)

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

Q40.

Solution

Concept: Kohlberg's moral development — Stage 1 (Punishment-Obedience Orientation).

Kohlberg's **Level I: Preconventional** morality has two stages:

- **Stage 1 (Punishment-Obedience)**: Moral reasoning is driven entirely by the **desire to avoid punishment**. An action is wrong if it results in punishment; authority is obeyed because it has the power to punish. There is no concept of underlying moral rules—only physical consequences.
- Stage 2 (Individualism and Exchange): Self-interest and reciprocity guide decisions.

Option (D) correctly describes Stage 1's governing logic.

Why other options are wrong:

- (A) Social contract rationale and democratic revision of unjust rules describes **Stage 5** (Post-Conventional, Social Contract).
- (B) Adherence to laws and authority to maintain social stability describes **Stage 4** (Law and Order, Conventional level).
- (C) Reciprocal exchange ("I'll do this if you do that") describes **Stage 2** (Individualism and Exchange).

Final Answer: (D)

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

Q41.

Solution

Concept: Telegraphic speech — two-word stage in language acquisition.

Language acquisition follows a typical sequence:

(a) Pre-linguistic: cooing, babbling (0–12 months).
(b) **Holophrastic** (one-word): single words convey whole meanings (12–18 months).
(c) **Telegraphic speech** (two-word): short utterances of content words, omitting function words, articles, and inflections (18–24 months), e.g., "Daddy go", "More milk", "Big dog".
(d) Multiword and beyond: longer sentences with grammatical morphemes (24+ months).

The term "telegraphic" likens these utterances to the condensed style of a telegram that drops all non-essential words.

Why other options are wrong:

- (B) Repetitive consonant-vowel syllables ("ba-ba-ba") describe the **babbling stage** of pre-linguistic development.
- (C) A single word conveying a full sentence meaning describes the **holophrastic (one-word) stage**.
- (D) Full grammatical sentences with correct inflections and articles describe **mature language production**, typically emerging from age 3 onward.

Final Answer: (A)

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

Q42.

Solution

Concept: Bodily-kinesthetic intelligence (Gardner) — classroom activity examples.

Howard Gardner (1983) described **bodily-kinesthetic intelligence** as the capacity to use one's body **skillfully** for expressive, instrumental, or problem-solving purposes, and to work with objects adroitly. In educational settings, activities that directly engage this intelligence include:

- **Dramatic role-play** and physical enactment of narratives or historical events.

- **Building 3D models** (clay, construction kits) to represent concepts.
- **Embodied movement activities**: gesture-based learning, dance, mime, physical science demonstrations.

Option (B) correctly lists all three as examples.

Why other options are wrong:

- (A) Solving a number puzzle by identifying hidden patterns primarily engages **logical-mathematical intelligence**.
- (C) Writing a persuasive poem primarily engages **linguistic intelligence**.
- (D) Interpreting a map legend to trace a route primarily engages **spatial intelligence**.

Final Answer: (B)

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

Q43.

Solution

Concept: Naturalist intelligence (Gardner's 8th intelligence).

Howard Gardner added **Naturalist intelligence** in 1995 as the eighth intelligence. It is defined as the capacity to **recognise, classify, and engage with features of the natural environment**—including:

- Identifying and categorising **species** of animals, plants, minerals, and other natural phenomena.
- Discerning **ecological patterns and relationships** in the environment.
- Scientific **taxonomy and classification** skills.

As shown in the diagram, Naturalist is highlighted as the eighth and most recently added intelligence. Option (C) correctly captures its defining nature.

Why other options are wrong:

- (A) Using mathematical reasoning to find quantitative patterns describes **logical-mathematical intelligence**.
- (B) Appreciating and composing nature poetry describes **linguistic intelligence** (even if nature-themed, it involves language).
- (D) Deeply introspecting on personal feelings and emotional reactions describes **intrapersonal intelligence**.

Final Answer: (C)

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

Q44.

Solution

Concept: Core curriculum — mandatory, shared learning for all students.

A **core curriculum** (also called the common curriculum or general education curriculum) consists of **mandatory subjects, themes, or learning experiences** that all students must complete regardless of their specialisation, elective choices, or vocational track. It provides:

- A **shared knowledge base** and common cultural literacy.
- **General education skills**: literacy, numeracy, critical thinking, civic awareness.
- A foundation that supports any subsequent specialisation.

Option (D) accurately defines the core curriculum's scope and rationale.

Why other options are wrong:

- (A) Enrichment courses exclusively for gifted students describe an **enrichment or acceleration programme**, not a core curriculum.
- (B) Specialised vocational training for specific occupational pathways describes a **vocational/technical curriculum**, not a core.
- (C) Optional sports, music, and drama activities describe the **co-curricular** or **extracurricular** programme.

Final Answer: (D)

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

Q45.

Solution

Concept: Principle of continuity in curriculum design — spiral repetition.

The principle of **continuity** (Tyler, 1949) requires that **key curriculum elements—concepts, skills, and values—recur across successive grade levels**, each time at a higher level of complexity and depth. This is most famously operationalised in Jerome Bruner's **spiral curriculum** (1960): any subject can be taught to any child at any age in some intellectually honest form, and revisited repeatedly with increasing rigour. Continuity is a **vertical** (grade-to-grade) principle.

Why other options are wrong:

- (B) Adding entirely new, unrelated topics at each grade level describes **breadth without depth**—not continuity.
- (C) Connecting different subjects within one grade level describes the principle of **integration**—a horizontal principle.
- (D) Ensuring comprehensive coverage in one year describes the principle of **scope**—breadth, not continuity.

Final Answer: (A)

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

Q46.

Solution

Concept: NCF-ECCE 2009 — holistic framework for children birth to 8 years.

The **National Curriculum Framework for Early Childhood Care and Education (NCF-ECCE), 2009** was developed by NCERT to provide a comprehensive vision for the education and holistic development of young children from **birth to 8 years of age**. Its key emphases include:

- **Play-based, child-centred pedagogy** appropriate for early childhood.
- **Holistic development**: cognitive, language, socio-emotional, and physical domains.
- Integration of **care and education** (recognising that care and learning are inseparable in early childhood).
- Transitions from home/anganwadi to formal primary school (Class I–II).

Why other options are wrong:

- (A) Reforming secondary school curriculum with constructivist pedagogy describes the focus of the broader **NCF 2005**.
- (C) Pre-service and in-service teacher professional development guidelines describes the **NCFTE 2009** (National Curriculum Framework for Teacher Education), not ECCE.
- (D) Foundational literacy and numeracy standards for Classes I–II under NEP 2020 describes the **NIPUN Bharat** mission and related NEP 2020 frameworks, not NCF-ECCE 2009.

Final Answer: (B)

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

Q47.

Solution

Concept: Computer-Assisted Instruction (CAI) — primary advantage.

Computer-Assisted Instruction (CAI) encompasses Tutorial, Drill-and-Practice, and Simulation modes (as shown in the branching diagram). Its **primary advantage** over traditional instruction is the capacity to **individualise** learning:

- **Self-paced**: students move through content at their own rate.
- **Adaptive feedback**: the system immediately identifies incorrect responses and provides corrective explanation.
- **Unlimited repetition**: students can repeat a module as many times as needed without social embarrassment.
- **Learner-responsive pathways**: branching programmes adjust difficulty based on student performance.

Why other options are wrong:

- (A) Eliminating trained teachers and reducing expenditure is neither feasible nor the primary advantage of CAI; teacher roles transform but are not eliminated.
- (B) Replacing peer interaction and collaborative learning contradicts the complementary role CAI plays alongside face-to-face instruction.
- (D) CAI is effective across a wide range of content—complex simulations handle sophisticated STEM, medical, and social science topics.

Final Answer: (C)

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

Q48.

Solution

Concept: Gamification in e-learning — motivation through game-design elements.

Gamification applies game-design principles to non-game contexts (Deterding et al., 2011). In e-learning, its primary motivation mechanism involves:

- **Points**: quantifiable rewards for completed tasks.
- **Badges**: visual achievements that signal mastery of specific skills.
- **Leaderboards**: social comparison that triggers competitive and achievement motivation.

- **Levels and challenge-reward loops**: progressive difficulty and immediate reinforcement sustain effort.

These elements leverage both intrinsic (mastery, challenge) and extrinsic (recognition, reward) motivational processes. Option (D) correctly identifies this mechanism.

Why other options are wrong:

- (A) Reducing cognitive load through shorter segments describes **microlearning** or **chunking**—a content design strategy unrelated to gamification.
- (B) Enforcing a strict linear sequence describes **programmed instruction** or rigid LMS sequencing—not gamification.
- (C) Replacing formative assessment with entertainment describes infotainment—gamification retains assessment through quests, challenges, and badges.

Final Answer: (D)

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

Q49.

Solution

Concept: Social model of disability — disability as social construction.

The **social model of disability** (Oliver, 1990; UPIAS, 1976) makes a crucial distinction:

- **Impairment**: a physical, cognitive, or sensory difference or limitation of the individual body.
- **Disability**: the **disadvantage or restriction** imposed on people with impairments by social **barriers**—inaccessible environments, negative attitudes, exclusionary policies, and discriminatory practices.

The social model argues that **society disables** people with impairments, not the impairment itself. Removing barriers (ramps, accessible formats, inclusive attitudes) removes disability. Option (A) captures this key distinction.

Why other options are wrong:

- (B) Viewing disability as a medical deficit to be diagnosed and cured describes the **medical model of disability**—the model the social model explicitly opposes.

- (C) Charitable support and institutional benevolence describes the **charity/welfare model** of disability.
- (D) Combining biomedical, psychological, and social factors describes the **biopsychosocial model** (WHO's ICF framework)—a third, integrative model, not the social model.

Final Answer: (A)

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

Q50.

Solution

Concept: Giroux's critical pedagogy — power, ideology, and transformation.

Henry Giroux (building on Freire and the Frankfurt School tradition) developed **critical pedagogy** as a framework that:

- Treats schooling as a site where **dominant ideologies and power relations** are reproduced (or contested).
- Encourages students to **interrogate the cultural hegemony** embedded in curriculum, textbooks, and school norms.
- Envisions teachers as **transformative intellectuals** who help students develop **critical consciousness** (conscientisation).
- As shown in the diagram, critical pedagogy explicitly challenges the "Banking Model" by repositioning students as **active, questioning agents** rather than passive recipients.

Option (B) correctly captures Giroux's key emphasis on power, ideology, and social transformation.

Why other options are wrong:

- (A) Digital tools and social media for entertainment-based delivery describes **edutainment or technology integration**—unrelated to Giroux's critical pedagogy.
- (C) Back-to-basics content-centred curriculum emphasising academic disciplines describes **traditional/perennialist curriculum**—the kind of ideology critical pedagogy critiques.
- (D) Strict behavioural management rewarding compliance describes **behaviourist classroom control**—the opposite of critical pedagogy's emancipatory goals.

Final Answer: (B)

Answer: (B) Go Back to Q 50

Answer Key

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