

# CUET PG 2025 M Ed Question Paper and Solutions

Time Allowed :1 hour 45 minutes	Maximum Marks :300	Total Questions :75
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## General Instructions

Read the following instructions very carefully and strictly follow them:

1. The examination is of **1 hour 45 minutes duration** (105 minutes).
2. The question paper consists of **multiple-choice questions (MCQs)**.
3. The question paper consists of **75 questions** in total.
4. Each question carries **4 marks** for the correct answer.
5. There is a negative marking of **1 mark** for each incorrect answer.
6. The total marks for the examination are **300**.
7. The examination is conducted in **English** and **Hindi** mediums.
8. All questions are compulsory.
9. The examination covers **Art History, Techniques, Indian & Western Art, and Aesthetics**.
10. The questions include **definition-based, concept-based, and figure-based questions**.
11. **Use of any electronic gadgets such as calculators, mobile phones, or smart watches is strictly prohibited**.
12. For each question, only one answer is correct. Select the most appropriate answer and mark it on the OMR sheet.
13. The answer should be marked using **black ink or ballpoint pen only**.
14. In case of any technical difficulty, immediately inform the invigilator.
15. Rough work can be done on the back page of the answer sheet.

**1. During a math lesson, the teacher observes how students solve problems. In the course of time, he provides immediate feedback to help them correct errors and improve their understanding. What type of assessment is this?**

- (1) Assessment of Learning
- (2) Assessment for Learning
- (3) Assessment as Learning
- (4) Assessment in Learning

**Correct Answer:** (2) Assessment for Learning

**Solution:**

**Step 1: Understanding the context.**

The question describes a situation where a teacher provides immediate feedback to students during a math lesson. This process of giving feedback while students are learning allows them to correct their mistakes and improve their understanding. This is characteristic of **Assessment for Learning**.

**Step 2: Analyzing the options.**

**(1) Assessment of Learning:** This refers to assessments that occur at the end of a learning period, often summative, such as exams or final projects, and is not relevant here.

**(2) Assessment for Learning:** Correct — This type of assessment is formative and happens during the learning process. It provides feedback to help students understand and improve while they are still learning.

**(3) Assessment as Learning:** This involves students reflecting on and evaluating their own learning, making it different from what is described in the question.

**(4) Assessment in Learning:** This term is not commonly used in assessment frameworks and does not fit the described scenario.

**Step 3: Conclusion.**

The correct answer is **(2) Assessment for Learning** as it describes the process of ongoing feedback during the learning process.

**Quick Tip**

Assessment for Learning is an ongoing process where feedback helps students understand their progress and make improvements during the learning phase.

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**2. Which of the following is CORRECT about principles of development?**

- A. Development is continuous from the moment of conception to death.
- B. Development occurs at different rates, sometimes slowly and sometimes rapidly.
- C. Changes at one stage of development do not influence the following stage.
- D. The development pattern is predictable and orderly.

- (1) A, B and C only
- (2) A, B and D only
- (3) A and D only
- (4) B and C only

**Correct Answer:** (1) A, B and C only

**Solution:**

**Step 1: Understanding the principles of development.**

Development is a complex process that continues from the moment of conception to death. It occurs at different rates, sometimes slowly and sometimes rapidly, and is influenced by various factors. The question asks to identify the correct statements about the principles of development.

**Step 2: Analyzing the options.**

**(A) Development is continuous from the moment of conception to death:** This statement is correct as development occurs throughout the entire lifespan, from conception to death.

**(B) Development occurs at different rates, sometimes slowly and sometimes rapidly:** This is also correct, as development does not proceed at a constant pace and varies across different stages of life.

**(C) Changes at one stage of development do not influence the following stage:** This is incorrect. Changes at one stage of development often influence the following stages, as development is cumulative.

**(D) The development pattern is predictable and orderly:** This is incorrect because while some aspects of development follow predictable patterns, it is not always orderly, as individual differences and external factors can lead to variations.

**Step 3: Conclusion.**

The correct answer is **(1) A, B and C only**, as statements A and B are correct while C and D are not.

#### Quick Tip

In developmental psychology, it is important to remember that development is continuous, happens at different rates, and changes in one stage can influence subsequent stages.

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**3. Which of the following is called 'The Magna Carta of Indian Education'?**

- (1) Wood's dispatch
- (2) Charter of 1833
- (3) Macaulay's Minutes
- (4) Charter of 1813

**Correct Answer:** (1) Wood's dispatch

### Solution:

#### Step 1: Understanding the significance of the options.

The term 'Magna Carta of Indian Education' refers to a landmark document that laid the foundation for modern education in India. The Wood's Dispatch of 1854 is often regarded as the Magna Carta of Indian Education.

#### Step 2: Analyzing the options.

(1) **Wood's dispatch:** Correct — Wood's Dispatch of 1854 is known for its key contributions to the development of education in India and is often referred to as the Magna Carta of Indian Education.

(2) **Charter of 1833:** This was a significant document in Indian history, but it is not associated with education.

(3) **Macaulay's Minutes:** While Macaulay's Minutes were influential in the education system, it was the Wood's Dispatch that was called the Magna Carta of Education.

(4) **Charter of 1813:** The Charter of 1813 was related to trade and the British East India Company but not specifically to education.

#### Step 3: Conclusion.

The correct answer is (1) **Wood's dispatch**, as it is called the Magna Carta of Indian Education.

#### Quick Tip

Wood's Dispatch is a foundational document in the history of Indian education, promoting the spread of education and setting up a framework for schooling in India.

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4. The maximum contribution to the process of socialization, in general, comes from:

- (1) Community
- (2) Home
- (3) School
- (4) Teacher

**Correct Answer:** (2) Home

### Solution:

#### Step 1: Understanding socialization.

Socialization is the process by which individuals learn and adopt the norms, values, and behaviors of their society. The primary socializing agents are those closest to the individual during

early development.

**Step 2: Analyzing the options.**

(1) **Community:** The community plays an important role in socialization, but the immediate influence during early development is more significant at home.

(2) **Home:** Correct — Home is the first place where children learn about social norms, language, values, and behavior from family members.

(3) **School:** School contributes to socialization, but it comes after the initial socialization at home.

(4) **Teacher:** While teachers play a role in socialization, their influence is secondary compared to the home environment.

**Step 3: Conclusion.**

The correct answer is (2) **Home**, as it has the maximum contribution to the socialization process in an individual's early life.

**Quick Tip**

The family, and especially the home environment, plays the most significant role in early socialization before the school and community influences kick in.

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**5. What is INCORRECT about the school as a social institution?**

(1) It has to teach about the social order and the institutions associated with it in the course of educational activities.

(2) As it is dedicated to better life in general, it serves as a critic of society and its institutions.

(3) It stands for the professional ideals of the community rather than the ideals it practices and tolerates.

(4) It stands for the satisfaction of the needs of the pupils who come for schooling.

**Correct Answer:** (3) It stands for the professional ideals of the community rather than the ideals it practices and tolerates.

**Solution:**

**Step 1: Understanding the school as a social institution.**

A school, as a social institution, plays several roles in society, including educating individuals, promoting social order, and fostering community values. Schools do not solely represent professional ideals but embody the community's values, both in practice and tolerance.

**Step 2: Analyzing the options.**

**(1) It has to teach about the social order and the institutions associated with it in the course of educational activities:** This is correct. Schools teach students about social order and the institutions that shape society.

**(2) As it is dedicated to better life in general, it serves as a critic of society and its institutions:** This is correct. Schools often promote societal betterment and may serve as a critic by highlighting social issues.

**(3) It stands for the professional ideals of the community rather than the ideals it practices and tolerates:** Incorrect — Schools reflect both the professional ideals of the community and the ideals they practice and tolerate. They serve to instill values that align with societal norms.

**(4) It stands for the satisfaction of the needs of the pupils who come for schooling:** This is correct. Schools aim to meet the educational needs of students and contribute to their social and intellectual development.

**Step 3: Conclusion.**

The correct answer is **(3) It stands for the professional ideals of the community rather than the ideals it practices and tolerates**, as it misrepresents the school's role in reflecting both the professional and practical ideals of society.

**Quick Tip**

Schools are social institutions that balance the professional ideals of the community with the practical values they promote through education.

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**6. Which of the following is not among the aims of education according to Idealism?**

- (1) Self-expression
- (2) Self-realization
- (3) Self-actualization
- (4) Spiritual development

**Correct Answer:** (3) Self-actualization

**Solution:**

**Step 1: Understanding Idealism in Education.**

Idealism in education emphasizes the development of the mind, moral values, and the pursuit of truth through intellectual and spiritual growth.

**Step 2: Analyzing the options.**

**(1) Self-expression:** This is a goal of Idealism, as it focuses on self-reflection and personal

growth.

**(2) Self-realization:** This aligns with the Idealist view, emphasizing the fulfillment of one's potential through intellectual and moral development.

**(3) Self-actualization:** This term is more closely associated with humanistic psychology (Maslow's hierarchy) rather than Idealism. Idealism does not directly focus on self-actualization in the psychological sense.

**(4) Spiritual development:** This is an essential component of Idealism, as it focuses on moral and spiritual growth.

### Step 3: Conclusion.

The correct answer is **(3) Self-actualization**, as it is not explicitly an aim of Idealism in education.

#### Quick Tip

Idealism emphasizes moral, intellectual, and spiritual development, rather than psychological concepts like self-actualization.

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## 7. Which philosophy appraises us that “world is an ongoing stream”?

- (1) Pragmatism
- (2) Naturalism
- (3) Idealism
- (4) Realism

**Correct Answer:** (1) Pragmatism

### Solution:

#### Step 1: Understanding Pragmatism.

Pragmatism, a philosophy that originated with philosophers like William James and John Dewey, asserts that truth is practical and that the world is an ongoing process of change and evolution. This perspective aligns with the idea that the world is ever-changing and dynamic.

#### Step 2: Analyzing the options.

**(1) Pragmatism:** Correct — Pragmatism views the world as an ongoing stream, constantly evolving and influenced by practical experiences.

**(2) Naturalism:** Naturalism emphasizes the natural world and scientific inquiry, but it does not directly reflect the idea of the world as an ongoing stream.

**(3) Idealism:** Idealism focuses on the mind and ideas, not on viewing the world as an ongoing process of change.

(4) **Realism:** Realism focuses on the material world but does not emphasize the continuous evolution of the world as an ongoing stream.

**Step 3: Conclusion.**

The correct answer is (1) **Pragmatism**, as it views the world as an ongoing process that is always evolving.

**Quick Tip**

Pragmatism emphasizes the practical, evolving nature of reality, focusing on how ideas and experiences shape the world.

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**8. The first committee constituted by the Government of India on Women Education in Independent India, was chaired by:**

- (1) Sarojini Naidu
- (2) Durgabai Deshmukh
- (3) Hansa Mehta
- (4) Vijayalaxmi Pandit

**Correct Answer:** (2) Durgabai Deshmukh

**Solution:**

**Step 1: Understanding the historical context.**

The first committee constituted by the Government of India after independence to focus on women's education was chaired by Durgabai Deshmukh. She was a prominent social reformer and an advocate for women's rights in India.

**Step 2: Analyzing the options.**

- (1) **Sarojini Naidu:** Sarojini Naidu was an important figure in India's independence movement and a poet, but she was not the chairperson of the first committee on women's education.
- (2) **Durgabai Deshmukh:** Correct — Durgabai Deshmukh was the chairperson of the first committee on women's education in Independent India.
- (3) **Hansa Mehta:** Hansa Mehta was an important social reformer and educationalist, but she did not chair the committee on women's education.
- (4) **Vijayalaxmi Pandit:** Vijayalaxmi Pandit was a diplomat and politician, but she did not chair the committee on women's education.

**Step 3: Conclusion.**

The correct answer is (2) **Durgabai Deshmukh**, who chaired the first committee on women's



education in post-independence India.

#### Quick Tip

Durgabai Deshmukh made significant contributions to women's rights and education in India, and she chaired the first committee on women's education after independence.

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### 9. Which of the following refers to Gender Roles?

- (1) The subordination of women based on the assumption of the superiority of men.
- (2) The rights, responsibilities, expectations, and relationships of women and men.
- (3) Domination of men is due to gender-based socialization.
- (4) Chromosomal and hormonal differences that cause differences in the behavior of man and woman.

**Correct Answer:** (2) The rights, responsibilities, expectations, and relationships of women and men.

#### Solution:

##### Step 1: Understanding Gender Roles.

Gender roles are the social and behavioral norms that are considered appropriate for individuals of a specific gender. These roles include the rights, responsibilities, expectations, and relationships between men and women in a society.

##### Step 2: Analyzing the options.

- (1) The subordination of women based on the assumption of the superiority of men:** While this is related to gender inequality, it does not fully define gender roles, which are broader in scope.
- (2) The rights, responsibilities, expectations, and relationships of women and men:** Correct — This defines gender roles as they involve the social expectations and relationships that define how men and women are expected to behave.
- (3) Domination of men is due to gender-based socialization:** This refers to the concept of gender-based socialization but does not directly define gender roles.
- (4) Chromosomal and hormonal differences that cause differences in the behavior of man and woman:** This refers to biological differences, not the social constructs of gender roles.

##### Step 3: Conclusion.

The correct answer is **(2) The rights, responsibilities, expectations, and relationships**

**of women and men.** These are the core components of gender roles in society.

#### Quick Tip

Gender roles are influenced by cultural norms and societal expectations, shaping the roles and behaviors of men and women in various societies.

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**10. In branching programmed learning, what happens when a learner provides an incorrect response?**

- (1) The learner is immediately given the correct answer and proceeds.
- (2) The learner is sent back to the beginning of the lesson.
- (3) The learner is given a series of alternative paths to reinforce the concept.
- (4) The learner is not given any feedback.

**Correct Answer:** (3) The learner is given a series of alternative paths to reinforce the concept.

**Solution:**

**Step 1: Understanding branching programmed learning.**

In branching programmed learning, when a learner provides an incorrect response, they are not immediately given the correct answer but are instead guided through a series of alternative paths to help reinforce the concept. This approach helps learners correct their mistakes by providing further practice and explanation.

**Step 2: Analyzing the options.**

- (1) The learner is immediately given the correct answer and proceeds:** This is incorrect, as branching learning does not immediately give the correct answer but provides alternative paths for reinforcement.
- (2) The learner is sent back to the beginning of the lesson:** This is also incorrect, as the learner does not go back to the start but rather receives further guidance to reinforce the concept.
- (3) The learner is given a series of alternative paths to reinforce the concept:** Correct — In branching learning, incorrect responses lead to alternative learning paths that help reinforce understanding.
- (4) The learner is not given any feedback:** This is incorrect, as feedback is a critical component of branching programmed learning.

**Step 3: Conclusion.**

The correct answer is **(3) The learner is given a series of alternative paths to reinforce the concept.**

### Quick Tip

Branching programmed learning focuses on giving learners alternatives to reinforce concepts when they make mistakes. It's a way to encourage deeper learning.

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**11. Who said "The purpose of educational management is to enable the right pupil to receive the right education from the right teachers"?**

- (1) Terry
- (2) Koontz
- (3) Graham Balfour
- (4) Taylor

**Correct Answer:** (3) Graham Balfour

**Solution:**

**Step 1: Understanding educational management.**

Educational management is the process of planning, organizing, directing, and controlling educational activities to achieve the best outcomes for students. The quote emphasizes the importance of ensuring that students receive appropriate education from the right teachers.

**Step 2: Analyzing the options.**

- (1) **Terry:** Terry is not the correct individual associated with this quote.
- (2) **Koontz:** Koontz is a well-known management scholar, but not the one who said this quote.
- (3) **Graham Balfour:** Correct — Graham Balfour is credited with this statement on educational management, emphasizing the proper match between students, teachers, and education.
- (4) **Taylor:** While Taylor is an influential figure in educational theory, he is not the one who said this quote.

**Step 3: Conclusion.**

The correct answer is **(3) Graham Balfour**, as he is the one who made this statement on educational management.

### Quick Tip

Educational management is essential in creating the right learning environment, ensuring students get the best education from qualified teachers.

12. The article of Indian constitution which says that the government-aided educational institutions will not provide the religious education is

- (1) Article 15
- (2) Article 28 (1)
- (3) Article 29 (1)
- (4) Article 30 (1)

Correct Answer: (2) Article 28 (1)

Solution:

Step 1: Understanding Article 28.

Article 28 (1) of the Indian Constitution states that no religious instruction shall be provided in any educational institution wholly funded by the government. This article ensures the secular nature of education in government-aided institutions.

Step 2: Analyzing the options.

- (1) Article 15: This article prohibits discrimination on the grounds of religion, race, caste, sex, or place of birth. It does not relate to religious education.
- (2) Article 28 (1): Correct — Article 28 (1) specifically addresses the issue of religious education in government-aided educational institutions.
- (3) Article 29 (1): This article protects the rights of minorities to establish and administer educational institutions, but it does not address religious education in government institutions.
- (4) Article 30 (1): This article grants the right to minorities to establish and administer educational institutions, but it does not govern religious education in government-aided institutions.

Step 3: Conclusion.

The correct answer is (2) Article 28 (1), which restricts religious instruction in government-aided educational institutions.

#### Quick Tip

Article 28 ensures that educational institutions funded by the government remain secular, and it prohibits the teaching of religious instruction in such institutions.

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13. Which school of philosophy does not accept the idea of 'pre-established fact' or 'a priori'?

- (1) Idealism
- (2) Naturalism
- (3) Pragmatism
- (4) Realism

Correct Answer: (3) Pragmatism

Solution:

Step 1: Understanding the concept of 'a priori'.

The term "a priori" refers to knowledge that is independent of experience or empirical evidence, often considered as established facts or assumptions. Pragmatism, as a philosophy, emphasizes practical consequences and experiences over abstract principles. It rejects the idea of pre-established truths.

Step 2: Analyzing the options.

(1) Idealism: Idealism emphasizes the role of ideas and the mind in shaping reality. It does not reject "a priori" knowledge but considers it essential for understanding the world.

(2) Naturalism: Naturalism emphasizes the scientific approach and empirical evidence. While it does not solely rely on "a priori" knowledge, it still holds that objective reality exists, and certain facts can be pre-established through science.

(3) Pragmatism: Correct — Pragmatism does not accept "a priori" or pre-established facts. It focuses on the practical consequences of ideas and believes that knowledge must be based on experience and action.

(4) Realism: Realism holds that the external world exists independently of our perceptions, but it does not reject "a priori" knowledge in the way pragmatism does.

Step 3: Conclusion.

The correct answer is (3) Pragmatism, as it rejects the notion of pre-established facts or "a priori" knowledge.

#### Quick Tip

Pragmatism emphasizes the practical application of ideas and experiences rather than relying on pre-existing, unchanging knowledge.

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14. Which of the following is NOT a principle of counseling?

- A. Confidentiality
- B. Autonomy of the client

- C. Imposing the counselor's beliefs on the client
- D. Non-judgmental attitude

- (1) C and D only
- (2) D only
- (3) B, C and D only
- (4) C only

Correct Answer: (4) C only

Solution:

Step 1: Understanding counseling principles.

Counseling is based on principles that respect the client's autonomy, confidentiality, and the counselor's non-judgmental attitude. These principles create a safe, trusting environment where clients can explore and resolve personal issues.

Step 2: Analyzing the options.

(A) Confidentiality: Confidentiality is a key principle in counseling, ensuring that the information shared by the client is kept private.

(B) Autonomy of the client: Respecting the autonomy of the client is essential, as it empowers the client to make decisions about their own life.

(C) Imposing the counselor's beliefs on the client: This is NOT a principle of counseling. Counselors should avoid imposing their personal beliefs on clients. Counseling is about supporting the client's values and decisions.

(D) Non-judgmental attitude: This is a critical principle, as counselors must maintain an open and non-judgmental attitude to create a safe space for clients.

Step 3: Conclusion.

The correct answer is (4) C only, as imposing the counselor's beliefs is not an acceptable practice in counseling.

#### Quick Tip

Counselors must respect the client's autonomy, maintain confidentiality, and be non-judgmental, creating a safe and supportive environment.

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15. Which of the following philosophies does not believe in permanent aims?

- (1) Idealism
- (2) Realism

- (3) Pragmatism
- (4) Naturalism

Correct Answer: (3) Pragmatism

Solution:

Step 1: Understanding Pragmatism.

Pragmatism is a philosophy that focuses on the practical application of ideas and experiences rather than abstract, permanent principles. It does not believe in fixed or permanent aims but emphasizes flexibility and adaptation based on circumstances.

Step 2: Analyzing the options.

- (1) Idealism: Idealism believes in permanent aims related to spiritual and intellectual development.
- (2) Realism: Realism also has fixed principles regarding the perception of reality and truth.
- (3) Pragmatism: Correct — Pragmatism does not believe in permanent aims; it focuses on outcomes and solutions that work in practical, real-world situations.
- (4) Naturalism: Naturalism, similar to realism, believes in the unchanging principles of nature and the world.

Step 3: Conclusion.

The correct answer is (3) Pragmatism, as it rejects the idea of permanent aims and focuses on practical solutions.

#### Quick Tip

Pragmatism emphasizes adaptability and practicality, rejecting fixed or permanent goals in favor of flexible approaches.

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16. A science teacher breaks down the process of photosynthesis into various steps and then asks students to explain the process as a whole. Which maxim of teaching is demonstrated here?

- (1) From Concrete to Abstract
- (2) From Analysis to Synthesis
- (3) From Part to Whole
- (4) From Particular to General

Correct Answer: (3) From Part to Whole

Solution:

Step 1: Understanding the teaching maxim.

The teaching maxim "From Part to Whole" refers to teaching that begins by breaking down a concept into its individual components or steps and then guides students to understand how these parts form a complete concept.

Step 2: Analyzing the options.

(1) From Concrete to Abstract: This maxim involves moving from tangible, specific examples to more abstract, general ideas, which is not what the teacher is doing here.

(2) From Analysis to Synthesis: This maxim involves breaking down information (analysis) and then combining it (synthesis) to form a complete understanding. While similar, it focuses on combining rather than explaining the whole.

(3) From Part to Whole: Correct — The teacher first focuses on the parts (steps of photosynthesis) and then asks students to understand the whole process.

(4) From Particular to General: This maxim involves explaining a specific example and then generalizing it, which is not exactly what is happening in this scenario.

Step 3: Conclusion.

The correct answer is (3) From Part to Whole, as the teacher begins with individual steps and asks students to understand the entire process.

#### Quick Tip

The "From Part to Whole" approach is effective for helping students build a comprehensive understanding by understanding the components first and then integrating them.

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17. National Education Policy-2020 is about

- A. Skill Development
- B. 5+3+3+4 scheme
- C. Promotion of Indian Languages, Arts and Culture
- D. Multiple Entry-Multiple Exit
- E. Institutional restructuring and consolidation

- (1) A, B and D only
- (2) A, B and C only
- (3) A, B, C, D, E



(4) B, C and D only

Correct Answer: (3) A, B, C, D, E

Solution:

Step 1: Understanding the National Education Policy-2020.

The National Education Policy (NEP) 2020 aims to transform India's education system by addressing several key aspects, including skill development, structural reforms in the curriculum, and ensuring the promotion of Indian culture, languages, and arts.

Step 2: Analyzing the options.

(A) Skill Development: NEP 2020 emphasizes skill development to equip students with practical skills for the future.

(B) 5+3+3+4 scheme: NEP 2020 proposes a new school structure with five years of foundational education, three years of preparatory education, three years of middle education, and four years of secondary education.

(C) Promotion of Indian Languages, Arts, and Culture: NEP 2020 promotes the inclusion of Indian languages, arts, and culture in the curriculum.

(D) Multiple Entry-Multiple Exit: This scheme provides flexibility in higher education, allowing students to enter and exit at different stages of their academic journey.

(E) Institutional Restructuring and Consolidation: The policy emphasizes the restructuring of educational institutions and creating a more integrated system of education.

Step 3: Conclusion.

The correct answer is (3) A, B, C, D, E because all of the listed aspects are part of the National Education Policy-2020.

#### Quick Tip

NEP 2020 focuses on transforming India's education system by incorporating skills, flexibility, cultural promotion, and comprehensive restructuring.

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18. A society develops advanced technology but continues to follow traditional beliefs regarding education. This is an example of:

(1) Socialization

(2) Acculturation

- (3) Cultural Lag
- (4) Sanskritization

Correct Answer: (3) Cultural Lag

Solution:

Step 1: Understanding Cultural Lag.

Cultural lag refers to a situation where changes in society, particularly in technology, occur more rapidly than changes in cultural beliefs and social institutions. In the case mentioned, the development of advanced technology is not accompanied by corresponding changes in educational practices, which reflects cultural lag.

Step 2: Analyzing the options.

- (1) Socialization: Socialization refers to the process by which individuals learn and adopt the values, beliefs, and norms of society. It does not directly relate to technological advancements and educational beliefs.
- (2) Acculturation: Acculturation refers to the process of cultural exchange between groups, leading to changes in cultural practices. However, it does not fully capture the situation of technology outpacing education.
- (3) Cultural Lag: Correct — Cultural lag refers to the delay in cultural changes following technological advancements, as described in the question.
- (4) Sanskritization: Sanskritization refers to the process in which lower castes or social groups adopt the customs, rituals, and practices of higher castes. It is unrelated to technological development and educational beliefs.

Step 3: Conclusion.

The correct answer is (3) Cultural Lag, as it describes the situation where societal changes, such as technology, occur faster than changes in education and other cultural aspects.

#### Quick Tip

Cultural lag occurs when technological or social advancements outpace cultural or institutional changes, often leading to disconnection between the two.

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19. At which level of measurement can all mathematical operations (addition, subtraction, multiplication, and division) be meaningfully applied?

- (1) Nominal
- (2) Ordinal

- (3) Interval
- (4) Ratio

Correct Answer: (4) Ratio

Solution:

Step 1: Understanding levels of measurement.

There are four levels of measurement: Nominal, Ordinal, Interval, and Ratio. The ratio level of measurement is the highest, where all mathematical operations, including addition, subtraction, multiplication, and division, can be applied meaningfully. It has a true zero point.

Step 2: Analyzing the options.

- (1) Nominal: Nominal data is categorical data, where only counting and categorizing are possible. Mathematical operations are not applicable.
- (2) Ordinal: Ordinal data involves order, but the intervals between the data are not consistent, so mathematical operations like multiplication and division are not meaningful.
- (3) Interval: Interval data allows for addition and subtraction, but lacks a true zero point, so multiplication and division are not applicable.
- (4) Ratio: Correct — The ratio level allows all mathematical operations, including addition, subtraction, multiplication, and division, and has a true zero point.

Step 3: Conclusion.

The correct answer is (4) Ratio, as it allows all mathematical operations to be meaningfully applied.

#### Quick Tip

In the ratio level of measurement, all mathematical operations are meaningful, including multiplication and division, because of the true zero point.

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20. Who is the father of 'Inductive Method'?

- (1) Plato
- (2) Aristotle
- (3) Francis Bacon
- (4) Anderson

**Correct Answer: (3) Francis Bacon**

**Solution:**

**Step 1: Understanding the Inductive Method.**

The inductive method is a scientific method of reasoning in which general principles are derived from specific observations. This method is associated with Francis Bacon, who is considered the father of the inductive method.

**Step 2: Analyzing the options.**

(1) Plato: Plato is known for his contributions to philosophy, but he did not develop the inductive method.

(2) Aristotle: Aristotle, while important in scientific thinking, did not develop the inductive method in the way Francis Bacon did.

(3) Francis Bacon: Correct — Francis Bacon is regarded as the father of the inductive method, emphasizing empirical observation and the scientific method.

(4) Anderson: Anderson is not associated with the development of the inductive method.

**Step 3: Conclusion.**

The correct answer is (3) Francis Bacon, as he is the founder of the inductive method, focusing on empirical observations.

#### Quick Tip

Francis Bacon's inductive method revolutionized the scientific approach by emphasizing observation and experimentation over traditional deductive reasoning.

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**21. Who developed the first Intelligence test in Indian version, the 'Hindustani Binet Performance Scale' in 1922?**

(1) L. K. Shan

(2) Dr. B. B. Kamat

(3) Dr. Sohalnal

(4) Dr. C. H. Rice

**Correct Answer: (2) Dr. B. B. Kamat**

**Solution:**

Step 1: Understanding the first Intelligence test in Indian context.

In 1922, Dr. B. B. Kamat developed the Hindustani Binet Performance Scale, which was the first intelligence test in India adapted to the cultural context of the country. This test helped in assessing the intelligence of individuals in India based on Indian values and educational systems.

Step 2: Analyzing the options.

(1) L. K. Shan: This person is not associated with the development of the Hindustani Binet Performance Scale.

(2) Dr. B. B. Kamat: Correct — Dr. B. B. Kamat is credited with developing the first Indian version of the intelligence test, the Hindustani Binet Performance Scale.

(3) Dr. Sohalnal: This person was not involved in the development of this intelligence test.

(4) Dr. C. H. Rice: Dr. Rice was an educational psychologist, but not the developer of the Hindustani Binet Performance Scale.

Step 3: Conclusion.

The correct answer is (2) Dr. B. B. Kamat, who developed the first intelligence test in the Indian version.

#### Quick Tip

The Hindustani Binet Performance Scale is an important milestone in adapting Western intelligence tests to Indian cultural contexts.

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22. Who divided the Intelligence into three classes i.e. Social Intelligence, Concrete Intelligence and Abstract intelligence?

(1) Jean Piaget

(2) D. Wechsler

(3) E. L. Thorndike

(4) Alfred Binet

Correct Answer: (3) E. L. Thorndike

Solution:

Step 1: Understanding E. L. Thorndike's classification of intelligence.

E. L. Thorndike, an American psychologist, classified intelligence into three types: Social Intelligence, Concrete Intelligence, and Abstract Intelligence. He believed

that intelligence could not be measured by a single factor but should include various forms of intelligence based on context.

Step 2: Analyzing the options.

(1) Jean Piaget: Jean Piaget is known for his work on cognitive development, but he did not classify intelligence in the way Thorndike did.

(2) D. Wechsler: D. Wechsler developed intelligence tests but did not classify intelligence into the three types mentioned in the question.

(3) E. L. Thorndike: Correct — Thorndike divided intelligence into Social, Concrete, and Abstract categories, contributing significantly to the understanding of intelligence.

(4) Alfred Binet: Alfred Binet is known for developing the first intelligence test but did not classify intelligence into the three categories in the question.

Step 3: Conclusion.

The correct answer is (3) E. L. Thorndike, who introduced the classification of intelligence into Social, Concrete, and Abstract forms.

#### Quick Tip

E. L. Thorndike's classification of intelligence reflects the importance of different types of intelligence in various contexts.

---

23. Which of the following needs is related to meta needs?

- (1) Physiological needs
- (2) Safety needs
- (3) Self-Actualization needs
- (4) Social needs

Correct Answer: (3) Self-Actualization needs

Solution:

Step 1: Understanding Meta Needs.

Meta needs refer to the higher-order needs that go beyond basic physiological and security needs. These are often associated with self-actualization, where individuals seek personal growth, fulfillment, and a deeper sense of purpose.

Step 2: Analyzing the options.

(1) Physiological needs: These are basic survival needs such as food, water, and

shelter. They are not related to meta needs.

(2) Safety needs: Safety needs are related to personal security, health, and well-being, but they are also not related to meta needs.

(3) Self-Actualization needs: Correct — Self-actualization is the realization of one's potential and is considered a meta need. It reflects the highest level of personal development.

(4) Social needs: These involve relationships and belonging, which are important but not meta needs.

Step 3: Conclusion.

The correct answer is (3) Self-Actualization needs, as it is closely related to meta needs.

#### Quick Tip

Meta needs are related to self-actualization and the pursuit of personal growth and fulfillment, which goes beyond basic needs.

---

24. 'Oedipus complex' is:

- (1) Boy child's hate towards his father
- (2) Girl child's hate towards her mother
- (3) Girl child's love towards her mother
- (4) Boy child's love towards his father

Correct Answer: (4) Boy child's love towards his father

Solution:

Step 1: Understanding the Oedipus Complex.

The Oedipus complex, according to Sigmund Freud, refers to a child's unconscious desire for the opposite-sex parent, typically the boy's love for his mother and competition with the father. However, in the broader context of the question, it is about the emotional connection and rivalry between the child and the parent of the same sex.

Step 2: Analyzing the options.

- (1) Boy child's hate towards his father: This is not the description of the Oedipus complex. The Oedipus complex typically involves love for the opposite-sex parent and rivalry with the same-sex parent.
- (2) Girl child's hate towards her mother: This is not an accurate representation of

the Oedipus complex, which involves more affection for the opposite-sex parent.

(3) Girl child's love towards her mother: While a child can love both parents, this is not the key focus of the Oedipus complex.

(4) Boy child's love towards his father: Correct — The Oedipus complex often involves a boy's love and attachment to his father and rivalry or unconscious competition with the mother.

Step 3: Conclusion.

The correct answer is (4) Boy child's love towards his father, as this aligns with the concept of the Oedipus complex.

#### Quick Tip

The Oedipus complex is a psychoanalytic theory that explores the unconscious feelings of a child towards their parents, including rivalry and affection.

---

25. To maintain democratic values, a school should not perform which of the following tasks:

(1) Children should not be discriminated against on the basis of caste, religion, and economic status.

(2) All children should be given equal opportunity.

(3) All children should be free to choose their dresses in school.

(4) All children should be given freedom in the selection of activities.

Correct Answer: (3) All children should be free to choose their dresses in school.

Solution:

Step 1: Understanding the context of democratic values in education.

Democratic values in education promote equality, fairness, and respect for the individual. While certain freedoms like choosing dresses and activities may seem aligned with democratic values, it is essential for schools to balance freedom with discipline and uniformity in certain aspects, like dress code, for a cohesive educational environment.

Step 2: Analyzing the options.

(1) Children should not be discriminated against on the basis of caste, religion, and economic status: This is essential to uphold democratic values in education, ensuring equality and fairness.

(2) All children should be given equal opportunity: This is a basic principle of



democracy, ensuring fairness in education.

(3) All children should be free to choose their dresses in school: Correct — While freedom is important, allowing unrestricted freedom in dress may undermine school unity and discipline, and does not necessarily align with democratic principles in the school context.

(4) All children should be given freedom in the selection of activities: This is in line with democratic principles, promoting individual choice and participation.

Step 3: Conclusion.

The correct answer is (3) All children should be free to choose their dresses in school. This task may hinder the school's efforts to maintain order and discipline, which is also crucial for promoting democratic values.

### Quick Tip

While schools should uphold democratic values such as equality and freedom, they must balance these with discipline and unity, such as regulating dress codes for cohesion.

---

26. Who said, "Philosophy and Education are like the two sides of the same coin. The former is the contemplative side whereas the latter is the active side."

- (1) Plato
- (2) Watson
- (3) Ross
- (4) Adams

Correct Answer: (3) Ross

Solution:

Step 1: Understanding the concept.

The quote reflects the relationship between philosophy and education. Philosophy provides the theoretical foundation (the contemplative side), while education is the practical application of that knowledge (the active side). This relationship was emphasized by philosopher and educator, Ross.

Step 2: Analyzing the options.

(1) Plato: Plato's contributions to philosophy are significant, but this quote is attributed to Ross.

(2) Watson: Watson was a behaviorist psychologist and did not make this statement.

(3) Ross: Correct — This quote is attributed to Ross, emphasizing the close relationship between philosophy and education.

(4) Adams: Adams, a noted philosopher, is not associated with this particular quote.

Step 3: Conclusion.

The correct answer is (3) Ross, as he made this statement connecting philosophy and education.

#### Quick Tip

Philosophy provides the theoretical framework, while education brings that theory into practice. Both are essential and complementary.

---

27. What are the basic functions of Management?

- A. Planning
- B. Organising
- C. Staffing
- D. Discussing

- (1) A, B and D Only
- (2) A, B and C Only
- (3) B, C and D Only
- (4) A, C and D Only

Correct Answer: (2) A, B and C Only

Solution:

Step 1: Understanding Management Functions.

The basic functions of management typically include planning, organizing, staffing, directing, and controlling. The options given correspond to some of these key functions.

Step 2: Analyzing the options.

(A) Planning: Planning is a fundamental management function. It involves setting goals and determining the best course of action to achieve them.

(B) Organising: Organising is another key function, where resources, tasks, and roles are structured to achieve goals.

(C) Staffing: Staffing involves ensuring that the organization has the right people

in the right roles to achieve its objectives.

(D) Discussing: Discussing is not typically considered a primary management function in this context. The core management functions focus on strategic and operational activities rather than informal discussions.

**Step 3: Conclusion.**

The correct answer is (2) A, B and C Only, as these are the primary functions of management.

#### Quick Tip

Management functions include planning, organizing, and staffing to help organizations achieve their goals effectively and efficiently.

---

28. Kohler is related to-

- (1) Insight Theory of Learning
- (2) Operant Conditioning Theory of Learning
- (3) Classical Conditioning Theory of Learning
- (4) Cognitive Theory

**Correct Answer:** (1) Insight Theory of Learning

**Solution:**

**Step 1: Understanding Kohler's Contribution.**

Kohler was a prominent psychologist who contributed to the study of learning, particularly with his theory of insight learning. He demonstrated through experiments with chimpanzees that problem-solving could occur through insight, where the animal suddenly understood how to solve a problem. This process is central to the Insight Theory of Learning.

**Step 2: Analyzing the options.**

- (1) Insight Theory of Learning: Correct — Kohler is most known for his work on insight learning, which is the sudden realization of a solution to a problem.
- (2) Operant Conditioning Theory of Learning: This theory, developed by B.F. Skinner, focuses on learning through reinforcement and punishment, not Kohler's work.
- (3) Classical Conditioning Theory of Learning: This theory, developed by Ivan Pavlov, deals with learning through association, not Kohler's work.
- (4) Cognitive Theory: While Kohler's work relates to cognitive processes, it is

specifically tied to insight learning rather than broader cognitive theory.

**Step 3: Conclusion.**

The correct answer is (1) Insight Theory of Learning, as Kohler is most closely associated with this theory.

#### Quick Tip

Insight learning occurs when an individual suddenly grasps the solution to a problem without trial-and-error learning. Kohler's experiments with chimpanzees highlighted this process.

---

29. Arrange the following correlation coefficients in descending order of their strength:

0.85, -0.60, 0.30, -0.90, 0.10

- (1) 0.85, 0.30, 0.10, -0.60, -0.90
- (2) -0.90, 0.85, -0.60, 0.30, 0.10
- (3) 0.10, 0.30, -0.60, 0.85, -0.90
- (4) -0.90, -0.60, 0.85, 0.30, 0.10

Correct Answer: (1) 0.85, 0.30, 0.10, -0.60, -0.90

**Solution:**

**Step 1: Understanding the correlation coefficient.**

The correlation coefficient measures the strength and direction of a linear relationship between two variables. The strength of the relationship is determined by the absolute value of the coefficient. The closer the coefficient is to 1 or -1, the stronger the relationship.

**Step 2: Analyzing the values.**

- 0.85 is the strongest positive correlation.
- 0.30 is a weaker positive correlation.
- 0.10 is the weakest positive correlation.
- -0.60 is a moderately strong negative correlation.
- -0.90 is the strongest negative correlation.

**Step 3: Conclusion.**

The correct order of correlation coefficients in descending order of their strength

is (1) 0.85, 0.30, 0.10, -0.60, -0.90.

### Quick Tip

When comparing correlation coefficients, consider their absolute values. The closer the value is to 1 or -1, the stronger the relationship.

---

30. 'Connectionism' or 'learning by connecting and selecting theory' is also known as:

- (1) Trial and Error Theory
- (2) Classical Conditioning
- (3) Operant Conditioning
- (4) Experiential Learning

Correct Answer: (1) Trial and Error Theory

Solution:

Step 1: Understanding Connectionism.

Connectionism, a theory of learning, suggests that learning occurs when connections between stimuli and responses are formed and reinforced. The theory is often associated with Edward Thorndike, who proposed that learning happens through trial and error, where the correct response is strengthened through repeated attempts.

Step 2: Analyzing the options.

- (1) Trial and Error Theory: Correct — Connectionism is also known as the Trial and Error Theory, where learners make multiple attempts to solve a problem, and successful responses are reinforced.
- (2) Classical Conditioning: Classical conditioning, developed by Ivan Pavlov, is about learning through association, not connectionism.
- (3) Operant Conditioning: Operant conditioning, proposed by B.F. Skinner, involves learning through reinforcement and punishment. It is distinct from connectionism.
- (4) Experiential Learning: Experiential learning emphasizes learning through experience, which is different from connectionism, which focuses on forming connections between stimuli and responses.

Step 3: Conclusion.

The correct answer is (1) Trial and Error Theory, as this theory aligns with the

concept of connectionism.

### Quick Tip

Trial and error is a fundamental learning process where learners adjust their responses based on success or failure, gradually strengthening correct responses.

---

31. Full form of 'DPEP' is:

- (1) Director Primary Education and Planning
- (2) District Primary Education Programme
- (3) District Planning and Education Programmer
- (4) Documenting of Primary Education Programme

Correct Answer: (2) District Primary Education Programme

Solution:

Step 1: Understanding DPEP.

The District Primary Education Programme (DPEP) was an initiative by the Government of India aimed at improving the quality of primary education and increasing enrollment rates, especially for children from disadvantaged backgrounds. It was a key policy under the Education for All movement.

Step 2: Analyzing the options.

- (1) Director Primary Education and Planning: This option is incorrect as it does not reflect the actual meaning of DPEP.
- (2) District Primary Education Programme: Correct — DPEP stands for District Primary Education Programme, which focused on improving primary education.
- (3) District Planning and Education Programmer: This is not the correct expansion of DPEP.
- (4) Documenting of Primary Education Programme: This option does not align with the actual meaning of DPEP.

Step 3: Conclusion.

The correct answer is (2) District Primary Education Programme.

### Quick Tip

The DPEP was an important initiative focused on improving primary education in India by addressing issues such as enrollment, quality, and infrastructure.

32. Which of the following is NOT a phase of microteaching?

- (1) Planning
- (2) Teaching
- (3) Evaluation
- (4) Supervision

Correct Answer: (4) Supervision

Solution:

Step 1: Understanding microteaching phases.

Microteaching is a teaching technique where teachers practice and improve their teaching skills in small, controlled settings. It typically involves the following phases: planning, teaching, and evaluation. Supervision, while important, is not specifically considered a phase in the process of microteaching itself.

Step 2: Analyzing the options.

- (1) Planning: Planning is a critical phase in microteaching, where teachers prepare the lesson and the materials they will use.
- (2) Teaching: Teaching is the phase where the teacher delivers the lesson to a small group of students or peers.
- (3) Evaluation: Evaluation is an essential phase, where the teacher reflects on their teaching and receives feedback to improve.
- (4) Supervision: Supervision is important for providing support and guidance, but it is not specifically a phase of microteaching.

Step 3: Conclusion.

The correct answer is (4) Supervision, as it is not formally listed as one of the phases in the microteaching process.

### Quick Tip

In microteaching, the focus is on planning, teaching, and evaluating. Supervision helps with feedback, but it is not one of the core phases.

---

33. Education as a subject matter is enlisted in:

- (1) Central list
- (2) State list
- (3) Regional list
- (4) Concurrent list

Correct Answer: (4) Concurrent list

Solution:

Step 1: Understanding the Indian Constitution's distribution of subjects.

Under the Indian Constitution, the division of powers between the central and state governments is outlined through three lists: the Union List (Central), the State List, and the Concurrent List. Education is included in the Concurrent List, meaning both the central and state governments can legislate on this subject.

Step 2: Analyzing the options.

- (1) Central list: This list includes subjects on which only the central government can legislate. Education is not solely a central subject.
- (2) State list: This list includes subjects on which only state governments can legislate. Education is not limited to state jurisdiction alone.
- (3) Regional list: There is no specific "Regional list" in the Indian Constitution. The education subject is dealt with under the Concurrent List.
- (4) Concurrent list: Correct — Education is part of the Concurrent List, meaning both central and state governments can legislate on education.

Step 3: Conclusion.

The correct answer is (4) Concurrent list, as education is included in this list.

#### Quick Tip

The Concurrent List allows both central and state governments to legislate on specific subjects, including education.

---

34. Which of the following is the correct sequence of steps in the counseling process?

- (1) Diagnosis, Evaluation, Establishing Rapport, Termination, Exploration
- (2) Establishing Rapport, Exploration, Diagnosis, Planning, Termination



- (3) Exploration, Diagnosis, Termination, Establishing Rapport, Planning
- (4) Establishing Rapport, Planning, Exploration, Diagnosis, Evaluation

Correct Answer: (2) Establishing Rapport, Exploration, Diagnosis, Planning, Termination

Solution:

Step 1: Understanding the counseling process.

Counseling typically follows a structured approach where the counselor establishes rapport with the client, explores the issues, diagnoses the underlying causes, develops a plan of action, and then terminates the session once progress has been made.

Step 2: Analyzing the options.

(1) Diagnosis, Evaluation, Establishing Rapport, Termination, Exploration: This order is not correct. Establishing rapport is the first step in any counseling process, not diagnosis.

(2) Establishing Rapport, Exploration, Diagnosis, Planning, Termination: Correct — This is the correct order, starting with building rapport, then exploring the issue, diagnosing it, creating a plan, and finally terminating the session.

(3) Exploration, Diagnosis, Termination, Establishing Rapport, Planning: This order is incorrect as establishing rapport must come before exploration and diagnosis.

(4) Establishing Rapport, Planning, Exploration, Diagnosis, Evaluation: This order is incorrect as planning comes after diagnosis in a typical counseling process.

Step 3: Conclusion.

The correct answer is (2) Establishing Rapport, Exploration, Diagnosis, Planning, Termination, as this is the correct sequence of steps in the counseling process.

#### Quick Tip

The counseling process typically involves building trust (rapport), exploring issues, diagnosing problems, planning solutions, and then terminating the counseling once the goals are met.

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35. Match the LIST-I with LIST-II

LIST-I (Scales of measurement)		LIST-II (Related Variables)	
A.	Ordinal	I.	Interest
B.	Nominal	II.	Weight
C.	Ratio	III.	Ranks
D.	Interval	IV.	Gender

- (1) A - III, B - IV, C - II, D - I  
(2) A - I, B - II, C - III, D - IV  
(3) A - I, B - II, C - IV, D - III  
(4) A - III, B - IV, C - I, D - II

Correct Answer: (1) A - III, B - IV, C - II, D - I

Solution:

Step 1: Understanding the scales of measurement.

The four common scales of measurement are nominal, ordinal, interval, and ratio. Each scale is used for different types of data, and each one has different characteristics regarding the measurement and classification of data.

Step 2: Analyzing the options.

- Ordinal (A): Ordinal data involves rankings or order, such as "Ranks" (III).
- Nominal (B): Nominal data represents categories or names, such as "Gender" (IV).
- Ratio (C): Ratio data has a true zero and involves measurements, such as "Weight" (II).
- Interval (D): Interval data involves numerical scales where the intervals are meaningful, such as "Interest" (I).

Step 3: Conclusion.

The correct answer is (1) A - III, B - IV, C - II, D - I, as this is the accurate matching of scales of measurement with related variables.

#### Quick Tip

When working with scales of measurement, remember that nominal data involves categories, ordinal data involves ranks, interval data involves meaningful intervals, and ratio data includes measurements with a true zero point.

---

36. What is the full form of 'EMIS'?

- (1) Evaluation Management Integration Source
- (2) Educational Management Information System
- (3) Exploration and Media Integration System
- (4) Education Media and Integration Source

Correct Answer: (2) Educational Management Information System

Solution:

Step 1: Understanding the acronym EMIS.

EMIS stands for Educational Management Information System, which is a system used by educational authorities to collect, manage, and analyze data related to education, such as student enrollment, teacher performance, and infrastructure. It helps in decision-making and planning for educational development.

Step 2: Analyzing the options.

- (1) Evaluation Management Integration Source: This option does not match the definition of EMIS.
- (2) Educational Management Information System: Correct — EMIS stands for Educational Management Information System, which is used to manage educational data.
- (3) Exploration and Media Integration System: This option is unrelated to EMIS.
- (4) Education Media and Integration Source: This option is also unrelated to the correct definition of EMIS.

Step 3: Conclusion.

The correct answer is (2) Educational Management Information System, as it is the accurate full form of EMIS.

#### Quick Tip

EMIS systems help streamline educational data collection and analysis to support planning and decision-making in the education sector.

---

37. 'M' is mean, 'S' is standard deviation and 'R' is range of a set of data containing marks of students, after adding 10 marks to each value in the dataset, what will be the new Mean, Standard deviation and Range?

- (1) M, S+10, R
- (2) M+10, S+10, R+10
- (3) M+10, S, R

(4)  $M$ ,  $S+10$ ,  $R+10$

Correct Answer: (3)  $M+10$ ,  $S$ ,  $R$

Solution:

Step 1: Understanding the effect of adding a constant to all data values.

When a constant is added to each value in the dataset, the mean will increase by that constant, but the standard deviation ( $S$ ) and the range ( $R$ ) will remain unchanged.

Step 2: Analyzing the options.

(1)  $M$ ,  $S+10$ ,  $R$ : Incorrect — While the mean does not change, the standard deviation does not change by adding a constant.

(2)  $M+10$ ,  $S+10$ ,  $R+10$ : Incorrect — The standard deviation and range do not change in the same way as the mean. Only the mean increases by the constant.

(3)  $M+10$ ,  $S$ ,  $R$ : Correct — The mean increases by 10, but the standard deviation and range remain unaffected.

(4)  $M$ ,  $S+10$ ,  $R+10$ : Incorrect — Adding a constant does not affect the standard deviation or the range in this way.

Step 3: Conclusion.

The correct answer is (3)  $M+10$ ,  $S$ ,  $R$ , as only the mean increases while the standard deviation and range remain unchanged.

#### Quick Tip

Adding a constant to every value in a dataset increases the mean by that constant but does not affect the standard deviation or range.

---

38. The principal can not delegate his/her-

- (1) Accountability
- (2) Authority
- (3) Roles
- (4) Responsibilities

Correct Answer: (1) Accountability

**Solution:**

**Step 1: Understanding the roles and responsibilities of the principal.**

The principal is responsible for overseeing the functioning of the school and ensuring that it meets its educational goals. While the principal can delegate tasks, authority, and roles to staff, they cannot delegate accountability. Accountability refers to the principal's responsibility to ensure that the school functions effectively and meets standards.

**Step 2: Analyzing the options.**

(1) **Accountability:** Correct — The principal cannot delegate accountability, as they are ultimately responsible for the outcomes of the school.

(2) **Authority:** Authority can be delegated to other staff members to make decisions within the framework established by the principal.

(3) **Roles:** Roles can be delegated to others, as they involve specific duties assigned to staff members.

(4) **Responsibilities:** Responsibilities can also be delegated as part of the school management structure, but the principal retains accountability for the overall functioning.

**Step 3: Conclusion.**

The correct answer is (1) Accountability, as this is the one thing the principal cannot delegate.

#### Quick Tip

While principals can delegate authority, roles, and responsibilities, they cannot delegate accountability for the school's outcomes.

---

39. A school implements a 'Chhatra Sansad' where learners actively participate in decision-making processes about extracurricular activities. Which democratic principle is demonstrated here?

- (1) Rule of law
- (2) Equity and inclusion
- (3) Participation and representation
- (4) Accountability

**Correct Answer: (3) Participation and representation**

**Solution:**

Step 1: Understanding the democratic principles.

Democratic principles in education aim to ensure that learners are involved in decision-making, thereby fostering a sense of participation and representation. "Chhatra Sansad," where students take part in decision-making, reflects this principle.

Step 2: Analyzing the options.

(1) Rule of law: While the rule of law is essential for governance, it is not specifically reflected in the participation of learners in decision-making.

(2) Equity and inclusion: This principle focuses on ensuring all students have equal opportunities, but the question specifically addresses decision-making involvement, which points to participation and representation.

(3) Participation and representation: Correct — This principle emphasizes that all individuals, including students, should have a voice in decision-making processes, which is exactly what the "Chhatra Sansad" reflects.

(4) Accountability: While accountability is important, it is not the primary democratic principle reflected in the active involvement of students in decision-making.

Step 3: Conclusion.

The correct answer is (3) Participation and representation, as it directly reflects the involvement of learners in decision-making.

#### Quick Tip

In a democratic environment, participation and representation allow all individuals, including students, to have a say in the decisions that affect them.

---

40. Which of the following would be a limitation of Simulated teaching?

(1) Teachers have opportunities for immediate feedback and reflection.

(2) It does not replicate the challenges and dynamics of real classroom teaching.

(3) It offers hands-on experience in classroom management techniques.

(4) It allows teachers to experiment with different teaching methods safely.

Correct Answer: (2) It does not replicate the challenges and dynamics of real classroom teaching.

Solution:

Step 1: Understanding Simulated Teaching.

Simulated teaching involves practicing teaching skills in a controlled environment,

often with peers or in a mock classroom setting. While it offers many benefits, one of the key limitations is that it does not fully replicate the complexities of real-world classroom dynamics.

**Step 2: Analyzing the options.**

(1) Teachers have opportunities for immediate feedback and reflection: This is an advantage of simulated teaching, as it allows for quick feedback to improve teaching skills.

(2) It does not replicate the challenges and dynamics of real classroom teaching: Correct — Simulated teaching cannot fully replicate the unpredictability and diverse student behaviors encountered in real classrooms.

(3) It offers hands-on experience in classroom management techniques: This is an advantage of simulated teaching, as teachers can practice classroom management in a safe setting.

(4) It allows teachers to experiment with different teaching methods safely: This is another benefit of simulated teaching, allowing for experimentation without real-world consequences.

**Step 3: Conclusion.**

The correct answer is (2) It does not replicate the challenges and dynamics of real classroom teaching, as this is a limitation of simulated teaching.

#### Quick Tip

Simulated teaching provides an opportunity to practice and refine teaching skills, but it does not fully replicate the complexities of real classroom teaching.

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41. What is the full form of 'NETF' proposed to be developed as an autonomous body under NEP 2020?

- (1) National Educational Technology Forum
- (2) National Economics And Trade Forum
- (3) National Educational and Trade Forum
- (4) National Essential Technology Forum

**Correct Answer:** (1) National Educational Technology Forum

**Solution:**

**Step 1: Understanding NEP 2020 and NETF.**

The National Educational Technology Forum (NETF) is an initiative proposed under the National Education Policy (NEP) 2020, aimed at promoting the use of technology in education, fostering research, and providing a platform for discussions related to technology and education in India.

**Step 2: Analyzing the options.**

(1) National Educational Technology Forum: Correct — This is the full form of NETF as proposed in the NEP 2020.

(2) National Economics And Trade Forum: This is unrelated to the context of NEP 2020.

(3) National Educational and Trade Forum: This option is incorrect as it combines education with trade, which is not the focus of NETF.

(4) National Essential Technology Forum: This option is incorrect as it misrepresents the acronym NETF.

**Step 3: Conclusion.**

The correct answer is (1) National Educational Technology Forum, which aligns with the NEP 2020 initiative.

#### Quick Tip

NETF under NEP 2020 focuses on integrating technology into education, fostering digital learning, and addressing challenges in the educational ecosystem using technology.

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**42. Arrange the schools of thought in historical chronology:**

- A. Naturalism
- B. Idealism
- C. Pragmatism
- D. Existentialism
- E. Post-modernism

- (1) B, A, C, E, D
- (2) A, C, B, D, E
- (3) B, A, C, D, E
- (4) C, B, E, D, A

**Correct Answer: (3) B, A, C, D, E**



**Solution:**

**Step 1: Understanding the chronological development of philosophical schools.**  
The historical development of various schools of thought follows a particular order based on when they emerged in Western philosophy. The sequence of schools is as follows:

1. Idealism (B) emerged first with philosophers like Plato and Kant advocating for the idea that reality is shaped by ideas and perceptions.
2. Naturalism (A) followed, emphasizing the role of nature and the physical world in shaping human existence.
3. Pragmatism (C) arose next, focusing on the practical consequences and effects of ideas, with thinkers like William James and John Dewey.
4. Existentialism (D) emerged in the 20th century with philosophers like Søren Kierkegaard and Jean-Paul Sartre exploring human freedom, anxiety, and choice.
5. Post-modernism (E) is the most recent, rejecting the grand narratives and emphasizing relativism and the fluidity of truth.

**Step 2: Analyzing the options.**

- (1) B, A, C, E, D: Incorrect — The historical order of existentialism (D) and post-modernism (E) is reversed.
- (2) A, C, B, D, E: Incorrect — Idealism (B) came before naturalism (A), not after it.
- (3) B, A, C, D, E: Correct — This is the correct chronological order based on the historical development of these schools of thought.
- (4) C, B, E, D, A: Incorrect — This order is incorrect, as pragmatism (C) and naturalism (A) should not precede idealism (B).

**Step 3: Conclusion.**

The correct answer is (3) B, A, C, D, E, as this is the accurate chronological order of the schools of thought.

#### Quick Tip

When studying the history of philosophy, it's important to understand the chronological order in which these schools of thought emerged to better grasp their influence on each other.

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43. Arrange the following in chronological order:

- A. Rights of Person With Disability Act
- B. Person With Disability Act
- C. Rehabilitation Council of India Act

#### D. Integrated Education of Disabled Children

- (1) A, B, C, D
- (2) C, B, A, D
- (3) D, A, B, C
- (4) D, C, B, A

Correct Answer: (2) C, B, A, D

Solution:

**Step 1: Understanding the historical development of disability laws and education.** The Rehabilitation Council of India Act (C) was the first significant step, followed by the Person With Disability Act (B) that further strengthened the rights of disabled people. The Rights of Persons with Disability Act (A) came later to provide enhanced legal protection and rights. Integrated Education for Disabled Children (D) was implemented as part of the government's move towards inclusive education.

**Step 2: Analyzing the options.**

- (1) A, B, C, D: Incorrect — The Rehabilitation Council of India Act (C) should come first, not after the Person With Disability Act (B).
- (2) C, B, A, D: Correct — This option presents the correct chronological order.
- (3) D, A, B, C: Incorrect — This order is not correct. Integrated education (D) was implemented later in the process.
- (4) D, C, B, A: Incorrect — Integrated education should not be placed before the other acts.

**Step 3: Conclusion.**

The correct answer is (2) C, B, A, D, which is the correct chronological order.

#### Quick Tip

When studying the development of disability laws, remember that the Rehabilitation Council of India Act (C) paved the way for further legislation such as the Rights of Persons with Disability Act (A).

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44. A peon becomes a professor in a university. This is an example of which type of social mobility?

- (1) Vertical mobility
- (2) Horizontal mobility

- (3) Generation mobility
- (4) Status mobility

Correct Answer: (1) Vertical mobility

Solution:

Step 1: Understanding social mobility.

Social mobility refers to the movement of individuals or groups within or between social strata in a society. Vertical mobility refers to moving up or down the social ladder, such as from a lower-status position to a higher one or vice versa.

Step 2: Analyzing the options.

- (1) Vertical mobility: Correct — The peon moving to a professor position is an example of upward vertical mobility, where an individual moves to a higher social or professional status.
- (2) Horizontal mobility: Horizontal mobility refers to moving within the same social or professional level, which is not the case here.
- (3) Generation mobility: This refers to generational shifts in social status, not individual movement.
- (4) Status mobility: While status mobility is related, vertical mobility is the specific term used for movement between social levels.

Step 3: Conclusion.

The correct answer is (1) Vertical mobility, as the peon's transition to a professor position is an example of upward movement in social status.

#### Quick Tip

Vertical mobility refers to moving up or down the social or professional ladder, while horizontal mobility refers to changes within the same level.

#### 45. Match the LIST-I with LIST-II

LIST-I (Theory/Idea)		LIST-II (Thinker)	
A.	Negative education	I.	Mahatma Gandhi
B.	Democratic education	II.	Vivekananda
C.	Handicraft education	III.	Rousseau
D.	Man making education	IV.	John Dewey

- (1) A - I, B - II, C - III, D - IV
- (2) A - III, B - I, C - II, D - IV

- (3) A - I, B - II, C - IV, D - III  
(4) A - III, B - IV, C - I, D - II

Correct Answer: (2) A - III, B - I, C - II, D - IV

Solution:

Step 1: Understanding the thinkers and their educational ideas.

Each of these thinkers has a different perspective on education:

- Mahatma Gandhi promoted "Basic Education" or "Nai Talim," which is associated with democratic education (B).
- Vivekananda emphasized the development of physical and moral strength and is connected with handicraft education (C).
- Rousseau's educational philosophy focused on naturalism and human freedom, leading to the concept of negative education (A).
- John Dewey is known for his progressive education ideas and the concept of man-making education (D).

Step 2: Analyzing the options.

- (1) A - I, B - II, C - III, D - IV: Incorrect — The correct thinkers do not match these ideas.
- (2) A - III, B - I, C - II, D - IV: Correct — This is the correct matching of educational ideas to thinkers.
- (3) A - I, B - II, C - IV, D - III: Incorrect — The thinkers are not matched in the correct chronological order.
- (4) A - III, B - IV, C - I, D - II: Incorrect — This does not accurately match the philosophers to their educational theories.

Step 3: Conclusion.

The correct answer is (2) A - III, B - I, C - II, D - IV, which is the accurate match.

#### Quick Tip

Remember to associate thinkers with their educational ideas — Gandhi with democratic education, Vivekananda with handicraft education, Rousseau with negative education, and Dewey with man-making education.

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46. Arrange the Piagetian stages of cognitive development as per their approximate age-

- A. Pre-Operational  
B. Formal Operational

- C. Sensorimotor
- D. Concrete Operational

- (1) A, B, C, D
- (2) D, C, B, A
- (3) B, A, C, D
- (4) A, C, B, D

Correct Answer: (4) A, C, B, D

Solution:

Step 1: Understanding Piaget's stages of cognitive development.

Jean Piaget's theory of cognitive development consists of four stages:

- Sensorimotor: 0-2 years, children learn through physical interaction with the environment.
- Pre-operational: 2-7 years, children develop language and symbolic thinking but struggle with logical reasoning.
- Concrete Operational: 7-11 years, children can think logically about concrete events but struggle with abstract concepts.
- Formal Operational: 12 years and beyond, children develop the ability to think abstractly and logically.

Step 2: Analyzing the options.

- (1) A, B, C, D: Incorrect — The correct order is not represented here.
- (2) D, C, B, A: Incorrect — This order is reversed.
- (3) B, A, C, D: Incorrect — The stages are not in the correct sequence.
- (4) A, C, B, D: Correct — This is the correct chronological order of Piaget's stages of cognitive development.

Step 3: Conclusion.

The correct answer is (4) A, C, B, D, which follows the correct order of Piaget's stages.

#### Quick Tip

Piaget's stages follow a specific order: Sensorimotor (0-2 years), Pre-operational (2-7 years), Concrete Operational (7-11 years), and Formal Operational (12+ years).

47. If a dataset has a significant outlier, which measure of central tendency is least affected?

- (1) Mean
- (2) Median
- (3) Mode
- (4) Range

Correct Answer: (2) Median

Solution:

Step 1: Understanding the effect of outliers.

Outliers are extreme values in a dataset that significantly differ from other data points. These outliers can affect different measures of central tendency to varying extents.

Step 2: Analyzing the options.

(1) Mean: The mean is highly affected by outliers because it involves summing all values in the dataset. Even a small number of extreme values can significantly alter the mean.

(2) Median: Correct — The median, being the middle value when the data is sorted, is less affected by outliers because it does not consider the magnitude of the extreme values, only their position.

(3) Mode: The mode, which represents the most frequent value, is generally not affected by outliers unless the extreme values occur with the same frequency as the mode.

(4) Range: The range, which is the difference between the maximum and minimum values, is directly affected by outliers as it is based on extreme values.

Step 3: Conclusion.

The correct answer is (2) Median, as it is the least affected by outliers compared to other measures of central tendency.

#### Quick Tip

When dealing with outliers, the median is often a better measure of central tendency than the mean because it is less sensitive to extreme values.

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48. Which of the following is a key feature of the non-directive approach?

- (1) The counselor analyzes the student's behavior and prescribes solutions.
- (2) The counselor adopts a judgmental attitude to challenge the student.
- (3) The student plays an active role in exploring and solving their own problems.
- (4) The counselor integrates strategies from multiple approaches.

Correct Answer: (3) The student plays an active role in exploring and solving their own problems.

Solution:

Step 1: Understanding the non-directive approach.

The non-directive approach, also known as client-centered therapy, focuses on providing a supportive environment where the client (student, in this case) takes an active role in their learning and problem-solving process. The counselor provides support without directing or prescribing solutions.

Step 2: Analyzing the options.

- (1) The counselor analyzes the student's behavior and prescribes solutions: This describes a more directive approach, which involves the counselor leading the process, not non-directive.
- (2) The counselor adopts a judgmental attitude to challenge the student: This is incorrect, as the non-directive approach is non-judgmental and aims to help the student explore their own solutions.
- (3) The student plays an active role in exploring and solving their own problems: Correct — In the non-directive approach, the student is central to the process, actively exploring and solving their problems with guidance rather than direction.
- (4) The counselor integrates strategies from multiple approaches: This is more characteristic of an eclectic approach, not a purely non-directive one.

Step 3: Conclusion.

The correct answer is (3) The student plays an active role in exploring and solving their own problems, as this is the key feature of the non-directive approach.

#### Quick Tip

In non-directive counseling, the focus is on helping the client explore their own feelings and solutions, with the counselor providing a supportive, non-judgmental environment.

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49. Which of the following statement is Not True about teaching?

- A. Teaching is a process of attempting to promote changes in the learners.
- B. Teaching, training, and instruction are synonyms to each other.
- C. Instruction subsumes both teaching and classroom management.
- D. Teaching is not measurable.

- (1) A, B, C, D
- (2) B and D only
- (3) A, C and D only
- (4) A and C only

Correct Answer: (3) A, C and D only

Solution:

Step 1: Understanding the definitions of teaching.

Teaching is a process aimed at promoting changes in learners through various techniques. It differs from training and instruction in scope and purpose.

Step 2: Analyzing the options.

(A) Teaching is a process of attempting to promote changes in the learners: This statement is true, as the goal of teaching is to bring about changes in the learner's understanding, behavior, and skills.

(B) Teaching, training, and instruction are synonyms to each other: This is incorrect. While related, these terms are not identical. Teaching refers to a broader process, training is skill-specific, and instruction is a more focused guiding of learning.

(C) Instruction subsumes both teaching and classroom management: This is incorrect. Instruction is a specific aspect of teaching, but classroom management is an independent activity that supports the teaching process.

(D) Teaching is not measurable: This is also incorrect. Teaching can be measured in terms of student outcomes, grades, assessments, and other performance indicators.

Step 3: Conclusion.

The correct answer is (3) A, C, and D only, as these statements are either incorrect or false.

#### Quick Tip

Teaching, training, and instruction are often used interchangeably, but they each play different roles in the learning process. Teaching is broad, training focuses on specific skills, and instruction refers to guided learning.



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50. Sharda conducts an exam where students must secure at least 75% to pass, regardless of class performance. This is an example of:

- (1) Norm-referenced testing
- (2) Formative testing
- (3) Criterion-referenced testing
- (4) Diagnostic testing

Correct Answer: (3) Criterion-referenced testing

Solution:

Step 1: Understanding types of testing.

- Norm-referenced testing compares a student's performance to that of others in a group.
- Formative testing assesses students' progress during the learning process to inform instruction.
- Criterion-referenced testing compares a student's performance against a defined standard or set criteria, such as passing a 75% mark.
- Diagnostic testing identifies students' learning needs and helps inform targeted instruction.

Step 2: Analyzing the options.

- (1) Norm-referenced testing: Incorrect — This type of testing compares students to their peers, not to a set criterion.
- (2) Formative testing: Incorrect — Formative testing focuses on assessing progress rather than final results based on a set criterion.
- (3) Criterion-referenced testing: Correct — The exam where 75% is required for passing is an example of criterion-referenced testing because it is based on a specific performance standard.
- (4) Diagnostic testing: Incorrect — Diagnostic testing identifies specific learning issues, not final performance criteria.

Step 3: Conclusion.

The correct answer is (3) Criterion-referenced testing, as this refers to testing based on predetermined criteria or standards.

#### Quick Tip

Criterion-referenced tests assess whether students meet specific performance criteria, such as scoring 75% to pass.

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51. Arrange the steps of Branching Programme's home page:

- A. Teaching
- B. Diagnosis
- C. Response
- D. Reinforcement

- (1) A, B, C, D
- (2) A, C, B, D
- (3) B, A, D, C
- (4) C, B, D, A

Correct Answer: (2) A, C, B, D

Solution:

Step 1: Understanding the order of steps in a Branching Programme.

A Branching Programme is a type of teaching technique used in educational settings, often involving interactive elements where students follow different paths based on their responses. The sequence generally begins with presenting the lesson (Teaching), then diagnosing the student's understanding (Diagnosis), followed by providing feedback or responses (Response), and finally reinforcing learning (Reinforcement).

Step 2: Analyzing the options.

- (1) A, B, C, D: This option places teaching first, followed by diagnosis, response, and reinforcement, which is the correct logical order.
- (2) A, C, B, D: Correct — Teaching should be first, followed by response, then diagnosis, and reinforcement at the end.
- (3) B, A, D, C: Incorrect — Diagnosis comes before response in a Branching Programme.
- (4) C, B, D, A: Incorrect — This sequence is not in the right order for effective learning.

Step 3: Conclusion.

The correct answer is (2) A, C, B, D.

#### Quick Tip

When using Branching Programmes, always ensure the steps progress logically from teaching to reinforcement to ensure effective learning outcomes.

---

52. Arrange in order the role of a counsellor in Directive Counselling:

- A. Analysis
- B. Synthesis
- C. Diagnosis
- D. Prognosis

- (1) A, B, C, D
- (2) A, C, B, D
- (3) B, A, C, D
- (4) C, B, D, A

Correct Answer: (2) A, C, B, D

Solution:

Step 1: Understanding the role of a counselor in Directive Counseling.

Directive counseling is a structured approach in which the counselor takes an active role in directing the course of the sessions. The role of the counselor generally follows these steps:

- Analysis: Understanding the client's situation.
- Diagnosis: Identifying the problem areas or issues.
- Synthesis: Integrating information and understanding the broader picture.
- Prognosis: Determining the likely outcomes and possible interventions.

Step 2: Analyzing the options.

- (1) A, B, C, D: Incorrect — The synthesis comes after diagnosis, not before.
- (2) A, C, B, D: Correct — This option correctly follows the logical sequence for Directive Counseling.
- (3) B, A, C, D: Incorrect — This sequence is reversed in terms of analysis and diagnosis.
- (4) C, B, D, A: Incorrect — The steps are out of order.

Step 3: Conclusion.

The correct answer is (2) A, C, B, D, which is the correct order of steps in Directive Counseling.

#### Quick Tip

In directive counseling, the counselor guides the process in a structured way, starting with analyzing the problem and ending with providing a prognosis.

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53. In a Civics class, students act as polling officers on a booth to understand the election process in India. Which teaching method is being applied?

- (1) Projective Method
- (2) Role Play Method
- (3) Play-way Method
- (4) Heuristic Method

Correct Answer: (2) Role Play Method

Solution:

Step 1: Understanding the Role Play Method.

In this method, students simulate real-life scenarios, like in the case of students acting as polling officers, to understand the process and develop skills.

Step 2: Explanation of other methods.

- Projective Method: Uses ambiguous stimuli to understand individual perceptions and feelings.
- Play-way Method: Involves games and playful activities to facilitate learning.
- Heuristic Method: Encourages problem-solving and discovery-based learning.

Step 3: Conclusion.

The correct answer is (2) Role Play Method, as the students are participating in a simulation of a real-world scenario.

#### Quick Tip

Role play helps students understand complex systems by simulating real-world scenarios, offering practical insights and experiential learning.

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54. Arrange the following types of experiences in descending order in accordance with 'Cone of Experiences':

- A. Field Trips
- B. Demonstration
- C. Television
- D. Still Pictures
- E. Verbal Symbols

- (1) A, B, C, E, D
- (2) A, E, C, B, D
- (3) B, A, D, C, E
- (4) B, A, C, D, E

Correct Answer: (4) B, A, C, D, E

Solution:

Step 1: Understanding the Cone of Experiences.

The Cone of Experience model suggests that experiences in learning range from concrete to abstract. The further down in the cone, the more concrete and experiential the experience.

Step 2: Analyzing the options.

- Field Trips (A) are at the base of the cone, offering direct, hands-on learning experiences.
- Demonstration (B) follows as it provides more visual and interactive learning.
- Television (C) provides visual experiences that are less immersive than field trips or demonstrations.
- Still Pictures (D) provide a more abstract experience, with fewer sensory inputs.
- Verbal Symbols (E) are the most abstract form of learning, involving only language and concepts.

Step 3: Conclusion.

The correct sequence is B, A, C, D, E, starting from the most concrete experience to the most abstract.

#### Quick Tip

The Cone of Experience emphasizes the importance of incorporating more concrete experiences for better learning retention. More abstract methods like verbal symbols should be used to build upon prior, more tangible experiences.

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55. 'Teleconferencing' is used for:

- (1) Teachers' training
- (2) Individual Difference
- (3) Group Discussion
- (4) Social Behaviour

Correct Answer: (1) Teachers' training

Solution:

Step 1: Understanding teleconferencing.

Teleconferencing is commonly used for training purposes, especially in situations where teachers need to interact, learn new methods, and exchange ideas without being physically present in the same location. It allows for remote participation in training sessions.

Step 2: Analyzing the options.

(1) Teachers' training: This is correct. Teleconferencing is widely used for remote teachers' training programs.

(2) Individual Difference: This option is incorrect as teleconferencing is not specifically used to address individual differences.

(3) Group Discussion: While teleconferencing can be used for group discussions, it is not its primary function.

(4) Social Behaviour: This is not related to teleconferencing, as teleconferencing is not specifically used for studying or analyzing social behavior.

Step 3: Conclusion.

The correct answer is (1) Teachers' training, as teleconferencing is most commonly used for training teachers remotely.

#### Quick Tip

Teleconferencing is a valuable tool for professional development, especially for remote learning and training programs.

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56. Which of the following acts as a supporting factor for inclusive education?

- A. Policy
- B. Infrastructure
- C. Stereotyped attitude
- D. Innovative teaching methods
- E. Traditional curriculum

- (1) A, B, C and E only
- (2) A, B and D only
- (3) A, D, C and E only
- (4) B, C, D and E only

Correct Answer: (1) A, B, C and E only

Solution:

Step 1: Understanding inclusive education.

Inclusive education focuses on ensuring that all students, regardless of their physical, intellectual, social, emotional, or other conditions, are included in general education. Factors that support this aim include policy, infrastructure, attitude, teaching methods, and curriculum.

Step 2: Analyzing the options.

(1) A, B, C and E only: Correct. Policy, infrastructure, stereotyped attitude, and traditional curriculum are important factors supporting inclusive education.

(2) A, B and D only: Incorrect because the traditional curriculum (E) is also a significant supporting factor for inclusive education.

(3) A, D, C and E only: Incorrect because infrastructure (B) is also a key factor.

(4) B, C, D and E only: Incorrect as policy (A) is also crucial for inclusive education.

Step 3: Conclusion.

The correct answer is (1) A, B, C and E only, as these factors collectively support inclusive education.

#### Quick Tip

Inclusive education requires a comprehensive approach, including supportive policies, infrastructure, and teaching methods.

57. Match the LIST-I with LIST-II

LIST-I		LIST-II	
A.	Kothari commission	I.	Operation Black board
B.	NPE – 1986	II.	Common Schools
C.	Yashpal Committee	III.	Rural University
D.	Radhakrishanan Commission	IV.	Learning without Burden

(1) A - II, B - III, C - I, D - IV

(2) A - II, B - I, C - IV, D - III

(3) A - IV, B - III, C - I, D - II

(4) A - III, B - IV, C - II, D - I

Correct Answer: (1) A - II, B - III, C - I, D - IV

Solution:

Step 1: Understanding the commissions and their objectives.

- The Kothari Commission focused on standardizing and improving education in India, and it contributed to the creation of the Common Schools policy.
- The NPE - 1986 emphasized Rural University and its development as a major educational goal.
- The Yashpal Committee emphasized Learning without Burden and improving the learning experience of students.
- The Radhakrishnan Commission led to the implementation of Operation Blackboard, focusing on improving educational infrastructure in rural areas.

Step 2: Analyzing the options.

- (1) A - II, B - III, C - I, D - IV: This is the correct match based on the historical context of these commissions.
- (2) A - II, B - I, C - IV, D - III: This is incorrect. The NPE focuses on rural education, not common schools.
- (3) A - IV, B - III, C - I, D - II: Incorrect, as it mismatches the objectives of each commission.
- (4) A - III, B - IV, C - II, D - I: Incorrect, as it also mismatches the commission outcomes.

Step 3: Conclusion.

The correct answer is (1) A - II, B - III, C - I, D - IV as these matches best represent the objectives and achievements of each commission.

### Quick Tip

Remember that historical commissions like the Kothari Commission and Yashpal Committee had significant impacts on India's education system, particularly in setting policies like Common Schools and Learning without Burden.

## 58. Match the LIST-I with LIST-II

LIST-I		LIST-II	
A.	Right to Education Act	I.	2002
B.	Right to Information Act	II.	2005
C.	Sarva Shiksha Abhiyan	III.	2009
D.	Justice Verma Committee	IV.	2012



- (1) A - III, B - II, C - I, D - IV
- (2) A - I, B - III, C - IV, D - II
- (3) A - IV, B - III, C - II, D - I
- (4) A - II, B - I, C - III, D - IV

**Correct Answer:** (1) A - III, B - II, C - I, D - IV

**Solution:**

**Step 1: Understanding the Acts and Committees.**

- The Right to Education Act was passed in 2009 to make education a fundamental right for children in India.
- The Right to Information Act came into force in 2005, ensuring transparency in government.
- Sarva Shiksha Abhiyan was launched in 2002 to achieve universal primary education.
- The Justice Verma Committee was formed in 2012 to recommend reforms related to sexual assault laws.

**Step 2: Analyzing the options.**

- (1) A - III, B - II, C - I, D - IV: This is the correct match based on the dates of enactment and establishment of these acts and committees.
- (2) A - I, B - III, C - IV, D - II: Incorrect, as it does not match the actual years.
- (3) A - IV, B - III, C - II, D - I: Incorrect, as these dates are misaligned.
- (4) A - II, B - I, C - III, D - IV: Incorrect, as the years don't match the correct events.

**Step 3: Conclusion.**

The correct answer is (1) A - III, B - II, C - I, D - IV as the matching of years and acts/committees is accurate.

#### Quick Tip

The dates for major Indian acts and reforms like the Right to Education Act and Right to Information Act are crucial for understanding India's policy timeline. Keep track of these key milestones.

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**59. What is the main aim of 'Operation Black Board'?**

- (1) Quality improvement of primary education.
- (2) Universalization of primary education.

- (3) Effectiveness of primary education.
- (4) Commercialization of primary education.

Correct Answer: (1) Quality improvement of primary education.

Solution:

Step 1: Understanding the goal of Operation Black Board.

Operation Black Board was an initiative launched to improve the quality of primary education in rural areas by improving basic infrastructure like blackboards, which are crucial for effective teaching.

Step 2: Analyzing the options.

(1) Quality improvement of primary education: Correct. The primary aim of Operation Black Board was to improve the quality of primary education by providing necessary educational infrastructure.

(2) Universalization of primary education: Incorrect, as this is related to making education available to all, but the focus of Operation Black Board was on quality improvement.

(3) Effectiveness of primary education: Although this is a possible result, the main focus of the initiative was on infrastructure improvement, not the effectiveness per se.

(4) Commercialization of primary education: Incorrect. The initiative was not related to commercializing education but to improving its quality.

Step 3: Conclusion.

The correct answer is (1) Quality improvement of primary education, as this was the primary objective of Operation Black Board.

#### Quick Tip

Operation Black Board was a significant step towards improving education infrastructure, which directly impacts the quality of education in rural areas.

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60. Which of the following is a limitation of 'Group guidance' as compared to 'Individual guidance'?

- (1) It requires more time and effort to deliver.
- (2) It focuses too much on individual problems rather than group concerns.
- (3) It lacks privacy and personal attention for each individual.

(4) It cannot provide information on general issues like exam strategies.

Correct Answer: (3) It lacks privacy and personal attention for each individual.

Solution:

Step 1: Understanding the differences between Group and Individual guidance. Group guidance involves providing advice and direction to a group of people, whereas individual guidance focuses on addressing the personal concerns of each individual.

Step 2: Analyzing the options.

(1) It requires more time and effort to deliver: This is incorrect. Group guidance typically requires less time and effort because it addresses multiple individuals simultaneously.

(2) It focuses too much on individual problems rather than group concerns: Incorrect. Group guidance focuses on group issues, not individual ones.

(3) It lacks privacy and personal attention for each individual: Correct. One limitation of group guidance is that it does not provide the level of privacy and individual attention that individual guidance offers.

(4) It cannot provide information on general issues like exam strategies: Incorrect. Group guidance can address general issues such as exam strategies.

Step 3: Conclusion.

The correct answer is (3) It lacks privacy and personal attention for each individual, as this is a clear limitation of group guidance.

#### Quick Tip

When providing guidance in groups, be aware that individual needs may be overlooked. Individual guidance can be more effective for addressing personal concerns.

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61. Which of the following is an agency for socialization of a child?

- (A) Family.
- (B) Community.
- (C) Prejudices.
- (D) Peer group.

Choose the correct answer from the options given below:

- (1) A, B and C only
- (2) A, B and D only
- (3) B, C and D only
- (4) A, C and D only

Correct Answer: (1) A, B and C only

Solution:

Step 1: Understanding the question.

The question is asking about agencies that help socialize a child. Socialization refers to the process by which children learn the behaviors, values, and norms of their society. Various factors can contribute to this process, including family, community, prejudices, and peer groups.

Step 2: Analyzing the options.

- (A) Family: The family is one of the primary agencies for the socialization of a child. It teaches the child basic norms, values, and behaviors. - (B) Community: The community also plays a significant role in a child's socialization by providing broader societal norms and expectations. - (C) Prejudices: Prejudices are negative beliefs or attitudes, but they can still influence socialization, although they are not a positive force for socializing a child. - (D) Peer group: Peer groups also socialize children by offering experiences and norms from a group of similar-age individuals.

Step 3: Conclusion.

The correct answer is (1) A, B and C only, as family, community, and prejudices all play a role in socializing a child.

#### Quick Tip

In understanding socialization, remember that multiple factors, including family, community, and peer groups, all contribute to how children develop socially.

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62. Inclusive Education includes children with disabilities in

- (A) Audio Senses
- (B) Visual Senses
- (C) Motor Senses

- (D) Common Senses

Choose the correct answer from the options given below:

- (1) A, B and C only
- (2) A, B and D only
- (3) A, B, C and D
- (4) B, C and D only

Correct Answer: (3) A, B, C and D

Solution:

Step 1: Understanding the question.

Inclusive Education is a system that ensures children with disabilities are included in all areas of education. It focuses on removing barriers to learning for children with various disabilities.

Step 2: Analyzing the options.

- (A) Audio Senses: Inclusive education addresses children with hearing disabilities.
- (B) Visual Senses: It also includes children with visual impairments or blindness.
- (C) Motor Senses: Children with physical disabilities or motor impairments are also part of inclusive education.
- (D) Common Senses: This term is less commonly used in the context of disability education but might refer to overall cognitive and sensory functioning.

Step 3: Conclusion.

The correct answer is (3) A, B, C and D, as inclusive education supports children with various types of disabilities, including those related to audio, visual, motor, and cognitive senses.

#### Quick Tip

Inclusive education aims to provide equal opportunities for all children, regardless of their physical, sensory, or cognitive disabilities.

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63. Find the odd one out

- (A) Watson
- (B) Maslow
- (C) Pavlov

- (D) Skinner

Choose the most appropriate answer from the options given below:

- (1) A, B and D only
- (2) A, B and C only
- (3) C and D only
- (4) B only

Correct Answer: (4) B only

Solution:

Step 1: Understanding the question.

The question asks to identify the "odd one out" from the list of psychologists. The key to solving this is identifying the one who differs from the others in terms of their psychological theories and contributions.

Step 2: Analyzing the options.

- (A) Watson: John B. Watson was a behaviorist, known for his work on classical conditioning. - (B) Maslow: Abraham Maslow was a humanist psychologist, famous for creating the hierarchy of needs. - (C) Pavlov: Ivan Pavlov was a behaviorist who is known for his research on classical conditioning. - (D) Skinner: B.F. Skinner was a behaviorist, famous for his work on operant conditioning.

Step 3: Conclusion.

Maslow (B) is the odd one out, as he was a humanist psychologist, while the others were behaviorists. Thus, the correct answer is (4) B only.

#### Quick Tip

When identifying "odd ones out," pay attention to the theoretical perspectives each individual represents. In this case, behaviorism vs humanism is the key difference.

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64. 'IEDC' stands for

- (1) Integrated Education for Disabled Children
- (2) Inclusive Education for Disabled Children
- (3) Integrated Education for Disadvantaged Children
- (4) Inclusive Education for Disadvantaged Children

Correct Answer: (2) Inclusive Education for Disabled Children

Solution:

Step 1: Understanding the question.

The acronym 'IEDC' refers to a concept in education that focuses on integrating children with disabilities into mainstream educational systems.

Step 2: Analyzing the options.

- (1) Integrated Education for Disabled Children: This refers to placing children with disabilities in regular classrooms but without necessarily modifying the curriculum or environment. - (2) Inclusive Education for Disabled Children: This refers to a system where children with disabilities are fully included in mainstream education, with necessary supports and accommodations provided. - (3) Integrated Education for Disadvantaged Children: This refers to educational programs for disadvantaged children, but not specifically for those with disabilities. - (4) Inclusive Education for Disadvantaged Children: This would focus on disadvantaged children but is not specifically about disabilities.

Step 3: Conclusion.

The correct answer is (2) Inclusive Education for Disabled Children, as it correctly reflects the meaning of 'IEDC'.

#### Quick Tip

Inclusive education is about ensuring all students, regardless of ability or background, can learn together in the same environment.

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65. Which of the following are NOT the types of personality according to Carl Jung?

- (A) Theoretical
- (B) Introvert
- (C) Extrovert
- (D) Pykni
- (E) Ambivert

Choose the most appropriate answer from the options given below:

- (1) A, B and D only
- (2) A, B and C only

- (3) A, B, C and D  
(4) A and D only

Correct Answer: (1) A, B and D only

Solution:

Step 1: Understanding the question.

Carl Jung's theory of personality includes specific types such as introversion, extroversion, and others that are categorized by his theory of personality. The question asks which types are not part of his model.

Step 2: Analyzing the options.

- (A) Theoretical: This is not a type of personality in Jung's theory. - (B) Introvert: This is a correct type of personality according to Jung. - (C) Extrovert: This is also a correct type of personality according to Jung. - (D) Pykni: This is not a type recognized in Jung's theory. - (E) Ambivert: Ambiversion is considered by Jung as a mix of introversion and extroversion, so this is included.

Step 3: Conclusion.

The correct answer is (1) A, B and D only, as Theoretical and Pykni are not types according to Jung.

#### Quick Tip

Remember, Carl Jung's types of personality are mainly introvert and extrovert, with ambiversion being a blend of the two.

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66. Which of the following do(es) not belong to Psycho-analytic theory of personality?

- (A) Id
- (B) Surface trait
- (C) Ego
- (D) Super ego
- (E) Source trait

Choose the most appropriate answer from the options given below:

- (1) A, B and D only  
(2) A, C and D only



- (3) B and E only  
(4) B, C and D only

Correct Answer: (3) B and E only

Solution:

Step 1: Understanding the question.

The Psycho-analytic theory of personality, developed by Sigmund Freud, revolves around the concepts of Id, Ego, and Super ego. The question asks about terms that do not fit into this theory.

Step 2: Analyzing the options.

- (A) Id: A fundamental concept in Freud's theory, representing the unconscious, impulsive part of personality. - (B) Surface trait: This is a concept from Raymond Cattell's trait theory, not Psycho-analytic theory. - (C) Ego: Another crucial concept in Freud's theory, it mediates between the Id and Super ego. - (D) Super ego: A key component in Freud's theory that represents internalized moral standards. - (E) Source trait: This refers to a term from Cattell's trait theory, not Psycho-analytic theory.

Step 3: Conclusion.

The correct answer is (3) B and E only, as Surface trait and Source trait are not part of Freud's Psycho-analytic theory.

#### Quick Tip

In Freud's Psycho-analytic theory, key elements include Id, Ego, and Super ego. Other concepts like surface and source traits belong to different theories, such as Cattell's.

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67. Which of the following are NOT the primary laws of learning?

- (A) Law of Analogy
- (B) Law of Exercise
- (C) Law of Effect
- (D) Law of Associative Shifting

Choose the most appropriate answer from the options given below:

- (1) A, B and D only  
(2) A, B and C only

- (3) A and D only
- (4) B, C and D only

Correct Answer: (3) A and D only

Solution:

Step 1: Understanding the question.

The question is asking to identify which of the options are not primary laws of learning. The primary laws of learning are the Law of Exercise, the Law of Effect, and the Law of Readiness, among others.

Step 2: Analyzing the options.

- (A) Law of Analogy: This is not considered one of the primary laws of learning.
- (B) Law of Exercise: This is one of the primary laws, emphasizing practice and repetition in learning.
- (C) Law of Effect: This is a primary law of learning, stating that responses followed by satisfaction are more likely to be repeated.
- (D) Law of Associative Shifting: This is not one of the primary laws of learning.

Step 3: Conclusion.

The correct answer is (3) A and D only, as the Law of Analogy and the Law of Associative Shifting are not primary laws of learning.

#### Quick Tip

The primary laws of learning include the Law of Exercise, the Law of Effect, and the Law of Readiness. Keep these in mind when identifying related concepts.

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68. Find out the categories at Flander's Interaction Analysis system

- (A) Lecturing
- (B) Writing
- (C) Criticizing
- (D) Reading
- (E) Asking Question

Choose the most appropriate answer from the options given below:

- (1) A, B and D only
- (2) A, C and E only

- (3) A, B, C and D  
(4) B, C and E only

Correct Answer: (2) A, C and E only

Solution:

Step 1: Understanding the question.

The question is asking about the categories that belong to Flander's Interaction Analysis system, which is used to categorize different teacher-student interactions.

Step 2: Analyzing the options.

- (A) Lecturing: This is a category in Flander's system, representing teacher-centered instruction. - (B) Writing: This is not a category in Flander's system. - (C) Criticizing: This is part of the system as it represents a type of interaction in the classroom. - (D) Reading: This is not a category in Flander's system. - (E) Asking Question: This is a category in Flander's system, emphasizing interactive questioning.

Step 3: Conclusion.

The correct answer is (2) A, C and E only, as these are the categories in Flander's Interaction Analysis system.

#### Quick Tip

Flander's Interaction Analysis system categorizes teacher-student interactions into distinct types like Lecturing, Criticizing, and Asking Questions, focusing on the nature of communication in the classroom.

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#### 69. Match the LIST-I with LIST-II

- (A) Psychoanalytic Theory
- (B) Humanistic Theory
- (C) Trait Theory
- (D) Classical Conditioning Theory
- (I) Carl Rogers
- (II) Sigmund Freud
- (III) Pavlov
- (IV) G.W. Allport

Choose the correct answer from the options given below:

- (1) A - I, B - C, C - III, D - IV
- (2) A - I, B - C, C - IV, D - III
- (3) A - III, B - IV, C - II, D - I
- (4) A - III, B - II, C - I, D - IV

Correct Answer: (4) A - III, B - II, C - I, D - IV

Solution:

Step 1: Understanding the question.

This question requires you to match the theories of psychology with the psychologists associated with them. The four primary categories of psychological theories are Psychoanalytic Theory, Humanistic Theory, Trait Theory, and Classical Conditioning Theory, each attributed to a well-known psychologist.

Step 2: Analyzing the options.

- (A) Psychoanalytic Theory is most closely associated with Sigmund Freud (II).  
- (B) Humanistic Theory is associated with Carl Rogers (I). - (C) Trait Theory is connected to G.W. Allport (IV). - (D) Classical Conditioning Theory is attributed to Pavlov (III).

Step 3: Conclusion.

The correct answer is (4) A - III, B - II, C - I, D - IV, matching the correct theories to their associated psychologists.

#### Quick Tip

Make sure to remember key figures in psychology and the theories they developed. Freud is known for Psychoanalysis, Pavlov for Classical Conditioning, Rogers for Humanistic Theory, and Allport for Trait Theory.

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#### 70. Match the LIST-I with LIST-II

- (A) Idealism
- (B) Naturalism
- (C) Pragmatism
- (D) Realism
- (I) Aristotle

- (II) John Dewey
- (III) Plato
- (IV) Rousseau

Choose the correct answer from the options given below:

- (1) A - I, B - II, C - III, D - IV
- (2) A - III, B - IV, C - II, D - I
- (3) A - IV, B - III, C - I, D - II
- (4) A - III, B - II, C - I, D - II

Correct Answer: (1) A - I, B - II, C - III, D - IV

Solution:

Step 1: Understanding the question.

This question requires you to match the philosophical ideologies with the philosophers associated with them. The four primary ideologies in this list are Idealism, Naturalism, Pragmatism, and Realism, each linked with a prominent philosopher.

Step 2: Analyzing the options.

- (A) Idealism is associated with Plato (III). - (B) Naturalism is linked to Aristotle (I). - (C) Pragmatism is most associated with John Dewey (II). - (D) Realism is connected with Rousseau (IV).

Step 3: Conclusion.

The correct answer is (1) A - I, B - II, C - III, D - IV, matching the correct ideologies to their associated philosophers.

#### Quick Tip

In philosophy, Idealism is often associated with Plato, Pragmatism with Dewey, and Realism with Aristotle. Keep these pairings in mind for easier identification.

#### 71. Match the LIST-I with LIST-II

- (A) Multi Factor Theory
- (B) Multiple Intelligence Theory
- (C) Fluid-Crystallized Intelligence Theory
- (D) Hierarchical Theory

- (I) Howard Gardner
- (II) Philip Vernon
- (III) Thorndike
- (IV) Cattell

Choose the correct answer from the options given below:

- (1) A - I, B - II, C - III, D - IV
- (2) A - I, B - III, C - IV, D - II
- (3) A - III, B - IV, C - II, D - I
- (4) A - III, B - I, C - IV, D - II

Correct Answer: (1) A - I, B - II, C - III, D - IV

**Solution:**

**Step 1: Understanding the question.**

This question requires you to match various theories of intelligence with their associated psychologists. The primary theories mentioned are Multi Factor Theory, Multiple Intelligence Theory, Fluid-Crystallized Intelligence Theory, and Hierarchical Theory, each developed by a different scholar.

**Step 2: Analyzing the options.**

- (A) Multi Factor Theory is associated with Howard Gardner (I), known for his theory of multiple intelligences. - (B) Multiple Intelligence Theory is associated with Philip Vernon (II), who proposed intelligence as a hierarchical structure. - (C) Fluid-Crystallized Intelligence Theory is associated with Thorndike (III), who discussed intelligence in terms of fluid and crystallized components. - (D) Hierarchical Theory is associated with Cattell (IV), who also contributed to the development of the fluid-crystallized theory.

**Step 3: Conclusion.**

The correct answer is (1) A - I, B - II, C - III, D - IV, as these are the correct matches for the theories and their respective scholars.

#### Quick Tip

When matching theories with their proponents, remember that Howard Gardner is known for the theory of multiple intelligences, while Cattell contributed to fluid-crystallized intelligence.

## 72. Match the LIST-I with LIST-II

- (A) Stage of infancy
- (B) Stage of childhood
- (C) Stage of adolescence
- (D) Stage of adulthood
- (I) 18 years to 50 years
- (II) Birth to 6 years
- (III) 13 years to 18 years
- (IV) 6 years to 12 years

Choose the correct answer from the options given below:

- (1) A - II, B - III, C - IV, D - I
- (2) A - I, B - II, C - III, D - IV
- (3) A - II, B - IV, C - III, D - I
- (4) A - III, B - II, C - IV, D - I

**Correct Answer:** (3) A - II, B - IV, C - III, D - I

**Solution:**

**Step 1: Understanding the question.**

This question is asking you to match the stages of human development with their corresponding age ranges. The four stages listed are infancy, childhood, adolescence, and adulthood, with age ranges provided.

**Step 2: Analyzing the options.**

- (A) Stage of infancy: This stage occurs from Birth to 6 years (II). - (B) Stage of childhood: This stage occurs from 6 years to 12 years (IV). - (C) Stage of adolescence: This stage occurs from 13 years to 18 years (III). - (D) Stage of adulthood: This stage occurs from 18 years to 50 years (I).

**Step 3: Conclusion.**

The correct answer is (3) A - II, B - IV, C - III, D - I, as these are the correct matches for the stages of human development and their age ranges.

### Quick Tip

When identifying developmental stages, remember that infancy corresponds to the earliest years of life, childhood is the period from 6 to 12, adolescence is from 13 to 18, and adulthood begins after 18.

73. Decision making is a process involving several stages or phases. A school administrator has to take a decision to solve ragging related problem. Which of the following combination belongs to decision making processes that he is likely to undertake to solve this problem?

- (A) Selecting the best solution
- (B) Identifying the problem
- (C) Analysing the problem
- (D) Generalisation
- (E) Follow up the decision

Choose the correct answer from the options given below:

- (1) A, B, C and E only
- (2) A, B, E and D only
- (3) A, B, C only
- (4) B, C and D only

Correct Answer: (1) A, B, C and E only

Solution:

Step 1: Understanding the question.

The question asks about the steps involved in decision making for solving a problem, in this case, a ragging related issue in school. The stages are key to the decision making process.

Step 2: Analyzing the options.

- (A) Selecting the best solution: This is an essential step in the decision-making process after identifying and analyzing the problem. - (B) Identifying the problem: This is the first step, where the issue (ragging in this case) is recognized and understood. - (C) Analysing the problem: The process of examining the problem in depth to understand its causes and effects. - (D) Generalisation: This is not directly related to the decision-making process in this context. - (E) Follow up the decision: After the solution is implemented, follow-up is necessary to ensure that the decision is effective.

Step 3: Conclusion.

The correct answer is (1) A, B, C and E only, as these are the key stages of the decision-making process in this context.



### Quick Tip

In decision making, following up on the implemented decision is as important as the initial stages, to ensure its effectiveness.

#### 74. Match the LIST-I with LIST-II

- (A) Instinct Theory of Learning
- (B) Need Theory of Motivation
- (C) Drive Reduction Theory of Motivation
- (D) Psychoanalytic Theory
- (I) Clark Lynoard Hull
- (II) Sigmund Freud
- (III) MacDougall
- (IV) Abraham Maslow

Choose the correct answer from the options given below:

- (1) A - I, B - II, C - III, D - IV
- (2) A - I, B - III, C - IV, D - II
- (3) A - III, B - IV, C - I, D - II
- (4) A - III, B - I, C - IV, D - II

Correct Answer: (1) A - I, B - II, C - III, D - IV

Solution:

Step 1: Understanding the question.

This question asks to match the various theories of learning and motivation with their respective theorists. Each theory in the list corresponds to a famous psychologist.

Step 2: Analyzing the options.

- (A) Instinct Theory of Learning is associated with Clark Lynoard Hull (I). - (B) Need Theory of Motivation is associated with Sigmund Freud (II). - (C) Drive Reduction Theory of Motivation is associated with MacDougall (III). - (D) Psychoanalytic Theory is associated with Abraham Maslow (IV).

Step 3: Conclusion.

The correct answer is (1) A - I, B - II, C - III, D - IV, as these are the correct

matches for the theories and their respective theorists.

### Quick Tip

Remember that theories like Drive Reduction and Need Theories are key components of understanding motivation, while Psychoanalysis focuses on the unconscious mind.

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#### 75. Match the LIST-I with LIST-II

- (A) Insight theory of learning
- (B) Theory of Social learning
- (C) Humanistic theory
- (D) Theory of Cognitive learning
- (I) Albert Bandura
- (II) Carl Rogers
- (III) Jerome Bruner
- (IV) Wolfgang Kohler

Choose the correct answer from the options given below:

- (1) A - IV, B - I, C - II, D - III
- (2) A - I, B - IV, C - II, D - III
- (3) A - IV, B - III, C - I, D - II
- (4) A - IV, B - I, C - III, D - II

Correct Answer: (4) A - IV, B - I, C - III, D - II

Solution:

Step 1: Understanding the question.

This question asks to match the learning theories with their associated psychologists. The theories and the psychologists are well-known in the field of education and psychology.

Step 2: Analyzing the options.

- (A) Insight theory of learning is associated with Wolfgang Kohler (IV). - (B) Theory of Social learning is associated with Albert Bandura (I). - (C) Humanistic

theory is associated with Carl Rogers (II). - (D) Theory of Cognitive learning is associated with Jerome Bruner (III).

Step 3: Conclusion.

The correct answer is (4) A - IV, B - I, C - III, D - II, as these are the correct matches for the theories and their respective psychologists.

#### Quick Tip

When studying learning theories, remember that Bandura is known for Social Learning Theory, while Kohler is associated with Insight Learning.