UGC NET Education Memory Based Question paper- 3 JAN 2026 SHIFT -2

Q1. Match List I with List II: Match the models of teaching with their proponents.

LIST-I (Model of Teaching)	LIST-II (Proponent)
A. Concept Attainment Model	I. Carl Rogers
B. Non-Directive Teaching Model	II. David Ausubel
C. Advance Organizer Model	III. Jerome Bruner
D. Mastery Learning Model	IV. Benjamin Bloom

Choose the correct answer from the options given below:
(A) A IV B II C III D I
(B) A I B III C IV D II
(C) A II B IV C I D III
(D) A III B I C II D IV
Answer: D
Sol: This question matches teaching models with their developers; the correct answer is A III B I C II D IV.
Information Booster:
• Concept Attainment Model – Jerome Bruner
• This model emphasizes learning through the process of identifying and categorizing concepts.
• Learners analyze examples and non-examples to understand the critical attributes of a concept.
• Bruner promoted discovery learning, making this model aligned with his cognitive philosophy.
• Non-Directive Teaching Model – Carl Rogers
• This model is grounded in humanistic psychology.
• The teacher acts as a facilitator, not an authority figure.
• Focuses on self-directed learning, emotional safety, and student autonomy.
• Rogers emphasized empathy, genuineness, and unconditional positive regard in the learning environment.
• Advance Organizer Model – David Ausubel
• Ausubel believed that learning is effective when new knowledge is linked to existing cognitive structures.
• Advance organizers are introductory materials presented before learning new content.
• They help learners build meaningful connections, supporting his theory of meaningful verbal learning.
• Mastery Learning Model – Benjamin Bloom
• Bloom proposed that given appropriate conditions, most learners can achieve mastery.
• Learning is broken into small units, followed by formative assessments.
• Feedback and corrective instruction ensure that students achieve mastery before progressing.
• This model aims at reducing achievement gaps among learners.

Q2. Which of the following is the primary objective for establishing the Quality Council of India (QCI)?
(A) To regulate the fee structure of private educational institutions
(B) To establish accreditation structures and spread the quality movement in India
(C) To replace the existing regulatory bodies for higher education
(D) To provide direct funding for quality improvement in industries

Answer: B

Sol: The Quality Council of India (QCI) was established by the Government of India in 1997 with the primary objective of promoting and ensuring quality in various sectors in India. Its main functions include the establishment of accreditation systems for various sectors, including education, healthcare, and industry, and fostering the quality movement across the country.

The QCI works to promote quality standards through various activities such as:

• Accrediting organizations that provide certification in quality management systems.

• Supporting the development of national standards.

• Encouraging the use of quality management practices across industries, services, and educational sectors.

Information Booster:

• The QCI is pivotal in fostering a culture of quality and excellence in India, particularly in education, healthcare, and industry.

• It works closely with national and international organizations to develop standards and help Indian businesses meet global quality benchmarks.

• One of its key initiatives is the National Accreditation Board for Certification Bodies (NABCB), which ensures that certification bodies adhere to international standards.

Additional Knowledge:

• (a) To regulate the fee structure of private educational institutions: This is not the objective of the QCI. The regulation of fees in private educational institutions is typically handled by bodies like the UGC (University Grants Commission) or state-level education boards, not the QCI.

• (c) To replace the existing regulatory bodies for higher education: QCI does not replace existing regulatory bodies like the UGC. It supports the quality movement through accreditation and standards, but it does not take over regulatory functions.

• (d) To provide direct funding for quality improvement in industries: QCI is focused on accreditation and the promotion of quality, but it does not directly provide funding for quality improvements in industries. It may collaborate on projects, but funding is not its primary role.

Q3. Evaluate the following statements regarding the planning and management of inclusive classrooms and indicate which are true:

I. In an inclusive classroom, differentiated instruction is utilized to meet the diverse learning needs of all students.

II. Universal Design for Learning (UDL) principles are applied to create rigid lesson plans that cannot be adjusted.

III. Cooperative learning strategies are often employed to encourage peer support and collaboration among students with varying abilities.

IV. Inclusive classrooms typically eliminate the need for any specialized support services or individualized education plans (IEPs) for students with disabilities.

Codes:

(A) I and III only

(B) I, II, and III only

(C) II and IV only

(D) I, III, and IV only

Answer: A

Sol: In the context of inclusive education, classrooms are designed to accommodate students of all abilities, ensuring that every student has access to the general education curriculum alongside their peers, with appropriate supports and accommodations as needed. Here's a breakdown of the statements provided:

I. True: Differentiated instruction is a key component of inclusive classrooms, allowing educators to tailor teaching methods and materials to accommodate the diverse learning needs of all students, ensuring that each student can engage with the curriculum in meaningful ways.

II. False: Universal Design for Learning (UDL) principles are actually intended to guide the development of flexible learning environments that can accommodate individual learning differences. UDL encourages the creation of lesson plans that can be adjusted and adapted to meet the diverse needs of all students, not rigid lesson plans.

III. True: Cooperative learning strategies are indeed used in inclusive classrooms to foster an environment of peer support and collaboration. This approach allows students of varying abilities to work together, learn from each other, and achieve common goals, promoting inclusion and mutual respect.

IV. False: While inclusive classrooms strive to integrate students with disabilities into the general education setting as much as possible, there is still a need for specialized support services and individualized education plans (IEPs) for some students. IEPs and specialized support services are critical for addressing the specific educational needs and accommodations of students with disabilities, ensuring they can fully participate in and benefit from the inclusive classroom.

Information Booster:

The successful implementation of inclusive education practices requires thoughtful planning and a commitment to adapting teaching and learning strategies to meet the needs of all students. This includes ongoing professional development for educators, collaboration with special education professionals, and engagement with families and communities to ensure that inclusive classrooms provide a supportive, effective learning environment for every student.

Q4. Match List - I with List - II.

List-I National MOOCs Coordinator	List- II Sectors
A. University Grants Commission	I. Technical/Engineering UG and PG Degree programme
B. NPTEL	II. Diploma and Certificates
C. Consortium for Educational Communication	III. Non-Technology Post Graduation Degree Programme
D. IGNOU	IV. Non-Technology Under Graduation Degree Programme

Choose the correct answer from the options given below:

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

(B) A - IV, B - l, C - II, D - III

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

(D) A - IV, B - lI, C - III, D - I

Answer: C

Sol: The correct match is (c) A - III B - I C - IV D - II

Matching the National MOOCs Coordinators with their respective sectors:
University Grants Commission (UGC) (A - III): Non-Technology Post Graduation Degree Programme
NPTEL (B - I): Technical/Engineering UG and PG Degree programme
Consortium for Educational Communication (CEC) (C - IV): Non-Technology Under Graduation Degree Programme
IGNOU (D - II): Diploma and Certificates

Information Booster:

1. University Grants Commission (UGC): Regulatory body for higher education in India.
2. NPTEL (National Programme on Technology Enhanced Learning): Provides online courses in engineering and technology.
3. Consortium for Educational Communication (CEC): Focuses on educational content for non-technical undergraduates.
4. IGNOU (Indira Gandhi National Open University): Offers a wide range of programs including diplomas and certificates.
5. SWAYAM: Indian government initiative to provide free online courses from these coordinators.
6. MOOCs (Massive Open Online Courses): Accessible online courses available to a large number of participants.

Additional Information:

• University Grants Commission (UGC) (A): Oversees postgraduate programs in non-technical fields.
• NPTEL (B): Specializes in engineering and technical education.
• Consortium for Educational Communication (CEC) (C): Develops educational content for undergraduate programs.
• IGNOU (D): Known for offering flexible learning options and a variety of diploma and certificate programs.

Q5. Arrange the following key points of Jean Piaget's theory of cognitive development in chronological order of their introduction:
A. Piaget introduced the concept of "Schema" as the basic building block of intelligent behavior.
B. He identified and described the four stages of cognitive development: Sensorimotor, Preoperational, Concrete Operational, and Formal Operational.
C. The principle of "Conservation" was experimentally demonstrated to show the limitations of preoperational thought.
D. Piaget emphasized the processes of "Assimilation" and "Accommodation" as key mechanisms for cognitive growth.
Choose the correct answer from the options given below:
(A) D, A, C, B
(B) B, C, A, D
(C) A, D, B, C
(D) C, B, D, A

Answer: C

Sol: Jean Piaget's theory developed gradually through concepts such as schemas, adaptation processes, stages, and later experimental demonstrations, and the correct chronological order is Schema → Assimilation & Accommodation → Stages → Conservation.

The correct answer is A, D, B, C.

Information Booster:

Piaget introduced the concept of "Schema" as the basic building block of intelligent behavior

• The earliest idea Piaget proposed was the schema, a mental structure used to organize knowledge.

• This concept emerged from his early work in the 1920s, forming the foundation of cognitive development theory.

• Schemas explain how children interpret and interact with the world.

Piaget emphasized "Assimilation" and "Accommodation" as mechanisms of cognitive growth

• Soon after introducing schemas, Piaget described adaptation processes—assimilation and accommodation—to explain how schemas evolve.

• These appeared prominently in his work on child psychology in the mid-1920s.

• Assimilation integrates new information into existing schemas, while accommodation modifies schemas in response to new experiences.

He identified the four stages of cognitive development

• Piaget formally outlined the four developmental stages (Sensorimotor, Preoperational, Concrete Operational, Formal Operational) during the 1930s–1950s.

• These stages describe the qualitative shifts in thinking as children mature.

• This framework became the core of Piagetian developmental psychology.

The principle of "Conservation" was experimentally demonstrated

• Conservation tasks were introduced later as empirical demonstrations of the limitations of preoperational thought.

• These classic experiments (e.g., liquid quantity, mass, number) became influential in the 1950s–1960s.

• They validated Piaget's stage theory by showing children's inability to conserve before concrete operations.

Q6. As per NEP-2020, what is the targeted goal for Gross Enrolment Ratio (GER) in higher education by the year 2035?

(A) 40%

(B) 50%

(C) 60%

(D) 75%

Answer: B

Sol: Explanation:

According to the National Education Policy (NEP) 2020, the targeted goal for Gross Enrolment Ratio (GER) in higher education by the year 2035 is 50%. This goal aims to increase access to higher education for a larger section of the population, promoting inclusivity and ensuring that more students have the opportunity to pursue higher education.

Information Booster:

• GER (Gross Enrolment Ratio) measures the total enrolment in higher education (from all age groups) as a percentage of the population in the eligible age group (typically 18-23 years).

• NEP 2020 places a strong emphasis on expanding the higher education sector to ensure that it is accessible, affordable, and equitable, with the aim of improving GER in the country. A GER of 50% by 2035 is seen as an ambitious target to further India's development in terms of educational outcomes.

Additional Knowledge:
• 40% GER is lower than the target set by NEP-2020, making it incorrect.
• 60% GER would be an even more ambitious target than 50%, and while it might be achievable in the long run, NEP 2020 specifically targets 50% by 2035.
• 75% is a significantly higher goal than what NEP-2020 outlines for 2035, making it unrealistic for the set timeline.

Q7. Arrange the following Western educational philosophies based on their primary focus (from teacher-centered to learner-centered):
A. Essentialism
B. Progressivism
C. Perennialism
D. Constructivism
Options:
(A) C, A, B, D
(B) A, C, B, D
(C) C, A, D, B
(D) A, C, D, B
Answer: A
Sol: The correct order from teacher-centered to learner-centered based on the primary focus of each philosophy is: C (Perennialism), A (Essentialism), B (Progressivism), D (Constructivism).
• Perennialism (C) is the most teacher-centered philosophy. It emphasizes the transmission of timeless knowledge, with the teacher as the primary authority who imparts established truths. The focus is on classic texts and enduring ideas, and students play a passive role in receiving knowledge.
• Essentialism (A) is still teacher-centered but allows for more flexibility compared to perennialism. It emphasizes core knowledge and basic skills that students need to become productive members of society. While teachers remain the central figure, students engage more actively in mastering essential content.
• Progressivism (B) shifts towards a more learner-centered approach. It emphasizes experience-based learning, with teachers guiding students through active, inquiry-driven, and problem-solving activities. Students are encouraged to explore and learn through experimentation and interaction with their environment.
• Constructivism (D) is the most learner-centered philosophy, where students actively construct their own knowledge based on experiences and reflections. Teachers facilitate the learning process but students are the primary agents in their learning journey.
Information Booster:
1. Perennialism tends to focus on traditional academic subjects, like literature, philosophy, and history, and views the teacher as a dispenser of knowledge.
2. Essentialism prioritizes subjects like reading, writing, mathematics, and science, stressing the mastery of these subjects for the student's intellectual development.
3. Progressivism advocates for a curriculum that is responsive to students' interests and needs, focusing on the development of critical thinking and problem-solving skills.

4. Constructivism believes that learners actively construct their understanding and knowledge through experiences and social interactions, promoting deep learning.
5. Teachers in constructivist settings often act as guides or facilitators, encouraging collaboration and reflection rather than direct instruction.
6. Progressivism and Constructivism emphasize a democratic approach to education, valuing student input and fostering independent thinking.

Additional Knowledge:

• Perennialism advocates a rigid, standardized curriculum to uphold traditional educational values, reflecting a strong teacher influence.
• Essentialism often focuses on standardized testing to measure students' mastery of key knowledge.
• Progressivism is aligned with John Dewey's ideas of "learning by doing," where students' interests shape the learning process.
• Constructivism is closely linked with the work of Piaget and Vygotsky, who emphasized cognitive development through interaction and problem-solving.

Q8. Match the following curriculum models with their primary focus:

List I: Curriculum Models	List II: Primary Focus
A. Subject-Centered Curriculum	1. Interdisciplinary connections
B. Learner-Centered Curriculum	2. Mastery of specific subjects
C. Problem-Centered Curriculum	3. Student interests and needs
D. Integrated Curriculum	4. Real-life problem solving

Codes:
Match the Following:
(A) A-2, B-3, C-4, D-1
(B) A-3, B-2, C-1, D-4
(C) A-1, B-4, C-2, D-3
(D) A-4, B-1, C-3, D-2

Answer: A

Sol: The correct matches are: A-2 (Subject-Centered Curriculum - Mastery of specific subjects), B-3 (Learner-Centered Curriculum - Student interests and needs), C-4 (Problem-Centered Curriculum - Real-life problem solving), D-1 (Integrated Curriculum - Interdisciplinary connections).

Information Booster:

Subject-Centered Curriculum: Focuses on subjects and discipline-based content.
Problem-Centered Curriculum: Organizes content around problem-solving rather than subjects.
Integrated Curriculum: Connects different subjects around common themes or projects.

Q9. Which of the following is NOT a characteristic of quantitative research?
(A) Testing objective theories by examining the relationship among variables
(B) Using structured and predefined instruments for data collection
(C) Presenting results in the form of a narrative report with rich descriptions
(D) Analyzing numerical data using statistical methods

Answer: C

Sol: Quantitative research is based on numerical data, measurement, and statistical analysis; the correct answer is presenting results in the form of a narrative report with rich descriptions.

Information Booster:

• Presenting results in the form of a narrative report with rich descriptions
• This is a feature of qualitative research, not quantitative.
• Qualitative approaches focus on stories, themes, participant experiences, and detailed descriptions.
• Quantitative research, by contrast, presents results through tables, graphs, numerical summaries, and statistical interpretations, not narrative-rich storytelling.

Additional Knowledge:

• Testing objective theories by examining the relationship among variables
• Quantitative research aims to test hypotheses, establish cause–effect relationships, and verify existing theories.
• It uses variables that are measurable and observable.
• Using structured and predefined instruments for data collection
• Quantitative studies rely on standardized tools such as surveys, questionnaires, rating scales, and tests.
• This ensures reliability and consistency across participants.
• Analyzing numerical data using statistical methods
• Core to quantitative research is the use of descriptive and inferential statistics (mean, correlation, regression, t-test, ANOVA, etc.).
• Numerical data allows for objective interpretation and generalization.

Q10. When for a particular degree of freedom, a null hypothesis could not be rejected at the .05 level of significance, then:

(A) It will definitely be rejected at the 0.1 level of significance.
(B) It may or may not be rejected at the .01 level of significance.
(C) It will definitely not be rejected at the .01 level of significance.
(D) The given information is insufficient to decide upon.

Answer: C

Sol: When a null hypothesis is not rejected at the 0.05 level of significance, it means the test result was not significant at that level. Since the 0.01 level of significance is stricter than 0.05 (it requires stronger evidence to reject the null hypothesis), the null hypothesis will not be rejected at the 0.01 level if it couldn't be rejected at 0.05. The lower the p-value threshold (significance level), the harder it is to reject the null hypothesis.

Information Booster:

1. Level of significance refers to the probability of rejecting a true null hypothesis (Type I error).
2. Common significance levels are 0.05, 0.01, and 0.1.
3. A smaller p-value (such as 0.01) requires stronger evidence to reject the null hypothesis.
4. Hypothesis testing involves comparing the p-value to the significance level.
5. If p > significance level, we fail to reject the null hypothesis.
6. The p-value indicates how extreme the data is under the assumption that the null hypothesis is true.

Additional Knowledge:
• 0.05 significance level: Often used as the threshold for statistical significance in social sciences.
• 0.01 significance level: A more stringent threshold, requiring stronger evidence to reject the null hypothesis.
• 0.1 significance level: A more lenient threshold, sometimes used in exploratory studies where the tolerance for Type I error is higher.
Key Points:
• If the null hypothesis is not rejected at 0.05, it will not be rejected at a stricter level like 0.01.
• A larger p-value indicates weaker evidence against the null hypothesis.
• A p-value is compared against the significance level to decide whether to reject or fail to reject the null hypothesis.

Q11. Which of the following is not an Input function of the Structural Functional Analysis as specified by Gabriel Almond.
(A) Political socialisation & recruitment
(B) Rule - application
(C) Political Communication
(D) Interest articulation
Answer: B
Sol: Rule-application is not an input function of the Structural Functional Analysis as specified by Gabriel Almond. It is, in fact, a function of political output.
Information Booster:
1. Gabriel Almond identified four input functions: political socialization and recruitment, interest articulation, interest aggregation, and political communication.
2. These functions explain how demands and supports are processed within a political system.
3. Political socialization & recruitment involve the ways individuals are inducted into the political culture.
4. Interest articulation is how various interests in society are expressed.
5. Political communication refers to the flow of information through the political system.
6. Interest aggregation is the process of combining different interests to form a policy.
Additional Information:
• Political socialization & recruitment: Key for sustaining political culture and institutional continuity.
• Rule-application: Associated with the implementation of laws and policies, a function of governmental structures.
• Political Communication: Crucial for transparency and informed citizenry.
• Interest articulation: Ensures diverse societal interests are represented in policymaking.

Q12. Which of the following is NOT a correct statement with regard to Indian Philosophy?
(A) Indian philosophy encompasses diverse traditions, including Vedic schools like Vedanta as well as non-Vedic schools like Buddhism and Jainism.
(B) Indian philosophy is solely based on the religious texts and practices of Hinduism.

(C) Indian philosophy is characterized by a deep exploration of fundamental problems such as the nature of reality, knowledge, and liberation.
(D) Indian philosophy includes systems that accept the authority of the Vedas (Astika) and those that reject it (Nastika).

Answer: B

Sol: Indian philosophy is a rich and diverse tradition that spans thousands of years and includes various schools of thought, both religious and non-religious. The tradition includes a wide array of philosophical inquiries into the nature of reality, knowledge, ethics, and liberation. The correct answer to this question is (B) - Indian philosophy is solely based on the religious texts and practices of Hinduism.

Information Booster:

• Indian philosophy encompasses diverse traditions, including Vedic schools like Vedanta as well as non-Vedic schools like Buddhism and Jainism (A):
• This is a correct statement. Indian philosophy is not confined to just one religious or cultural tradition. It includes Vedic schools like Vedanta, which are based on Hindu texts such as the Vedas, and non-Vedic schools like Buddhism and Jainism, which developed independently of the Vedic tradition.
• These traditions represent a broad spectrum of philosophical ideas, ranging from theistic to non-theistic views, offering various perspectives on reality, knowledge, and liberation.
• Indian philosophy is characterized by a deep exploration of fundamental problems such as the nature of reality, knowledge, and liberation (C):
• This is another correct statement. Indian philosophy is deeply engaged with questions concerning the nature of existence, the self, the cosmos, the nature of knowledge (epistemology), and the path to liberation (moksha, nirvana).
• Each school, whether Vedic or non-Vedic, engages with these philosophical issues in unique ways, contributing to a rich and diverse intellectual tradition.
• Indian philosophy includes systems that accept the authority of the Vedas (Astika) and those that reject it (Nastika) (D):
• This is a correct statement. Indian philosophy is traditionally divided into two broad categories:
• Astika schools, such as Vedanta, Nyaya, and Samkhya, which accept the authority of the Vedas as the ultimate source of knowledge.
• Nastika schools, such as Buddhism, Jainism, and Charvaka, which reject the authority of the Vedas and offer alternative views on cosmology, ethics, and liberation.

Additional Knowledge:

• Indian philosophy is solely based on the religious texts and practices of Hinduism (B):
• This statement is incorrect. While it is true that some schools of Indian philosophy, such as Vedanta and Nyaya, are based on Hindu religious texts (the Vedas), Indian philosophy as a whole is not restricted to Hinduism.
• Many non-Vedic schools like Buddhism and Jainism developed outside of the Vedic tradition and do not rely on the Vedic scriptures. These traditions have their own texts, teachings, and philosophies that are distinct from Hindu religious practices.

Q13. According to Indian philosophical systems, the five Koshas (sheaths) are traditionally arranged in the following order (from gross to subtle):

A. Anandamaya Kosha
B. Manomaya Kosha
C. Pranamaya Kosha
D. Annamaya Kosha
E. Vijnanamaya Kosha
Choose the correct answer from the options given below:
(A) D, C, B, E, A
(B) A, B, C, D, E
(C) D, B, C, E, A
(D) C, D, B, A, E
Answer: A
Sol: The correct traditional order of the five Koshas (sheaths)—from the grossest to the subtlest—as per Vedantic philosophy (especially the Taittiriya Upanishad) is:
1. Annamaya Kosha (D) – The physical body or food sheath, representing the gross, tangible body nourished by food.
2. Pranamaya Kosha (C) – The vital energy or life-force sheath, representing breath and physiological functions.
3. Manomaya Kosha (B) – The mind sheath, representing emotions, thoughts, and the processing of sensory input.
4. Vijnanamaya Kosha (E) – The intellect sheath, representing wisdom, discernment, and higher knowledge.
5. Anandamaya Kosha (A) – The bliss sheath, representing the subtlest layer—associated with joy, peace, and the experience of pure consciousness or spiritual bliss.
Information Booster:
• The Pancha Kosha theory is a foundational concept in Vedanta, especially in Advaita Vedanta, describing the layers or coverings that obscure the true Self (Atman).
• These koshas represent the journey from material to spiritual realization, helping seekers understand the nature of human existence.
• Self-realization involves transcending each kosha through practices like meditation, self-inquiry, and yogic discipline.
• The koshas are interconnected, with each subtler layer permeating the grosser ones.
• The ultimate aim is to go beyond all koshas to realize the pure, unchanging Atman—the true Self.
• This framework is often used in yoga, Ayurveda, and spiritual psychology to understand health and consciousness holistically.
Additional Knowledge:
• (A) Anandamaya Kosha: The bliss sheath, it is the innermost layer, experienced in deep sleep and meditation. It reflects joy, peace, and a sense of unity with the cosmos. Not associated with physical functions.
• (B) Manomaya Kosha: The mental sheath, responsible for sensory processing, emotions, and automatic thoughts. It's the seat of the manas (mind) and linked to emotional responses and desires.
• (C) Pranamaya Kosha: The energy sheath, composed of prana (life force). Governs physiological functions such as breathing, circulation, and digestion. It connects the body and the mind.

• (D) Annamaya Kosha: The gross physical body, sustained by food and drink. It's the most tangible and visible layer of the self.
• (E) Vijnanamaya Kosha: The intellectual sheath, associated with reasoning, will, conscience, and higher knowledge. It enables self-awareness and discrimination between truth and illusion.

Q14. Which of the following constitutional values is most closely associated with the Right to Education Act (RTE), 2009?
(A) Liberty
(B) Equality
(C) Fraternity
(D) Sovereignty
Answer: B
Sol: The Right to Education Act (RTE), 2009 is most closely associated with the constitutional value of Equality. The Act guarantees free and compulsory education to all children aged 6 to 14, which aligns with the principle of equality by ensuring that every child, regardless of background, has access to education.
Explanation:
• The Right to Education (RTE) aims to bridge educational disparities by providing equal access to quality education for all children, irrespective of their socio-economic background.
• Equality as enshrined in the Indian Constitution ensures that every citizen has the same rights, and the RTE Act embodies this principle by making education a universal entitlement.
• The other values, such as liberty, fraternity, and sovereignty, while important, do not directly connect to the primary objective of the RTE Act.
Information Booster:
1. RTE Act makes education a fundamental right, ensuring equal educational opportunities for children from diverse backgrounds.
2. The provision of free and compulsory education is a significant step towards achieving social equality.
3. The Act also includes provisions to improve the quality of education, ensuring inclusivity.
4. The Act mandates age-appropriate education, focusing particularly on children from disadvantaged sections.
5. The inclusion of children with disabilities in regular schools is another step towards achieving equality through education.
Additional Knowledge:
• The RTE Act provides a legal framework for improving the education system in India by making private schools provide a certain percentage of seats to underprivileged children.
• The Act aligns with India's commitment to the Sustainable Development Goal (SDG) 4, which aims to ensure inclusive, equitable, and quality education for all.

Q15. RTE also has addressed ECCE under _____ of the Act.
(A) Section 11
(B) Section 10
(C) Section 09
(D) Section 08

Answer: A

Sol: The Right to Education (RTE) Act, 2009, has addressed Early Childhood Care and Education (ECCE) under Section 11. This section directs the State to ensure that children below six years of age are provided with free and compulsory early childhood care and education, preparing them for elementary education. It emphasizes the importance of holistic development and lays the foundation for lifelong learning, particularly for children from marginalized communities. Although not binding, it highlights the State's responsibility to create policies and programs to achieve ECCE goals.

Information Booster:

1. Section 11 emphasizes the need for early learning interventions and preparatory education for children below six years of age.
2. ECCE is recognized as a critical component to bridge gaps in foundational learning.
3. It aligns with the National Education Policy (NEP) 2020, which highlights universal ECCE by 2030.
4. The provision aims to address developmental delays caused by a lack of early education.
5. Community-based platforms, like Anganwadi centers, play a significant role in delivering ECCE services under Section 11.

Q16. What is the exact title of Justice Verma Commission Report on Teacher Education?

(A) Vision of Teacher Education in India : Regulatory Perspective

(B) Vision of Teacher Education in India : Quality and Regulatory Perspective

(C) Vision of Teacher Education in India : Quality Perspective

(D) Vision of Teacher Education in India : Status and Quality Perspective

Answer: B

Sol: The High-Powered Commission on Teacher Education, popularly known as the Justice Verma Commission (2012), submitted its landmark report titled "Vision of Teacher Education in India: Quality and Regulatory Perspective".

Information Booster

The following points detail the significance of the report and why this specific title was chosen:

• The Dual Mandate: The title reflects the two primary pillars the Commission was tasked to address: Quality (the standard of teaching and learning) and Regulatory (the legal and administrative oversight of institutions).

• Supreme Court Appointment: The Commission was constituted by the Hon'ble Supreme Court of India in 2011 to review the status of teacher education and suggest improvements to the NCTE Act, 1993.

• Three-Volume Report: The full report was submitted in 2012 across three volumes. Volume 1 contains the core report and recommendations, while the subsequent volumes contain the methodology and annexures.

• Key Recommendations: It famously recommended making teacher education a part of the Higher Education system, increasing the duration of B.Ed. and M.Ed. programs to two years, and establishing a transparent pre-entry testing system for teacher candidates.

Q17. Match the following policies with their focus areas:

List I(Policy/Commission)	List II (Key Focus)
A. NCF 2005	I. ICT in Teacher Education
B. NKC 2007	II. Constructivist Learning
C. NCFTE 2009	III. Reflective Teaching Practices
D. NEP 2020	IV. Multidisciplinary Education

Options:

Match the Following

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

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

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

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

Answer: A

Sol: Explanation:

1. NCF 2005 (National Curriculum Framework) focused on Constructivist Learning (II). It emphasized child-centered learning, experiential education, and constructivism, where students actively build their knowledge through experiences and reflection.

2. NKC 2007 (National Knowledge Commission) emphasized the importance of ICT in Teacher Education (I). It recommended the integration of information and communication technology in the educational process, particularly in teacher training.

3. NCFTE 2009 (National Curriculum Framework for Teacher Education) focused on Reflective Teaching Practices (III). It highlighted the importance of teachers being reflective practitioners, constantly evaluating and improving their teaching methods.

4. NEP 2020 (National Education Policy) emphasizes Multidisciplinary Education (IV). It promotes flexibility in learning, encouraging students to pursue a range of subjects from different disciplines, aiming to develop a more holistic education system.

Information Booster:

• NCF 2005 revolutionized India's education system by promoting a shift toward constructivist learning models, which emphasize hands-on learning and building knowledge through student interaction.

• The National Knowledge Commission (2007) focused on modernizing education, recommending reforms like incorporating ICT tools to improve the quality of education and teacher training.

• NCFTE 2009 aimed to enhance teacher education by promoting reflective teaching, which encourages teachers to self-assess and adapt their teaching strategies to improve student outcomes.

• The NEP 2020 aims to create an inclusive and holistic education system with a focus on multidisciplinary approaches, breaking down traditional silos between subjects and fostering creativity, critical thinking, and flexibility in learning.

Additional Knowledge:

• The NEP 2020 also includes recommendations for expanding vocational education, ensuring that skills education is integrated into the formal schooling system, and offering more flexible learning pathways for students.

• ICT integration as suggested by the NKC 2007 is essential to modernizing education, especially with the rapid advancements in technology and the need for digitally literate educators and students.

Q18. Cost-Benefit Analysis (CBA) in education differs from Cost-Effectiveness Analysis (CEA) in that CBA focuses on:
(A) Monetary valuation of outcomes
(B) Input-output efficiency
(C) Qualitative outcomes
(D) Short-term gains
Answer: A
Sol: Cost-Benefit Analysis (CBA) in education involves the monetary valuation of outcomes. It is a method used to evaluate the total costs of an educational program or intervention relative to its benefits, where both costs and benefits are expressed in monetary terms. This allows for a comparison between the financial investments required and the expected economic returns (e.g., increased earnings, productivity, etc.).
• Option (a) is the correct answer, as CBA requires quantifying the outcomes in monetary terms to assess whether the benefits outweigh the costs.
• Cost-Effectiveness Analysis (CEA) (Option b) focuses on the efficiency of a program in achieving specific outcomes, but does not require the monetary valuation of those outcomes. It compares different programs or interventions in terms of the cost per unit of outcome (e.g., cost per student graduated or cost per skill acquired), without converting outcomes into monetary values.
• Qualitative outcomes (Option c) are generally not the focus of CBA, as it emphasizes quantitative and monetary measures. CEA, on the other hand, may focus on both qualitative and quantitative outcomes, but it is primarily concerned with efficiency, not the monetary valuation of outcomes.
• Short-term gains (Option d) are not a defining feature of CBA, as it typically evaluates both short-term and long-term impacts, especially in terms of economic returns over time.
Information Booster:
• CBA helps policymakers make decisions about resource allocation by quantifying the benefits (e.g., increased income, reduced crime) and comparing them to the costs of implementing an educational program or intervention.
• CEA is often used in educational settings when it is difficult to monetize certain benefits (e.g., social skills development), and thus it focuses more on how efficiently educational goals are achieved.

Q19. Which aspect of CIPP model of Curriculum involves material, time, physical and human resources needed for the effective working of the school?
(A) Context
(B) Input
(C) Process
(D) Product
Answer: B
Sol: The CIPP Model, developed by Daniel Stufflebeam, is a comprehensive framework for guiding the evaluation of programs and curricula; the correct answer is Input.
Information Booster
The Input evaluation phase is specifically designed to determine how to utilize resources to achieve the desired goals of the curriculum:

• Resource Identification: It focuses on the materials and infrastructure (books, labs, technology) and physical resources (building, classrooms) available for the curriculum.
• Human Capital: It assesses the human resources, including the number of teachers, their qualifications, expertise, and the administrative staff required to run the school effectively.
• Time and Finance: It involves planning the time-frame for the curriculum delivery and the budgetary requirements (financial resources) needed to support the educational activities.
• Feasibility Analysis: The goal of Input evaluation is to judge the capability and strategies of the system to ensure that the chosen plan is realistic and implementable.
Additional Knowledge
The other components of the CIPP model address different dimensions of the evaluation process:
• Context (a): This involves assessing the environment and needs. It identifies the target population, the problems to be addressed, and the overall goals of the curriculum. It happens *before* resource planning.
• Process (c): This focuses on the actual implementation or "action" phase. It monitors the day-to-day activities to see if the plan is being followed and identifies any obstacles during the delivery of the curriculum.
• Product (d): This is the outcome evaluation. It measures the results (both intended and unintended) to determine if the curriculum was successful and whether it should be continued, modified, or terminated.

Q20. Which of the following functions have been suggested for District Institutes of Education and Training (DIET) in Programme of Action, 1986?
A. Preservice and Inservice education of teachers for formal school system
B. Training and orientation of Heads of institutions in institutional planning and management
C. Orientation of community leaders, functionaries of voluntary organisations influencing school level education
D. Inservice education of secondary school teachers
E. Action research and experimentation
Choose the correct answer from the options given below:
(A) A, B, C and D only
(B) A, B, D and E only
(C) A, C, D and E only
(D) A, B, C and E only
Answer: D
Sol: District Institutes of Education and Training (DIETs) were established to improve the quality of basic education in India, and their functions as suggested in the Programme of Action, 1986, include:
A. Preservice and Inservice education of teachers for formal school system: This is a core function of DIETs, providing foundational and continuous professional development for primary and elementary teachers.
B. Training and orientation of Heads of institutions in institutional planning and management: DIETs also focus on enhancing the leadership and management skills of heads of educational institutions.
C. Orientation of community leaders, functionaries of voluntary organizations influencing school level education: DIETs involve community leaders and NGO functionaries in educational processes to foster community support and participation.

E. Action research and experimentation: They engage in action research and educational experiments to develop and test new educational techniques and approaches.

Information Booster:

D. Inservice education of secondary school teachers: This is generally not a primary function of DIETs, as they primarily focus on elementary and primary education sectors, not secondary education. Their main role is to strengthen the foundation of education at the lower levels; hence option (d) A, B, C, and E is the most accurate.

Q21. The correct sequence of functions in the POSDCORB model of management is:

A. Staffing
B. Directing
C. Organizing
D. Planning
E. Reporting
F. Coordinating
G. Budgeting

Choose the correct answer from the options given below:

(A) D, C, A, B, F, E, G
(B) D, A, C, B, F, E, G
(C) C, D, A, B, E, F, G
(D) A, D, C, B, F, G, E

Answer: A

Sol: Explanation:

The POSDCORB model of management was developed by Luther Gulick, a prominent figure in administrative theory. It outlines the core functions of an executive or administrator in an organization. The acronym POSDCORB stands for:

• P – Planning: Deciding in advance what to do, when, how, and by whom.
• O – Organizing: Arranging resources and tasks to implement the plan.
• S – Staffing: Recruiting, selecting, training, and placing the right people.
• D – Directing: Guiding and supervising employees to fulfill organizational goals.
• CO – Coordinating: Ensuring all departments and people work in harmony.
• R – Reporting: Keeping stakeholders informed through records, research, and communication.
• B – Budgeting: Fiscal planning, accounting, and control.

Information Booster:

• POSDCORB was first presented in 1937 in the famous paper *"Notes on the Theory of Organization"* by Luther Gulick and Lyndall Urwick, under the influence of classical management theories.
• It is a mechanistic and hierarchical approach, suitable for formal organizations like bureaucracies.
• Still widely used in public administration, school management, project management, and organizational leadership.
• Each function builds upon the previous one, emphasizing systematic planning and execution.
• The model helps delineate roles, responsibilities, and communication flow in large organizations.
• Though classical, POSDCORB still serves as a foundational management model, often referenced in administrative training and competitive exams.

Q22. Which of the following are related to the scientific management approach?
A. E. Mayo
B. F. W. Taylor
C. D. E. Griffiths
D. L. D. Brandies
E C. L. Bernard
Choose the correct answer from the options given below:
(A) A and C only
(B) D and E only
(C) B and C only
(D) B and D only
Answer: D
Sol: The correct answer is (d) "B and D only."
Explanation: Scientific management, often associated with the work of F.W. Taylor, emphasizes efficiency, standardization, and productivity in organizational processes. Taylor's principles of scientific management involve analyzing workflows, establishing standardized procedures, and optimizing labor productivity. Louis D. Brandeis, though primarily known as a jurist, contributed to the development of scientific management by advocating for efficiency and supporting Taylor's ideas in the context of legal and economic reforms. These contributions laid the groundwork for modern management practices that emphasize systematic control and the optimization of work processes.
Information Booster:
1. F.W. Taylor: Often referred to as the father of scientific management, Taylor introduced methods such as time and motion studies to improve industrial efficiency.
2. Scientific Management: Focuses on analyzing and synthesizing workflows, with the aim of improving economic efficiency and labor productivity.
3. Standardization: A key principle of scientific management, involving the development of best practices that can be consistently applied to improve efficiency.
4. Louis D. Brandeis: An American lawyer and associate justice of the Supreme Court, Brandeis supported scientific management principles, particularly in terms of their application to legal and public administration.
5. Efficiency Movement: A broader social movement in the early 20th century that included scientific management as a means to improve efficiency in both private and public sectors.
6. Impact on Management: Scientific management principles continue to influence modern management practices, particularly in areas such as operations management, quality control, and human resource management.
Additional Information:
• E. Mayo: Known for the Hawthorne Studies and his work in human relations management, Mayo's approach contrasted with Taylor's, focusing more on social factors and worker satisfaction.
• D.E. Griffiths: A less prominent figure in scientific management, more associated with educational administration and leadership than industrial efficiency.
• C.L. Bernard: Known for his work on organizational theory and cooperative systems, Bernard's ideas extended beyond the scope of scientific management, focusing on communication and executive functions in organizations.

Key Points:
• Scientific management laid the foundation for systematic and efficient organizational practices.
• Taylor and Brandeis played crucial roles in the development and promotion of these management principles.
• Understanding the historical context of scientific management helps in appreciating its impact on modern organizational practices.

Q23. Arrange the following scales of measurement in an ascending order from the lowest (least powerful) to the highest (most powerful) scale:
(A) Interval
(B) Ratio
(C) Ordinal
(D) Nominal
Choose the correct answer from the options given below:
(A) (D) → (C) → (A) → (B)
(B) (C) → (D) → (B) → (A)
(C) (B) → (A) → (C) → (D)
(D) (A) → (B) → (C) → (D)
Answer: A
Sol: The correct ascending order of scales of measurement from the lowest (least powerful) to the highest (most powerful) is:
• Nominal (D)
• Ordinal (C)
• Interval (A)
• Ratio (B)
Information Booster:
• Nominal Scale (D):
• The nominal scale is the simplest and least informative. It categorizes data but doesn't provide any information about the relative size or magnitude of the categories.
• Example: Assigning numbers to students' IDs or car brands. There is no ranking or order involved.
• Ordinal Scale (C):
• The ordinal scale provides a sense of order or ranking, but it does not guarantee that the differences between the ranks are equal.
• Example: Survey rankings such as "poor", "average", and "excellent". The order matters, but we don't know how much more "excellent" is compared to "average".
• Interval Scale (A):
• The interval scale has ordered categories with equal intervals, but no true zero point. This means you can measure the difference between values, but not the ratio.
• Example: Temperature in Celsius: The difference between 10°C and 20°C is the same as between 20°C and 30°C, but 0°C does not mean the absence of temperature.
• Ratio Scale (B):
• The ratio scale is the most powerful as it has an absolute zero point, meaning it provides the highest level of measurement precision. It allows for meaningful ratios between values.

• Example: Height, where 0 cm means no height, and you can say that someone who is 180 cm tall is twice as tall as someone who is 90 cm tall.

Additional Knowledge:

• Understanding the Power of Scales:

• The more powerful scales (like ratio and interval) provide more meaningful analysis because they allow for mathematical operations such as addition, subtraction, multiplication, and division.

• Ordinal scales allow for ranking but do not provide a sense of how much difference there is between items, while nominal scales only classify without any order or magnitude.

Q24. Arrange the following organizations and schemes in the order of their establishment/launch:

A. UGC

B. NCERT

C. SCERT

D. NCTE

E. SSA

F. RMSA

Options:

(A) A, B, C, D, E, F

(B) B, A, C, D, F, E

(C) A, C, B, D, E, F

(D) A, B, D, C, E, F

Answer: A

Sol: The correct chronological order of establishment/launch is:

1. UGC (1956) – University Grants Commission, established to coordinate and maintain standards in university education.

2. NCERT (1961) – National Council of Educational Research and Training, established for developing school curriculum, textbooks, and pedagogy research.

3. SCERT – State Councils of Educational Research and Training were gradually established by states from 1970s onwards, starting in Delhi (1988), to function as NCERT's state-level equivalents.

4. NCTE (1995) – National Council for Teacher Education, became a statutory body under the NCTE Act, to regulate teacher education programs in India.

5. SSA (2001) – Sarva Shiksha Abhiyan launched to achieve Universal Elementary Education (UEE).

6. RMSA (2009) – Rashtriya Madhyamik Shiksha Abhiyan launched to improve access and quality of secondary education.

Information Booster:

• UGC supports universities financially and ensures quality in higher education.

• NCERT advises the central and state governments on school education and conducts research.

• SCERTs adapt NCERT materials at the state level and handle teacher training and curriculum revision.

• NCTE ensures uniformity and quality in teacher education programs (B.Ed, D.El.Ed, etc.).

• SSA focused on children aged 6–14 years; it contributed to India's RTE Act (2009).

• RMSA targeted children aged 14–18 to expand access to secondary education.

Additional Knowledge:

• UGC operates under the Ministry of Education (formerly MHRD).

• NCERT also oversees national-level examinations like NTSE.

• NCTE sets norms for teacher-student ratios and curriculum in teacher education institutes.

• SSA and RMSA were later merged under Samagra Shiksha Abhiyan (2018) to provide integrated school education from pre-primary to Class 12.

• SCERTs are responsible for textbook development and DIETs (District Institutes of Education and Training).

• RMSA aimed to enroll 75% of children aged 14–18 in secondary education by 2017.

Q25. Match the statistical technique with its key characteristic:

Statistical Technique	Key Characteristic
1. t-test	A. Assumes normal distribution and interval/ratio data.
2. Mann-Whitney U test	B. Non-parametric alternative to independent t-test; uses rank orders.
3. ANOVA (F-test)	C. Compares means of three or more groups; requires homogeneity of variance.
4. Kruskal-Wallis test	D. Non-parametric alternative to ANOVA; compares medians of ordinal/non-normal data.

Options: Match the Following

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

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

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

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

Answer: A

Sol: Correct Answer: (a) 1-A, 2-B, 3-C, 4-D

Explanation: Let's match each technique with its characteristic:

1. t-test:

• A t-test is used to compare the means of two groups. It assumes normal distribution of the data and that the data are interval/ratio level. So, the correct match is 1-A.

2. Mann-Whitney U test:

• The Mann-Whitney U test is a non-parametric alternative to the independent t-test, which means it doesn't assume a normal distribution. It compares two independent groups using rank orders rather than raw data values. Therefore, the correct match is 2-B.

3. ANOVA (F-test):

• ANOVA (Analysis of Variance) compares the means of three or more groups and assumes normal distribution of the data and homogeneity of variance (the variance within each group should be approximately equal). The correct match is 3-C.

4. Kruskal-Wallis test:

• The Kruskal-Wallis test is a non-parametric alternative to ANOVA and is used when the data are ordinal or not normally distributed. It compares the medians of the groups rather than their means. Therefore, the correct match is 4-D.

Information Booster:
• The t-test is used for comparing means between two independent groups, and it is parametric, assuming that data follow a normal distribution.
• The Mann-Whitney U test is the non-parametric counterpart of the independent t-test, useful when assumptions of normality cannot be met.
• ANOVA tests whether there are statistically significant differences between the means of three or more groups.
• The Kruskal-Wallis test is used for comparing multiple groups when the data do not meet the assumptions required for ANOVA (e.g., normal distribution).
Additional Knowledge:
• The Mann-Whitney U test and Kruskal-Wallis test are useful when you have ordinal data or non-normal distributions, and they are based on ranks, not raw data values.
• ANOVA and t-tests are used for interval/ratio data where the normality assumption holds. If the data violates normality, the non-parametric alternatives like Kruskal-Wallis and Mann-Whitney are preferred.

Q26. The Triarchic Theory of Intelligence, proposed by Robert Sternberg, divides intelligence into three main components:
(A) Linguistic, Logical, Interpersonal
(B) Cognitive, Emotional, Practical
(C) Analytical, Creative, Practical
(D) Logical, Musical, Social
Answer: C
Sol: Robert Sternberg's Triarchic Theory divides intelligence into three types:
1. Analytical intelligence (problem-solving skills),
2. Creative intelligence (ability to deal with novel situations),
3. Practical intelligence (street smarts and adaptability to real-world problems).
Information Booster:
• Analytical intelligence involves evaluating problems and solutions, typical in academic settings.
• Creative intelligence involves innovation and adaptability, which is highly valued in arts and problem-solving.
• Practical intelligence refers to the ability to navigate real-world challenges, often termed "common sense."
Additional Knowledge:
• Sternberg's theory emphasizes that traditional IQ tests often fail to capture all dimensions of intelligence, particularly the practical and creative aspects of intelligence.

Q27. Howard Gardner's theory of Multiple Intelligences includes all the following EXCEPT:
(A) Linguistic Intelligence
(B) Logical-Mathematical Intelligence
(C) Emotional Intelligence
(D) Musical Intelligence

Answer: C

Sol: Correct Answer: Option (c) Emotional Intelligence

Howard Gardner introduced the Theory of Multiple Intelligences (MI) in 1983 as a response to traditional views of intelligence being narrowly defined by IQ tests, which mostly focus on linguistic and logical-mathematical abilities. Gardner argued that human intelligence is multi-dimensional and people have different kinds of intelligences that are equally important but operate independently. The original intelligences he proposed are:

1. Linguistic Intelligence: Ability to use language effectively for communication, such as poets, writers, and speakers.
2. Logical-Mathematical Intelligence: Capacity for logical reasoning, problem-solving, and mathematical calculation, common in scientists and mathematicians.
3. Musical Intelligence: Skill in performance, composition, and appreciation of music and rhythmic patterns.
4. Bodily-Kinesthetic Intelligence: Using one's body skillfully for physical activities like dancing, sports, or crafts.
5. Spatial Intelligence: Ability to visualize and manipulate objects mentally, important in architecture, art, and engineering.
6. Interpersonal Intelligence: Ability to understand and interact effectively with others.
7. Intrapersonal Intelligence: Deep understanding of oneself, including emotions, motivations, and inner states.
8. Naturalistic Intelligence: Sensitivity to nature and ability to classify and understand natural phenomena.

Information Booster:

Emotional Intelligence (EI) is a concept that focuses specifically on the ability to recognize, understand, and manage one's own emotions and the emotions of others. The term gained widespread popularity primarily through the work of Daniel Goleman in the mid-1990s. While some aspects of EI overlap with interpersonal and intrapersonal intelligences in Gardner's model, EI is considered a distinct psychological construct with its own theoretical framework and measurement tools.

Additional Knowledge:

• Gardner's MI theory revolutionized education by promoting individualized learning catering to multiple talents beyond traditional academics.

• Emotional Intelligence has become key in understanding social and emotional competencies vital for personal and professional success.

Q28. Which of the following statements are True?

(A) Carl Rogers is best known for developing Client-Centered Therapy.

(B) Abraham Maslow proposed the Hierarchy of Needs, with self-actualization at the base of the pyramid.

(C) Albert Ellis developed Rational Emotive Behavior Therapy (REBT).

(D) In the ABC model of REBT, 'B' stands for the 'Behavioral response'.

(E) Viktor Frankl is known for his work on Logotherapy, which focuses on the will to meaning.

Choose the correct answer from the options given below:

(A) (A), (B), (E) Only
(B) (B), (D), (E) Only
(C) (A), (C), (E) Only
(D) (C), (D), (E) Only
Answer: C
Sol: Explanation:
• (A) Carl Rogers is best known for developing Client-Centered Therapy: This statement is true. Carl Rogers pioneered what is also known as "person-centered therapy" or "Rogerian therapy," a humanistic approach that emphasizes the client's role in their own healing.
• (C) Albert Ellis developed Rational Emotive Behavior Therapy (REBT): This statement is true. Albert Ellis developed REBT in the mid-1950s as a form of cognitive-behavioral therapy that focuses on changing irrational beliefs to manage emotions and behaviors.
• (E) Viktor Frankl is known for his work on Logotherapy, which focuses on the will to meaning: This statement is true. Viktor Frankl, a Holocaust survivor, founded Logotherapy, a form of psychotherapy centered on the idea that the primary human motivation is the "will to meaning," or the desire to find purpose in one's life.
Information Booster:
• Carl Rogers: Stressed a humanistic approach in psychology. His therapy style values the client's autonomy and self-discovery.
• Maslow: Created a five-level hierarchy (later extended to 7–8), starting with basic physiological needs and culminating in self-actualization.
• Albert Ellis: Believed that it is not the events themselves but our beliefs about them that cause emotional disturbances.
• REBT ABC model: Highlights the role of irrational beliefs (B) in creating distress after an activating event (A).
• Viktor Frankl: Developed therapy based on his experiences in Nazi concentration camps, stressing that humans can endure suffering if they find meaning in it.
Additional Knowledge:
• (B) Abraham Maslow proposed the Hierarchy of Needs, with self-actualization at the base of the pyramid. This is incorrect. While Abraham Maslow did propose the Hierarchy of Needs, self-actualization is at the peak (or top) of the pyramid, not at the base. The base consists of physiological needs like food and water.
• (D) In the ABC model of REBT, 'B' stands for the 'Behavioral response'. This is incorrect. In Albert Ellis's ABC model, 'A' is the Activating event, 'B' is the Belief about the event, and 'C' is the Consequence (the emotional or behavioral response).

Q29. Habermas distinguishes three dialectically related levels of cognitive interests, they are:
(A) technical, practical and critical
(B) empprical, rational and analytical
(C) political, social and moral
(D) economical, historical and biological

Answer: A

Sol: Habermas distinguishes three dialectically related levels of cognitive interests:

Technical: Concerned with control and prediction.

Practical: Focused on understanding and interpretation.

Critical: Aimed at emancipation and social change.

Information Booster:

1. Technical Interest: Involves empirical-analytic knowledge for control and efficiency.
2. Practical Interest: Involves hermeneutic knowledge for understanding and communication.
3. Critical Interest: Involves critical knowledge for emancipation and freedom from constraints.
4. Knowledge Constitutive Interests: Different types of knowledge driven by different interests.
5. Emancipatory Knowledge: Knowledge that seeks to free individuals from societal constraints.
6. Communicative Action: Interaction aimed at reaching mutual understanding and agreement.

Additional Information:

- Technical (a): Focused on empirical knowledge for control.
- Practical (a): Concerned with understanding and interpretation.
- Critical (a): Aimed at challenging and transforming society.
- Empirical (b): Related to observation and experience.
- Rational (b): Based on reason and logic.

Q30. Match List I with List II: Match models of curriculum evaluation with establishment year.

LIST-I (Curriculum Development Model)	LIST-II(Year)
A. Tylers model	I. 1959
B. States model	II. 1991
C. Scriven model	III. 1949
D. Kirkpatrick model	IV. 1967

Choose the correct answer from the options given below:

(A) A II B I C III D IV

(B) A IV B II C I D III

(C) A III B IV C II D I

(D) A II B III C IV D I

Answer: C

Sol: The following models of curriculum evaluation and their establishment years are:

- A. Tyler's model was developed in 1949, making it one of the earliest frameworks for curriculum development.
- B. States model was established in 1967. It focuses on a more flexible approach to curriculum evaluation.
- C. Scriven's model was developed in 1991 and is centered on the importance of formative evaluation and decision-making.
- D. Kirkpatrick's model is best known for evaluating training programs and was established in 1959.

Thus, the correct match is (c) A III B IV C II D I.

Information Booster:

• Tyler's model focuses on objectives-based evaluation, where learning outcomes drive the evaluation process.

• Scriven's model emphasizes the importance of both formative and summative evaluation.

• Kirkpatrick's model is widely used in training programs, particularly in assessing reactions, learning, behavior, and results.

Additional Knowledge:

• The Tyler Model is one of the foundational models for curriculum design and has influenced much of modern education theory.

• Scriven's evaluation model is widely used in program evaluation and is applicable in both educational and organizational contexts.

• The Kirkpatrick Model is primarily used for training evaluation and focuses on measuring the effectiveness of training programs through different levels of assessment.

Q31. The steps involved in establishing split-half reliability include:

A. Calculate correlation between the two halves

B. The test is halved

C. The test is administered

D. The test is scored

E. Sub-scores are calculated

Arrange these steps in correct order:

(A) C, D, B, E, A

(B) D, B, C, E, A

(C) C, B, A, D, E

(D) C, B, D, E, A

Answer: D

Sol: C, B, D, E, A is the correct order for establishing split-half reliability. The process involves administering the test, splitting it into two halves, scoring the test, calculating sub-scores for each half, and then determining the correlation between the two halves.

Information Booster:

1. Split-half reliability is a measure of internal consistency of a test.
2. It involves splitting a test into two equal halves and comparing the scores on each half.
3. Step C: Administer the test to a group of participants.
4. Step B: Divide the test into two equal halves.
5. Step D: Score each participant's responses on both halves of the test.
6. Step E: Calculate sub-scores for each half for all participants.
7. Step A: Compute the correlation between the two sets of scores to assess the reliability.

Additional Information:

• Test administration (C): The test is given to a sample of respondents.

• Test halving (B): The test items are split into two comparable halves, often through odd-even split or random assignment.

• Scoring (D): Responses on both halves are scored.
• Sub-scores calculation (E): Individual scores for each half are calculated for each participant.
• Correlation calculation (A): The correlation between the two halves' scores is computed to determine the reliability coefficient.

Key Points:

• Split-half reliability is useful for understanding the consistency of a test.
• Administering the test is the first step to gather data.
• Halving the test ensures two comparable sets of items.
• Scoring and calculating sub-scores are essential for analysis.
• Correlation provides the reliability coefficient, indicating the consistency of the test.

Q32. Match the following teaching models with their proponents:

List-I (Teaching Model)	List-II (Proponent)
A. Memory Level	1. Morrison
B. Understanding Level	2. Bigge and Hunt
C. Reflective Level	3. Herbart

Codes:
(A) A-3, B-1, C-2
(B) A-1, B-2, C-3
(C) A-2, B-3, C-1
(D) A-3, B-2, C-1

Answer: A

Sol: Explanation:
The correct matching of the teaching models (levels) with their main proponents is:
• A. Memory Level → 3. Herbart
• B. Understanding Level → 1. Morrison
• C. Reflective Level → 2. Bigge and Hunt (often cited with Hunt, sometimes simply Bigge)

Information Booster:
These three levels represent a pedagogical hierarchy, starting from the most teacher-controlled and superficial (Memory) to the most learner-controlled and thoughtful (Reflective). Herbart focused on structure for memorizing facts. Morrison emphasized 'mastery' and comprehension of subject matter. Bigge and Hunt stressed the importance of confronting genuine problems for reflective thought.

Q33. Arrange the following levels of Bloom's Taxonomy (Cognitive Domain) in increasing order of complexity:
(A) Creating
(B) Understanding
(C) Remembering
(D) Analyzing
(E) Applying

Options:
(A) (C), (E), (B), (D), (A)
(B) (A), (B), (C), (D), (E)
(C) (C), (B), (E), (D), (A)
(D) (B), (C), (E), (A), (D)
Answer: C
Sol: Explanation:
Bloom's Taxonomy (Revised in 2001 by Anderson & Krathwohl) outlines six levels of cognitive processes, arranged in increasing order of complexity and abstraction. These levels are designed to classify learning objectives and outcomes in the cognitive domain.
Here's the correct order from the simplest to the most complex:
1. (C) Remembering – Recall of facts, definitions, or information
2. (B) Understanding – Comprehending meaning, interpretation, and summarizing
3. (E) Applying – Using learned material in new situations
4. (D) Analyzing – Breaking information into parts and examining relationships
5. (A) Creating – Combining elements to form a new, original product or idea
Thus, the correct increasing order of complexity is: (C) → (B) → (E) → (D) → (A)
Information Booster:
• Remembering: Involves recall and recognition (e.g., memorizing formulas, facts).
• Understanding: Includes interpreting, summarizing, inferring (e.g., explaining a concept).
• Applying: Involves using knowledge in new but similar situations (e.g., solving a problem using a known formula).
• Analyzing: Requires examining components, recognizing patterns, or organizing parts (e.g., comparing arguments).
• Evaluating: (Not in the options, but comes before Creating in revised taxonomy) – Making judgments based on criteria.
• Creating: Involves generating new ideas, products, or ways of viewing things (e.g., designing a research project).

Q34. Match the following columns:

Column A (Cost Category)	Column B (Example)
1.Prevention Costs	A. Cost of quality planning, process planning, and quality training.
2.Appraisal Costs	B. Cost of final inspection, testing, and product quality audits.
3.Internal Failure Costs	C. Cost of scrap, spoilage, and rework on defective products found before shipment.
4.External Failure Costs	D. Cost of investigating customer complaints attributed to defective products.

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

Answer: A

Sol: In the Cost of Quality (CoQ) framework, costs are categorized into four types: Prevention, Appraisal, Internal Failure, and External Failure. The correct matching is:

1. Prevention Costs → A. These are incurred to avoid defects before they happen, such as costs for quality planning, process control, and training.
2. Appraisal Costs → B. These are spent on measuring and inspecting quality, including final inspection, product audits, and testing.
3. Internal Failure Costs → C. These occur when defects are detected before delivery, e.g., scrap, rework, or re-inspection.
4. External Failure Costs → D. These are costs arising after the product reaches the customer, like complaints, warranty claims, or returns.

Information Booster:

• Prevention Costs:
• Focus on stopping defects at the source.
• Include training, quality planning, and supplier development.
• Appraisal Costs:
• Incurred to verify and ensure quality.
• Include testing, inspection, and audits.
• Internal Failure Costs:
• Occur before products reach customers.
• Examples: scrap, rework, downtime, process failure.
• External Failure Costs:
• Occur after product delivery.
• Examples: warranty claims, returns, brand damage.