

Jharkhand Eligibility Test Sample Paper

Q.1 Which learner characteristic most strongly predicts success in self-directed MOOCs at postgraduate level?

- A. Rote memory capacity
- B. Field dependence
- C. Metacognitive regulation
- D. Mechanical aptitude

Answer: C

Sol: The correct answer is (c) Metacognitive regulation.

Explanation:

Self-directed learning in MOOCs requires learners to autonomously monitor, direct, and regulate their own cognitive processes. Metacognitive regulation involves planning, monitoring progress, and evaluating strategies, which are critical for navigating unstructured digital environments successfully without external supervision.

Information Booster:

- **Self-Regulation:** Refers to the learner's ability to take control of their own learning environment and goals.
- **Metacognition:** Often defined as thinking about one's own thinking, essential for higher-order learning.
- **Planning:** Setting specific goals and selecting appropriate strategies before starting a task.
- **Monitoring:** Ongoing awareness of comprehension and task performance during the learning process.
- **Evaluation:** Assessing the final product and the efficiency of the strategies used after task completion.
- **Autonomy:** The capacity of the learner to make choices and take responsibility for their learning path.

Additional Points:

- **Option (a): Rote memory capacity:** Incorrect – Success in postgraduate MOOCs depends on deep understanding and application rather than simple memorization of facts.
- **Option (b): Field dependence:** Incorrect – Field-dependent learners rely on external cues and structure, making them less likely to succeed in self-directed, independent environments.
- **Option (d): Mechanical aptitude:** Irrelevant – This refers to the ability to understand mechanical tools and machinery, which does not predict academic success in general MOOCs.

So the correct answer is (c)

Q.2 A professor presents contradictory research findings intentionally to create cognitive conflict among postgraduate students. This strategy is based on:

- A. Jerome Bruner – Discovery Learning
- B. David Ausubel – Advance Organizer Model
- C. Leon Festinger – Cognitive Dissonance Theory
- D. B.F. Skinner – Operant Conditioning

Answer: C

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Sol: The correct answer is (c) Leon Festinger – Cognitive Dissonance Theory.

Explanation:

Leon Festinger's theory suggests that when individuals are presented with conflicting information or beliefs, they experience psychological discomfort known as cognitive dissonance. In pedagogy, creating this conflict motivates students to resolve the discrepancy through critical thinking, research, and deeper conceptual integration.

Information Booster:

- **Cognitive Conflict:** A state of mental imbalance that occurs when new information contradicts existing schemas or knowledge.
- **Motivation to Learn:** Dissonance acts as an internal drive, forcing the learner to seek new knowledge to regain mental equilibrium.
- **Equilibration:** Though a Piagetian term, it describes the process of moving from conflict back to balance, much like resolving dissonance.
- **Critical Analysis:** Students must evaluate the validity of contradictory findings to form a coherent understanding.
- **Conceptual Change:** This strategy is highly effective for correcting misconceptions by confronting them with evidence.
- **Festinger's Theory:** Focuses on the discomfort of holding two contradictory thoughts and the subsequent drive to reduce that tension.

Additional Points:

- **Option (a): Jerome Bruner – Discovery Learning:** Incorrect – While it involves inquiry, Discovery Learning focuses on learners identifying principles themselves rather than specific resolution of contradictory research.
- **Option (b): David Ausubel – Advance Organizer Model:** Incorrect – Ausubel focuses on meaningful reception of information by bridging old and new knowledge, rather than intentional conflict.
- **Option (d): B.F. Skinner – Operant Conditioning:** Incorrect – This theory deals with behavior modification through reinforcement and punishment, not internal cognitive conflict.

So the correct answer is (c)

Q.3 Which of the following is a cognitive support tool rather than administrative support?

- ERP system
- Digital library
- Payroll management
- Biometric attendance

Answer: B

Sol: The correct answer is (b) Digital library.

Explanation:

Cognitive support tools are resources that directly aid the intellectual and learning processes of students and faculty. A digital library provides access to journals, books, and databases that facilitate research, critical thinking, and knowledge acquisition, unlike administrative tools which manage institutional logistics.

Information Booster:

- **Cognitive Tools:** These are technologies that help learners transcend the limitations of their minds during thinking, learning, and problem-solving.
- **Knowledge Access:** Digital libraries allow for immediate retrieval of academic resources necessary for deep learning.
- **Information Retrieval:** The ability to search and filter through vast amounts of data to find relevant scholarly work.
- **Intellectual Growth:** Tools like libraries and simulation software directly impact the cognitive domain of the learner.
- **Support Systems:** Educational technology is divided into administrative (logistics) and pedagogical (teaching-learning) support.
- **Research Facility:** Provides the foundation for evidence-based learning and doctoral-level inquiry.

Additional Points:

- **Option (a): ERP system:** Administrative – Enterprise Resource Planning systems manage institutional data like finance and human resources.
- **Option (c): Payroll management:** Administrative – This is a back-office function dealing with staff salaries and has no direct impact on student cognition.
- **Option (d): Biometric attendance:** Administrative – Used for tracking the physical presence of students or staff for discipline and records.

So the correct answer is (b)

Q.4 When curriculum objectives, teaching strategies, and assessment are aligned systematically, the principle involved is:

- Norm referencing
- Constructive alignment
- Bloom's taxonomy hierarchy
- Hidden curriculum

Answer: B

Sol: The correct answer is (b) Constructive alignment.

Explanation:

Constructive Alignment is a principle of curriculum design developed by John Biggs. It posits that the learning activities and assessment tasks must be directly linked to the intended learning outcomes to ensure that the learner "constructs" the desired meaning through the prescribed activity.

Information Booster:

- **John Biggs:** The educational psychologist who proposed this framework for effective teaching and learning.
- **Learning Outcomes:** Clear statements of what the student should be able to do at the end of the course.
- **Teaching Methods:** Activities designed to help students achieve the specific learning outcomes.
- **Assessment Tasks:** Methods used to verify how well students have achieved the intended outcomes.
- **Systematic Integration:** Ensuring that all three components (Objectives, Methods, Assessment) work in harmony.
- **Constructivism:** The underlying philosophy that learners create knowledge based on their activities and experiences.

Additional Points:

- **Option (a): Norm referencing:** Incorrect – This refers to comparing a student's performance against a group average, not aligning curriculum components.
- **Option (c): Bloom's taxonomy hierarchy:** Partial relevance – While Bloom's helps categorize objectives, constructive alignment is the actual process of linking them to teaching and testing.
- **Option (d): Hidden curriculum:** Incorrect – This refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.

So the correct answer is (b)

Q.5 Flipped classroom pedagogy primarily shifts:

- Assessment to home
- Content delivery outside class and problem-solving inside class
- Summative evaluation to formative
- Teacher control to administrative control

Answer: B

Sol: The correct answer is (b) Content delivery outside class and problem-solving inside class.

Explanation:

The flipped classroom is an instructional strategy that reverses the traditional learning environment. Students gain first exposure to new material outside of class (e.g., via videos or reading), while class time is dedicated to active learning, application, and collaborative problem-solving facilitated by the teacher.

Information Booster:

- **Active Learning:** Focuses on engaging students with the material through discussion and practice during class hours.
- **Pre-class Preparation:** Learners consume lectures or content independently before the scheduled session.
- **Facilitator Role:** The teacher moves from being a "sage on the stage" to a "guide on the side," assisting during activities.
- **Higher-Order Thinking:** In-class time is used for Bloom's higher levels like application, analysis, and synthesis.
- **Personalized Pace:** Students can pause and rewind content delivery (videos) at home according to their needs.
- **Peer Collaboration:** The classroom becomes a space for students to work together on complex tasks with immediate feedback.

Additional Points:

- **Option (a): Assessment to home:** Incorrect – While some assessment may occur at home, the primary shift is in the location of content delivery and practice.
- **Option (c): Summative evaluation to formative:** Misinterpretation – While flipping encourages more formative feedback, it is not the primary definition of the shift.
- **Option (d): Teacher control to administrative control:** Incorrect – The shift is pedagogical and gives more control to the learner, not the administration.

So the correct answer is (b)

Q.6 Heuristic method was advocated by:

- H.E. Armstrong
- John Dewey
- Maria Montessori
- Froebel

Answer: A

Sol: The correct answer is (a) H.E. Armstrong.

Explanation:

The Heuristic method, derived from the Greek word 'Heuriskein' (to find), was introduced by Professor Henry Edward Armstrong. It places the student in the position of a discoverer or an independent inquirer, where the teacher provides problems but no direct answers, encouraging self-learning and scientific attitude.

Information Booster:

- **H.E. Armstrong:** A British chemist and educator who believed that learning by doing and discovery is superior to rote learning.
- **Spirit of Inquiry:** The primary aim is to develop a scientific temperament and the habit of independent investigation.
- **Problem-Solving:** Students are presented with a problem and must find the solution using their own efforts and logic.

- **Active Participation:** The learner is a discoverer, not a passive recipient of information.
- **Minimal Guidance:** The teacher acts as a guide or supervisor, ensuring the student stays on track without spoon-feeding.
- **Learning by Doing:** Emphasis is placed on practical experience and trial-and-error discovery.

Additional Points:

- **Option (b): John Dewey:** Incorrect – He is the father of Progressivism and the Project Method (along with Kilpatrick), focusing on social experience.
- **Option (c): Maria Montessori:** Incorrect – She developed the Montessori Method, which focuses on self-directed activity and hands-on learning in a prepared environment for young children.
- **Option (d): Froebel:** Incorrect – Friedrich Froebel is the founder of the Kindergarten system, emphasizing play and gifts/occupations.

So the correct answer is (a)

Q.7 A theorem in pedagogy states that "Retention is directly proportional to meaningful association." This aligns most closely with:

- Thorndike's law of readiness
- Ausubel's subsumption theory
- Hull's drive theory
- Gestalt field theory

Answer: B

Sol: The correct answer is (b) Ausubel's subsumption theory.

Explanation:

David Ausubel's theory of meaningful verbal learning posits that new information is best retained when it can be related (subsumed) to existing cognitive structures. This "meaningful association" ensures that knowledge is not just memorized but anchored to what the learner already knows, significantly increasing retention.

Information Booster:

- **Meaningful Learning:** Occurs when new knowledge is non-arbitrarily and substantively related to the learner's existing knowledge.
- **Subsumption:** The process of linking new ideas to broader, more inclusive concepts already present in the mind.
- **Cognitive Structure:** The total sum of a person's knowledge and how it is organized and stored.
- **Advance Organizers:** Tools used to bridge the gap between what the learner knows and what they need to know.
- **Rote vs. Meaningful:** Ausubel distinguished between memorizing isolated facts and understanding integrated concepts.
- **Retention:** Better retention is achieved through deep anchoring rather than superficial association.

Additional Points:

- **Option (a): Thorndike's law of readiness:** Incorrect – This law focuses on the physiological and mental preparation of the learner for an activity.
- **Option (c): Hull's drive theory:** Incorrect – Clark Hull's theory focuses on biological drives and habit strength in a behavioral context.
- **Option (d): Gestalt field theory:** Partial relevance – While Gestalt focuses on perception and wholes, Ausubel specifically addresses meaningful verbal association and retention.

So the correct answer is (b)

Q.8 Case study method in management education primarily enhances:

- Divergent thinking only
- Convergent thinking only
- Analytical decision-making under ambiguity
- Mechanical repetition

Answer: C

Sol: The correct answer is (c) Analytical decision-making under ambiguity.

Explanation:

The case study method presents real-world scenarios that are often complex, messy, and lack a single "correct" answer. It forces students to analyze data, identify key problems, and make justified decisions, thereby developing their ability to handle ambiguity and professional pressure.

Information Booster:

- **Real-world Simulation:** Provides a bridge between theoretical concepts and practical business or clinical realities.
- **Critical Thinking:** Students must evaluate evidence and prioritize issues within a specific context.
- **Decision Making:** The core objective is to reach a conclusion and defend it based on logical analysis.
- **Ambiguity:** Reflects the reality that data is often incomplete or conflicting in professional life.
- **Problem Identification:** Developing the skill to sift through information and find the root cause of an issue.
- **Persuasive Communication:** Students learn to present their findings and convince others of their proposed solutions.

Additional Points:

- **Option (a): Divergent thinking only:** Partial relevance – While it encourages many ideas, the ultimate goal is to analyze and select the best course of action.
- **Option (b): Convergent thinking only:** Partial relevance – It requires convergence on a solution, but only after analyzing diverse and ambiguous variables.
- **Option (d): Mechanical repetition:** Incorrect – This is the opposite of case study learning, which is dynamic and context-specific.

So the correct answer is (c)

Q.9 In higher education, intrinsic motivation is maximized when:

- A. External rewards are increased
- B. Autonomy, competence, and relatedness are satisfied
- C. Strict evaluation rubrics are imposed
- D. Norm-referenced grading is used

Answer: B

Sol: The correct answer is (b) Autonomy, competence, and relatedness are satisfied.

Explanation:

Based on Self-Determination Theory (SDT) by Deci and Ryan, intrinsic motivation thrives when three basic psychological needs are met: Autonomy (feeling in control), Competence (feeling effective), and Relatedness (feeling connected to others). Satisfaction of these needs leads to higher engagement and persistence in learning.

Information Booster:

- **Self-Determination Theory:** A macro theory of human motivation that distinguishes between autonomous and controlled types of motivation.
- **Autonomy:** The need to be the causal agent of one's own life and act in harmony with one's integrated self.
- **Competence:** The need to experience mastery and affect outcomes in a meaningful way.
- **Relatedness:** The need to feel connected to, and experience caring for, others in the social environment.
- **Intrinsic Motivation:** Performing an activity for its inherent satisfaction rather than for separable consequences.
- **Engaged Learning:** When these needs are met, students are more likely to pursue learning for pleasure and curiosity.

Additional Points:

- **Option (a): External rewards are increased:** Incorrect – Increasing external rewards can actually lead to the "overjustification effect," decreasing intrinsic motivation.
- **Option (c): Strict evaluation rubrics:** Misinterpretation – While rubrics provide clarity, if they are perceived as controlling, they can undermine autonomy.
- **Option (d): Norm-referenced grading:** Incorrect – This promotes competition rather than mastery, which can damage the sense of competence and relatedness.

So the correct answer is (b)

Q.10 A university teacher observes decline in participation due to stereotype threat. The factor affecting teaching here is:

- A. Physical environment
- B. Socio-psychological climate
- C. Administrative policy
- D. Teaching aid deficiency

Answer: B

Sol: The correct answer is (b) Socio-psychological climate.

Explanation:

Stereotype threat is a psychological phenomenon where individuals feel at risk of confirming negative stereotypes about their social group, which creates anxiety and hinders performance. This is a matter of the classroom's socio-psychological climate, involving the interactions, perceptions, and emotional safety of the learning environment.

Information Booster:

- **Stereotype Threat:** Research initially by Claude Steele showing how social identity affects academic performance under pressure.
- **Psychological Climate:** Refers to the collective perceptions and feelings of students about their learning environment.
- **Social Interactions:** The way teachers and peers interact can either mitigate or exacerbate feelings of being stereotyped.
- **Inclusion:** A healthy climate ensures that all students feel valued regardless of their social or cultural background.
- **Emotional Safety:** The absence of threat or prejudice allows students to focus cognitive resources on learning tasks.
- **Classroom Culture:** The shared values and beliefs within a classroom that influence student behavior and achievement.

Additional Points:

- **Option (a): Physical environment:** Incorrect – This refers to tangible factors like seating, lighting, and ventilation.
- **Option (c): Administrative policy:** Incorrect – These are high-level institutional rules and do not describe the immediate psychological state of the classroom.
- **Option (d): Teaching aid deficiency:** Incorrect – This refers to a lack of resources like projectors or books, not social-psychological barriers.

So the correct answer is (b)

Q.11 Which is the most powerful classroom-level determinant of academic achievement according to meta-analytic findings?

- A. Class size
- B. Teacher clarity
- C. Institutional infrastructure
- D. IQ

Answer: B

Sol: The correct answer is (b) Teacher clarity.

Explanation:

Extensive research, most notably by John Hattie in "Visible Learning," indicates that teacher clarity (how clearly the teacher communicates goals, expectations, and content) has a very high effect size on student achievement. It is a classroom-level factor that consistently outperforms logistics like class size.

Information Booster:

- **Visible Learning:** John Hattie's meta-analysis of over 800 meta-analyses relating to achievement.
- **Effect Size:** A statistical measure used to quantify the effectiveness of a particular educational intervention.
- **Teacher Clarity:** Includes clear explanations, organized instruction, and precise learning intentions/success criteria.
- **Direct Impact:** Clarity reduces cognitive load, allowing students to focus on the content rather than trying to figure out what to do.
- **Feedback:** Often cited alongside clarity as one of the most powerful influences on learning.
- **Classroom-Level:** Factors that the teacher can directly control or influence within the four walls of the room.

Additional Points:

- **Option (a): Class size:** Incorrect – While popular, research shows it has a surprisingly small effect size compared to instructional quality.
- **Option (c): Institutional infrastructure:** Incorrect – Infrastructure provides the setting, but the quality of instruction is the primary driver of learning.
- **Option (d): IQ:** Misinterpretation – While IQ is a strong predictor, it is an individual-level student characteristic, not a "classroom-level determinant" controlled by teaching.

So the correct answer is (b)

Q.12 A teacher structures content in increasing order of abstraction and ensures prior cognitive structures are activated before new learning. This approach is most consistent with:

- A. Operant conditioning
- B. Meaningful verbal learning theory
- C. Classical conditioning
- D. Trial and error learning

Answer: B

Sol: The correct answer is (b) Meaningful verbal learning theory.

Explanation:

Proposed by David Ausubel, this theory emphasizes that for learning to be meaningful, it must be related to existing knowledge (cognitive structures). The use of advance organizers and sequencing content from general/concrete to specific/abstract ensures that learners can anchor new information effectively.

Information Booster:

- **Cognitive Anchoring:** The process where new ideas are attached to relevant existing concepts in the brain.
- **Advance Organizers:** Instructional strategies used before a lesson to provide a framework for the new material.
- **Progressive Differentiation:** Organizing content from general concepts to more specific and detailed information.
- **Integrative Reconciliation:** Linking new ideas with previously learned related concepts to clear up confusion.
- **Reception Learning:** Ausubel believed most classroom learning happens through verbal presentation rather than pure discovery.
- **Subsumption:** The core mechanism where a specific concept is filed under a larger, more general one.

Additional Points:

- **Option (a): Operant conditioning:** Incorrect – This Skinnerian theory focuses on rewards and punishments to shape behavior.
- **Option (c): Classical conditioning:** Incorrect – This Pavlovian theory focuses on involuntary responses to neutral stimuli.
- **Option (d): Trial and error learning:** Incorrect – This Thorndikean concept focuses on learning through repeated attempts and success without pre-structured cognitive frameworks.

So the correct answer is (b)

Q.13 According to Jean Piaget, formal operational thinking is characterized primarily by:

- A. Egocentrism
- B. Hypothetico-deductive reasoning
- C. Conservation of mass
- D. Symbolic play

Answer: B

Sol: The correct answer is (b) Hypothetico-deductive reasoning.

Explanation:

The formal operational stage (typically ages 11+) is the final stage in Piaget's theory. It is marked by the ability to think abstractly, reason logically about hypothetical situations, and systematically test multiple hypotheses to solve a problem.

Information Booster:

- **Abstract Thought:** The ability to think about concepts that have no physical or concrete presence.
- **Hypothetical Situations:** Reasoning about things that are not currently present or may not even be real.
- **Deductive Logic:** Moving from a general rule to specific conclusions through logical deduction.
- **Systematic Planning:** The ability to plan a series of steps to achieve a goal and test possibilities one by one.
- **Metacognition:** Thinking about the process of thinking itself becomes more sophisticated in this stage.
- **Adolescent Development:** This stage coincides with the move toward adult-like intellectual capabilities.

Additional Points:

- **Option (a): Egocentrism:** Incorrect – This is a hallmark of the Pre-operational stage where children cannot take others' perspectives.
- **Option (c): Conservation of mass:** Incorrect – This is mastered during the Concrete Operational stage (ages 7-11).
- **Option (d): Symbolic play:** Incorrect – This emerges in the Pre-operational stage where objects represent other things.

So the correct answer is (b)

Q.14 When assessment measures exactly what it intends to measure, it ensures:

- A. Reliability
- B. Validity
- C. Objectivity
- D. Usability

Answer: B

Sol: The correct answer is (b) Validity.

Explanation:

Validity refers to the degree to which a test or assessment instrument accurately measures what it claims to measure. If a test is intended to measure research aptitude but actually measures language proficiency, it lacks validity regardless of how consistent the scores are.

Information Booster:

- **Content Validity:** The extent to which the items in a test represent the entire domain of the subject matter.
- **Construct Validity:** Whether the test truly measures the theoretical trait or psychological construct (e.g., intelligence).
- **Criterion Validity:** The extent to which a measure is related to an outcome (predictive or concurrent).
- **Accuracy:** Validity is synonymous with the accuracy and appropriateness of the inferences made from test scores.
- **Purpose Alignment:** A valid test must be specifically aligned with the defined learning objectives.
- **Face Validity:** Whether the test appears, on the surface, to measure what it is supposed to measure.

Additional Points:

- **Option (a): Reliability:** Incorrect – This refers to the consistency or stability of test results over time, not their accuracy.
- **Option (c): Objectivity:** Incorrect – This refers to the elimination of personal bias in scoring (e.g., multiple-choice vs. essay).
- **Option (d): Usability:** Incorrect – This refers to the practical aspects of a test, such as time, cost, and ease of administration.

So the correct answer is (b)

Q.15 A university replaces percentage marks with grade bands based on fixed performance criteria. This shift represents movement from:

- A. Norm-referenced to norm-referenced
- B. Criterion-referenced to norm-referenced
- C. Norm-referenced to criterion-referenced
- D. Formative to diagnostic

Answer: C

Sol: The correct answer is (c) Norm-referenced to criterion-referenced.

Explanation:

Percentage marks often lead to ranking and comparing students against each other (Norm-referenced). Moving to grade bands based on "fixed performance criteria" means students are evaluated against absolute standards of mastery (Criterion-referenced) rather than their relative position in the group.

Information Booster:

- **Norm-Referenced:** Evaluation where a student's score is interpreted by comparing it to the scores of others (e.g., percentiles).
- **Criterion-Referenced:** Evaluation where a student's performance is measured against a fixed set of predetermined criteria or learning standards.
- **Mastery Learning:** The goal of criterion-referenced testing is to see if a student has mastered the required skills.
- **Absolute Standards:** In this system, every student can theoretically get an 'A' if they all meet the criteria.
- **Reduced Competition:** This shift moves the focus from beating peers to achieving learning goals.
- **Grade Bands:** These often represent levels of competence (e.g., Excellent, Good, Satisfactory) based on specific rubrics.

Additional Points:

- **Option (a): Norm-referenced to norm-referenced:** Incorrect – The shift is explicitly toward criteria-based grading.
- **Option (b): Criterion-referenced to norm-referenced:** Incorrect – This would be a move toward more competitive, comparative ranking, which is the opposite of the scenario.
- **Option (d): Formative to diagnostic:** Incorrect – These terms refer to the timing and purpose of assessment (during learning vs. finding problems), not the reference standard.

So the correct answer is (c)

Q.16 A teacher modifies instruction after diagnosing that learners possess high convergent thinking but low divergent thinking ability. Which theoretical framework best justifies this intervention?

- Howard Gardner – Multiple Intelligences
- J.P. Guilford – Structure of Intellect Model
- Jean Piaget – Cognitive Development Theory
- Lev Vygotsky – Sociocultural Theory

Answer: B

Sol: The correct answer is (b) J.P. Guilford – Structure of Intellect Model.

Explanation:

J.P. Guilford's Structure of Intellect (SI) model explicitly distinguishes between convergent thinking (finding a single correct answer) and divergent thinking (generating multiple creative solutions) as part of the 'Operations' dimension of intelligence. This framework is used to identify and balance these specific cognitive abilities.

Information Booster:

- **Convergent Thinking:** Focuses on speed, accuracy, and logic to find the one well-defined solution to a problem.
- **Divergent Thinking:** A creative process of generating many possible solutions or ideas in an open-ended manner.
- **Three Dimensions:** Guilford's model includes Operations, Contents, and Products.
- **Creativity:** Guilford associated divergent thinking closely with the measurement of creative potential.
- **Instructional Modification:** Knowing a student's profile allows teachers to provide exercises that foster the weaker ability (divergent).
- **SOI Model:** Proposes that intelligence is not a single factor but a combination of 120-180 independent abilities.

Additional Points:

- **Option (a): Howard Gardner – Multiple Intelligences:** Incorrect – While Gardner recognizes different types of intelligence (spatial, musical, etc.), he does not use the specific convergent/divergent dichotomy as his primary structure.
- **Option (c): Jean Piaget – Cognitive Development Theory:** Incorrect – Piaget focuses on stages of development (sensorimotor, etc.) rather than the structural components of intellectual operations.
- **Option (d): Lev Vygotsky – Sociocultural Theory:** Incorrect – Vygotsky focuses on the role of social interaction and the Zone of Proximal Development.

So the correct answer is (b)

Q.17 Learning Management Systems (LMS) primarily function to:

- Replace teachers
- Facilitate content management, interaction, and assessment
- Eliminate evaluation
- Increase administrative hierarchy

Answer: B

Sol: The correct answer is (b) Facilitate content management, interaction, and assessment.

Explanation:

An LMS (like Moodle, Canvas, or Blackboard) is a software application designed to handle all aspects of the learning process. It serves as a central hub

for delivering course materials, enabling communication between teachers and students, and tracking/assessing student performance through various digital tools.

Information Booster:

- **Centralization:** Provides a single platform for all educational resources, schedules, and grades.
- **Interaction:** Includes features like forums, chat rooms, and messaging to foster collaborative learning.
- **Tracking:** Allows teachers to monitor student progress, time spent on tasks, and completion rates.
- **Assessment:** Facilitates online quizzes, assignments, and automated grading systems.
- **Accessibility:** Enables students to access learning materials anytime and anywhere, supporting flexible learning.
- **Resource Repository:** Acts as a digital library for PDFs, videos, and interactive SCORM packages.

Additional Points:

- **Option (a): Replace teachers:** Incorrect – An LMS is a tool to support teachers, not to substitute the pedagogical and emotional role of an educator.
- **Option (c): Eliminate evaluation:** Incorrect – LMS platforms actually make evaluation more frequent and data-driven through automated tools.
- **Option (d): Increase administrative hierarchy:** Incorrect – While it helps administration, its primary purpose is pedagogical support and efficient management of learning.

So the correct answer is (b)

Q.18 Learning Management Systems (LMS) in higher institutions primarily enhance:

- Hidden curriculum
- Administrative decentralization
- Blended learning environments
- Teacher autonomy reduction

Answer: C

Sol: The correct answer is (c) Blended learning environments.

Explanation:

LMS platforms are the backbone of blended learning (or hybrid learning), which combines traditional face-to-face instruction with online digital mediation. By hosting materials and discussions online, the LMS allows for a seamless integration of physical classroom time and digital exploration.

Information Booster:

- **Hybrid Learning:** The strategic combination of offline (classroom) and online (digital) learning experiences.
- **Flexibility:** Students can engage with the content at their own pace online while attending labs or seminars in person.
- **Continuous Learning:** Education is no longer confined to the classroom hours; it extends into the digital space provided by the LMS.
- **Flipped Classroom Support:** LMS is essential for providing the pre-class content needed for the flipped model.
- **Data Analytics:** LMS provides insights into how students interact with online content, which can inform in-person teaching.
- **Scalability:** Allows institutions to manage large numbers of students across different modes of delivery efficiently.

Additional Points:

- **Option (a): Hidden curriculum:** Incorrect – While an LMS might reflect institutional values, its primary technical purpose is not the hidden curriculum.
- **Option (b): Administrative decentralization:** Incorrect – LMS often leads to more centralized control of course standards and data.
- **Option (d): Teacher autonomy reduction:** Incorrect – While it may standardize some formats, it often provides teachers with more tools to innovate.

So the correct answer is (c)

Q.19 In higher learning, cognitive load theory suggests that instructional materials should:

- Maximize extraneous load
- Eliminate germane load
- Optimize intrinsic load and reduce extraneous load
- Increase redundancy

Answer: C

Sol: The correct answer is (c) Optimize intrinsic load and reduce extraneous load.

Explanation:

Cognitive Load Theory (Sweller) posits that our working memory has limited capacity. To maximize learning, instructional design should: (1) Reduce extraneous load (unnecessary distractions), (2) Manage/Optimize intrinsic load (the inherent difficulty of the task), and (3) Encourage germane load (the mental effort spent building schemas).

Information Booster:

- **Working Memory:** The site where information is processed; it has a very limited capacity (7 ± 2 items).
- **Intrinsic Load:** The complexity inherent in the material itself, which should be matched to the learner's expertise.
- **Extraneous Load:** Mental effort that does not contribute to learning, often caused by poor instructional design (e.g., cluttered slides).

- **Germane Load:** The "good" load that helps learners construct mental models and schemas.
- **Instructional Design:** Aimed at clearing the path for the brain to focus only on the essential concepts.
- **Expertise Reversal Effect:** What is helpful for a novice (scaffolding) might become extraneous for an expert.

Additional Points:

- **Option (a): Maximize extraneous load:** Incorrect – This would overwhelm the working memory and prevent learning.
- **Option (b): Eliminate germane load:** Incorrect – Germane load is necessary for the construction of schemas and deep understanding.
- **Option (d): Increase redundancy:** Incorrect – The redundancy effect states that presenting the same information in multiple identical ways (e.g., reading text aloud exactly as it appears on a screen) increases extraneous load.

So the correct answer is (c)

Q.20 A learner fails to transfer knowledge from statistics to research methodology despite high achievement in both. The most probable cause is:

- A. Lack of reinforcement
- B. Negative transfer
- C. Failure of vertical integration
- D. Cognitive dissonance

Answer: C

Sol: The correct answer is (c) Failure of vertical integration.

Explanation:

Vertical integration (or horizontal integration in some contexts) refers to the ability to link concepts across different subjects or levels of a curriculum. When a student treats statistics and research as "silos," they fail to see the functional application of one within the other, leading to a failure of transfer despite individual subject mastery.

Information Booster:

- **Transfer of Learning:** The application of skills or knowledge learned in one context to a new or different context.
- **Compartmentalization:** A cognitive barrier where learners store information in isolated "boxes" without cross-linking them.
- **Functional Context:** Learning is more effective when the connection between a tool (statistics) and its use (research) is made explicit.
- **Curriculum Integration:** Designing courses so that they explicitly refer to and build upon each other.
- **Deep Learning:** Requires understanding the underlying principles that allow for transfer across domains.
- **Near vs. Far Transfer:** Transferring stats to research is "near" transfer, yet it fails if the conceptual bridge is missing.

Additional Points:

- **Option (a): Lack of reinforcement:** Incorrect – The student has high achievement, implying they have been reinforced and mastered the content individually.
- **Option (b): Negative transfer:** Incorrect – This happens when old knowledge interferes with new learning (e.g., driving on the wrong side of the road), which is not the case here.
- **Option (d): Cognitive dissonance:** Incorrect – This refers to the tension of holding conflicting beliefs, not a failure to apply related concepts.

So the correct answer is (c)

Q.21 A rubric designed with performance descriptors across levels ensures:

- A. Norm referencing
- B. Holistic impression marking
- C. Criterion-referenced evaluation
- D. Random scoring

Answer: C

Sol: The correct answer is (c) Criterion-referenced evaluation.

Explanation:

A rubric specifies the criteria for success and describes different levels of performance (e.g., Novice, Proficient, Expert). Because students are judged against these fixed descriptors rather than their peers, the evaluation is fundamentally criterion-referenced.

Information Booster:

- **Rubrics:** Scoring tools that list specific criteria and performance expectations for an assignment.
- **Performance Descriptors:** Detailed explanations of what work looks like at each level of the scale.
- **Transparency:** Rubrics provide students with clear expectations before they begin a task.
- **Consistency:** They help multiple graders maintain the same standards (inter-rater reliability).
- **Criterion:** The "fixed standard" used to measure whether a student has achieved the learning objective.
- **Feedback:** Rubrics provide specific information on where a student succeeded and where they need improvement.

Additional Points:

- **Option (a): Norm referencing:** Incorrect – This would involve comparing students' rubric scores to each other to determine a curve.

- **Option (b): Holistic impression marking:** Incorrect – Holistic marking gives a single overall score based on an "impression" without breaking it down into detailed criterion-based descriptors.
- **Option (d): Random scoring:** Incorrect – Rubrics are designed specifically to eliminate randomness and bias in scoring.

So the correct answer is (c)

Q.22 In a law university, students analyze real court cases and simulate judgments. This method is best described as:

- A. Micro-teaching
- B. Case-based learning
- C. Team teaching
- D. Programmed learning

Answer: B

Sol: The correct answer is (b) Case-based learning.

Explanation:

Case-based learning (CBL) involves the use of actual or realistic scenarios (cases) to teach complex professional skills. In law, this is the primary method used to develop the ability to interpret statutes, apply precedents, and formulate legal arguments within a concrete context.

Information Booster:

- **Contextualized Learning:** Concepts are learned through their application in specific, realistic situations.
- **Inductive Reasoning:** Students move from the specific details of a case to broader legal principles.
- **Simulation:** Mock trials and simulated judgments provide a safe environment to practice professional roles.
- **Critical Analysis:** Requires students to identify relevant facts and discard irrelevant information.
- **Professional Preparedness:** Directly prepares students for the types of tasks they will face in their careers.
- **Active Participation:** Students must engage with the material to reach a conclusion rather than just listening to a lecture.

Additional Points:

- **Option (a): Micro-teaching:** Incorrect – This is a teacher-training technique focused on practicing specific teaching skills in short sessions.
- **Option (c): Team teaching:** Incorrect – This refers to two or more teachers working together to plan and deliver a course.
- **Option (d): Programmed learning:** Incorrect – This is a highly structured, self-paced method based on Skinnerian principles, often involving small steps and immediate feedback.

So the correct answer is (b)

Q.23 Which method is most suitable for developing research aptitude at doctoral level?

- A. Lecture method
- B. Tutorial method
- C. Seminar method
- D. Programmed learning

Answer: C

Sol: The correct answer is (c) Seminar method.

Explanation:

At the doctoral level, research aptitude requires critical thinking, the ability to present arguments, and responding to peer critique. The seminar method involves a lead presentation followed by intensive discussion, which mirrors the actual scientific community's process of knowledge validation.

Information Booster:

- **Peer Review:** Simulates the process of having research scrutinized and defended.
- **Active Discussion:** Encourages learners to question assumptions and explore multiple perspectives.
- **Presentation Skills:** Helps doctoral students communicate complex ideas clearly and persuasively.
- **Collaborative Learning:** Knowledge is constructed through the group's intellectual exchange.
- **Critical Thinking:** Participants must analyze the presenter's methodology and findings in real-time.
- **Scholarly Environment:** Fosters the culture of inquiry and academic rigor necessary for a PhD.

Additional Points:

- **Option (a): Lecture method:** Incorrect – It is too passive and teacher-centered for developing independent research aptitude.
- **Option (b): Tutorial method:** Partial relevance – While good for specific remedial or personalized guidance, it lacks the broader peer-critique element of a seminar.
- **Option (d): Programmed learning:** Incorrect – This is for foundational, structured knowledge and does not support the open-ended nature of doctoral research.

So the correct answer is (c)

Q.24 Which teaching model is most aligned with outcome-based education (OBE)?

- A. Norm-referenced instruction
- B. Competency-based instruction
- C. Didactic exposition
- D. Linear syllabus coverage

Answer: B

Sol: The correct answer is (b) Competency-based instruction.

Explanation:

Outcome-Based Education (OBE) focuses on what the student can actually do (the outcomes) rather than what the teacher covers. Competency-based instruction is perfectly aligned with this, as it allows students to progress based on their demonstrated mastery of specific skills or competencies.

Information Booster:

- **Outcome-Based Education:** An educational theory that bases each part of an educational system around goals (outcomes).
- **Competency:** The ability to apply knowledge, skills, and attitudes to perform a task successfully.
- **Mastery-Based Progress:** Students advance only after demonstrating proficiency in a specific area.
- **Learner-Centered:** The focus is on the student's achievement rather than the teacher's lecture schedule.
- **Clarity of Purpose:** Both teacher and student know exactly what skills must be acquired by the end of the module.
- **Flexibility:** Allows for different paths and timeframes for students to reach the same required outcome.

Additional Points:

- **Option (a): Norm-referenced instruction:** Incorrect – This focuses on relative ranking rather than achieving specific, absolute outcomes.
- **Option (c): Didactic exposition:** Incorrect – This is a traditional, teacher-led lecture style that focuses on content delivery rather than measurable outcomes.
- **Option (d): Linear syllabus coverage:** Incorrect – This focuses on "finishing the book" regardless of whether students have actually mastered the outcomes.

So the correct answer is (b)

Q.25 Teacher expectancy effect is theoretically linked to:

- A. Albert Bandura – Self-efficacy
- B. Robert Merton – Self-fulfilling Prophecy
- C. Edward Thorndike – Law of Effect
- D. Ivan Pavlov – Classical Conditioning

Answer: B

Sol: The correct answer is (b) Robert Merton – Self-fulfilling Prophecy.

Explanation:

The Teacher Expectancy Effect (or Pygmalion Effect) occurs when a teacher's higher expectations for a student lead to an increase in that student's performance. This is a classic example of Robert Merton's "self-fulfilling prophecy," where a belief or expectation, whether true or false, brings about a change in behavior that makes the belief come true.

Information Booster:

- **Pygmalion Effect:** Named after the Rosenthal-Jacobson study where students randomly labeled as "bloomers" showed significant IQ gains.
- **Self-Fulfilling Prophecy:** A socio-psychological phenomenon where a prediction directly or indirectly causes itself to become true.
- **Teacher Behavior:** Teachers may unknowingly provide more feedback and warmth to students they expect more from.
- **Student Internalization:** Students sense these expectations and adjust their self-concept and effort accordingly.
- **Climate Factor:** Positive expectations create a more supportive and challenging learning environment.
- **Interpersonal Expectancy:** The psychological impact of one person's beliefs on another person's performance.

Additional Points:

- **Option (a): Albert Bandura – Self-efficacy:** Partial relevance – While related to a student's belief in their own ability, the expectancy effect focuses on the teacher's belief impacting the student.
- **Option (c): Edward Thorndike – Law of Effect:** Incorrect – This law states that responses followed by satisfaction are more likely to recur, focusing on behavioral reinforcement.
- **Option (d): Ivan Pavlov – Classical Conditioning:** Incorrect – This deals with reflexive responses to conditioned stimuli.

So the correct answer is (b)

Q.26 If teaching effectiveness declines despite strong subject knowledge, the most plausible variable is:

- A. Pedagogical content knowledge deficit
- B. Academic freedom

- C. Summative evaluation
- D. Institutional autonomy

Answer: A

Sol: The correct answer is (a) Pedagogical content knowledge deficit.

Explanation:

Pedagogical Content Knowledge (PCK), a term coined by Lee Shulman, is the unique blend of content (subject matter) and pedagogy (how to teach). A teacher might know the subject well but lack the skills to represent, adapt, and explain it in a way that makes it understandable to specific learners.

Information Booster:

- **Lee Shulman:** The educational theorist who introduced the concept of PCK in the 1980s.
- **Knowledge Intersect:** PCK is where the "what" (content) meets the "how" (pedagogy).
- **Representation:** The ability to use metaphors, examples, and analogies to make complex ideas accessible.
- **Learner Awareness:** Knowing what makes specific topics difficult or easy for students of different ages or backgrounds.
- **Adaptability:** Modifying teaching strategies based on student misconceptions identified during the lesson.
- **Teaching Excellence:** High subject expertise is necessary but not sufficient; PCK is what distinguishes a scholar from an effective teacher.

Additional Points:

- **Option (b): Academic freedom:** Incorrect – This refers to the freedom of teachers to research and teach without censorship, which does not explain a decline in instructional skill.
- **Option (c): Summative evaluation:** Incorrect – This is an assessment type (end of course) and not a teacher-related characteristic explaining effectiveness.
- **Option (d): Institutional autonomy:** Incorrect – This refers to the independence of the university from external control, not individual teaching ability.

So the correct answer is (a)

Q.27 The principle of readiness is associated with:

- A. Edward Thorndike
- B. Wolfgang Kohler
- C. Ivan Pavlov
- D. John Dewey

Answer: A

Sol: The correct answer is (a) Edward Thorndike.

Explanation:

Edward Thorndike proposed the Law of Readiness as one of his three primary laws of learning. It states that when a person is ready to act (physically and mentally) and is allowed to do so, it is satisfying; when they are ready but not allowed, or not ready but forced, it results in annoyance.

Information Booster:

- **Law of Readiness:** Emphasizes the importance of the learner's state of mind and physiological preparation before learning occurs.
- **Connectionism:** Thorndike's theory that learning is the result of forming associations (bonds) between stimuli and responses.
- **Law of Exercise:** States that S-R bonds are strengthened with use and weakened with disuse.
- **Law of Effect:** States that behaviors followed by pleasant consequences are more likely to be repeated.
- **Trial and Error:** Thorndike's famous experiments with cats in puzzle boxes led to these foundational laws.
- **Educational Implication:** Teachers should ensure students have the prerequisite skills and motivation before introducing new tasks.

Additional Points:

- **Option (b): Wolfgang Kohler:** Incorrect – Associated with Gestalt psychology and "Insight Learning" using chimpanzees.
- **Option (c): Ivan Pavlov:** Incorrect – Known for Classical Conditioning (stimulus substitution).
- **Option (d): John Dewey:** Incorrect – Known for Progressivism and the concept of "Learning by Doing" and social reconstruction.

So the correct answer is (a)

Q.28 Which reliability coefficient is most appropriate for subjective essay-type examinations in postgraduate evaluation?

- A. Test-retest reliability
- B. Split-half reliability
- C. Inter-rater reliability
- D. Parallel-form reliability

Answer: C

Sol: The correct answer is (c) Inter-rater reliability.

Explanation:

Essay-type exams are inherently subjective, meaning different examiners might give different scores to the same paper. Inter-rater reliability (or inter-

scorer reliability) measures the degree of agreement between two or more independent evaluators, ensuring the assessment is fair and consistent despite its subjective nature.

Information Booster:

- **Subjectivity:** The main challenge in essay evaluation where personal bias or varying standards can affect grades.
- **Consistency:** Inter-rater reliability ensures that a student would receive a similar grade regardless of who marks the paper.
- **Standardization:** Using clear rubrics and training for examiners helps increase this form of reliability.
- **High-Stakes Exams:** At the postgraduate level, ensuring multiple markers agree is crucial for institutional credibility.
- **Correlation:** It is often calculated using a correlation coefficient between the sets of scores from different markers.
- **Quality Control:** Low inter-rater reliability indicates that the scoring criteria are vague or the markers are not properly trained.

Additional Points:

- **Option (a): Test-retest reliability:** Incorrect – This measures the stability of scores over time for the same student, not the agreement between different markers.
- **Option (b): Split-half reliability:** Incorrect – This measures internal consistency by comparing two halves of the same test.
- **Option (d): Parallel-form reliability:** Incorrect – This measures the consistency between two different but equivalent versions of a test.

So the correct answer is (c)

Q.29 In higher education accreditation in India, quality benchmarks are monitored by:

- A. UGC only
- B. AICTE only
- C. NAAC
- D. CBSE

Answer: C

Sol: The correct answer is (c) NAAC.

Explanation:

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the UGC to assess and accredit higher education institutions in India. It evaluates institutions based on various quality parameters such as teaching-learning, research, infrastructure, and governance.

Information Booster:

- **NAAC:** Established in 1994, headquartered in Bengaluru.
- **Accreditation:** A process of external quality review used to scrutinize colleges and universities for quality assurance.
- **Grading System:** NAAC provides grades (A+, A, B, etc.) based on a cumulative grade point average (CGPA).
- **Seven Criteria:** NAAC assesses institutions on seven key criteria including Curricular Aspects and Student Support.
- **Self-Study Report (SSR):** The primary document submitted by the institution for the accreditation process.
- **Peer Team Visit:** Experts visit the campus to verify the claims made in the SSR and interact with stakeholders.

Additional Points:

- **Option (a): UGC only:** Incorrect – While the University Grants Commission provides funding and sets standards, NAAC is the specific body dedicated to accreditation.
- **Option (b): AICTE only:** Incorrect – The All India Council for Technical Education regulates technical education but NAAC handles general higher education accreditation.
- **Option (d): CBSE:** Incorrect – The Central Board of Secondary Education manages school-level education and exams, not higher education accreditation.

So the correct answer is (c)

Q.30 If an assessment measures synthesis, evaluation, and creation domains predominantly, it aligns with the highest level of revised taxonomy proposed by:

- A. Benjamin Bloom
- B. Lorin Anderson and David Krathwohl
- C. Robert Gagné
- D. John Dewey

Answer: B

Sol: The correct answer is (b) Lorin Anderson and David Krathwohl.

Explanation:

Lorin Anderson (a former student of Bloom) and David Krathwohl revised Bloom's original taxonomy in 2001. They changed the categories from nouns to verbs and promoted 'Creating' (formerly synthesis) to the highest level, reflecting a more active and dynamic view of cognition.

Information Booster:

- **Revised Taxonomy:** Published in 2001 as "A Taxonomy for Learning, Teaching, and Assessing."
- **Verb-Based:** Shifted from nouns (Knowledge, Synthesis) to verbs (Remembering, Creating).
- **Top Level:** 'Creating' is the apex in the revised version, whereas 'Evaluation' was the apex in Bloom's 1956 version.
- **Two-Dimensional:** The revision introduced the Knowledge Dimension (Factual, Conceptual, Procedural, Metacognitive).

- **Synthesis/Create:** In the original, Synthesis was level 5; in the revision, Creating is level 6.
- **Cognitive Domain:** Focuses on intellectual skills and the acquisition of knowledge.

Additional Points:

- **Option (a): Benjamin Bloom:** Incorrect – He proposed the original 1956 taxonomy where "Evaluation" was the highest level.
- **Option (c): Robert Gagné:** Incorrect – Known for the "Conditions of Learning" and nine events of instruction.
- **Option (d): John Dewey:** Incorrect – An educational philosopher focused on experiential learning and democracy in education.

So the correct answer is (b)

Q.31 Assertion (A): Effective teaching is always learner-centered.

Reason (R): Teaching is successful only when it results in observable behavioral change.

- A. Both A and R are true and R is correct explanation of A
- B. Both A and R are true but R is not correct explanation
- C. A is true but R is false
- D. A is false but R is true

Answer: B

Sol: The correct answer is (b) Both A and R are true but R is not correct explanation.

Explanation:

Assertion A is true as modern pedagogy emphasizes that effective teaching focuses on the learner's needs and active participation. Reason R is also a widely held view in behavioral psychology (e.g., Skinner), defining learning as a change in behavior. However, the definition of success as behavioral change does not logically explain "why" teaching must be learner-centered (which is based on constructivism and cognitive autonomy).

Information Booster:

Assertion:

- **Learner-Centered:** Focuses on the student's interests, abilities, and learning styles.
- **Active Learning:** Encourages students to be active participants in their own education.
- **Teacher as Facilitator:** The educator guides and supports rather than just delivering information.
- **Constructivist Roots:** Based on the idea that learners build their own understanding.
- **Modern Pedagogy:** Current educational standards (like NEP 2020) strongly advocate for this approach.

Reason:

- **Behaviorism:** Defines learning strictly as an observable change in behavior or potential behavior.
- **Measurability:** Learning outcomes must be measurable to prove that teaching occurred.
- **S-R Bonds:** Focuses on the association between stimulus and response.
- **Evidence-Based:** Success is often gauged by performance in tests or practical applications.
- **Evaluation:** Behavioral change is the core of most summative assessment frameworks.

So the correct answer is (b)

Q.32 Heuristic method in higher education primarily promotes:

- A. Replication of knowledge
- B. Algorithmic proficiency
- C. Independent inquiry
- D. Behavioral conformity

Answer: C

Sol: The correct answer is (c) Independent inquiry.

Explanation:

The Heuristic method is designed to develop the 'spirit of inquiry'. At the higher education level, it encourages students to move beyond textbooks and lectures to discover facts and principles for themselves through research, experimentation, and logical investigation.

Information Booster:

- **Inquiry-Based:** Learning is driven by questions and the search for evidence.
- **Self-Learning:** The learner takes responsibility for finding and processing information.
- **Scientific Attitude:** Promotes objectivity, curiosity, and critical evaluation of data.
- **Discoverer Role:** The student is placed in the position of an original researcher or discoverer.
- **Non-Didactic:** Avoids direct instruction in favor of providing problems and resources.
- **Higher-Order Thinking:** Engages analysis, evaluation, and creation rather than simple recall.

Additional Points:

- **Option (a): Replication of knowledge:** Incorrect – Heuristics is about discovery, not repeating existing information.
- **Option (b): Algorithmic proficiency:** Incorrect – This refers to following set rules or formulas, which is the opposite of the open-ended inquiry found in the heuristic method.

- **Option (d): Behavioral conformity:** Incorrect – Heuristic methods encourage divergent thinking and individual discovery, not standard behavior.

So the correct answer is (c)

Q.33 In higher education, epistemological beliefs of learners primarily influence:

- Attendance patterns
- Depth of cognitive engagement
- Teacher expectancy
- Institutional governance

Answer: B

Sol: The correct answer is (b) Depth of cognitive engagement.

Explanation:

Epistemological beliefs are an individual's beliefs about the nature of knowledge and how it is acquired (e.g., is knowledge certain or evolving?). Learners who believe knowledge is complex and requires effort show much deeper cognitive engagement and use more sophisticated study strategies than those who see it as simple facts to be memorized.

Information Booster:

- **Epistemology:** The branch of philosophy concerned with the theory of knowledge.
- **Nature of Knowledge:** Beliefs regarding the certainty, simplicity, and source of knowledge.
- **Sophisticated Believers:** These students are more likely to think critically and tolerate ambiguity.
- **Cognitive Engagement:** The level of effort and the type of strategies a student uses to process information.
- **Self-Regulation:** Beliefs about learning (e.g., that ability is not fixed) influence how students regulate their study habits.
- **Academic Achievement:** Research shows a strong correlation between mature epistemological beliefs and high academic success.

Additional Points:

- **Option (a): Attendance patterns:** Incorrect – Attendance is influenced more by motivation, policy, or personal circumstances than by abstract beliefs about knowledge.
- **Option (c): Teacher expectancy:** Incorrect – This is a teacher-related factor, whereas epistemological beliefs are learner-centered.
- **Option (d): Institutional governance:** Incorrect – This is an administrative factor unrelated to the individual learner's cognitive process.

So the correct answer is (b)

Q.34 Norm-referenced evaluation is most appropriate when the objective is to:

- Diagnose learning gaps
- Certify minimum competency
- Rank students
- Provide feedback for mastery

Answer: C

Sol: The correct answer is (c) Rank students.

Explanation:

Norm-referenced tests (NRT) are designed to compare a student's performance against a representative sample of peers (the 'norm' group). This is essential for competitive exams where the goal is to identify the top performers or to rank students for limited spots, rather than just seeing if they know the material.

Information Booster:

- **Relative Standing:** Measures how well a student performed compared to others, often expressed in percentiles.
- **Bell Curve:** Scores are typically distributed across a normal distribution curve.
- **Selectivity:** Ideal for entrance exams (like NET, GATE, or UPSC) where ranking is the primary purpose.
- **Broad Content:** Usually covers a wide range of content to ensure scores are spread out (discriminatory power).
- **Percentile:** A common way to report NRT results (e.g., being in the 90th percentile).
- **Comparison:** Answers the question, "How does this student's performance compare to the group?"

Additional Points:

- **Option (a): Diagnose learning gaps:** Incorrect – This is the purpose of Diagnostic Evaluation.
- **Option (b): Certify minimum competency:** Incorrect – This is the purpose of Criterion-Referenced Evaluation.
- **Option (d): Provide feedback for mastery:** Incorrect – Mastery is associated with Formative or Criterion-Referenced evaluation where the focus is on achieving specific standards.

So the correct answer is (c)

Q.35 Item discrimination index measures:

- A. Difficulty level
- B. Ability of item to differentiate high and low achievers
- C. Reliability coefficient
- D. Guessing probability

Answer: B

Sol: The correct answer is (b) Ability of item to differentiate high and low achievers.

Explanation:

In test construction, the item discrimination index indicates how well a single question distinguishes between students who did well on the overall test and those who did poorly. A high positive index means top students got it right and lower-performing students got it wrong, indicating a good test item.

Information Booster:

- **Discriminatory Power:** The capacity of a test item to distinguish between different levels of achievement or ability.
- **Calculation:** Often calculated by comparing the correct responses from the top 27% and bottom 27% of test-takers.
- **Positive Discrimination:** When more students in the high-scoring group get the item right than in the low-scoring group.
- **Zero Discrimination:** When the same number of students from both groups get the item right; the item fails to differentiate.
- **Negative Discrimination:** A flawed item where low-performers get it right more often than high-performers (often due to ambiguity).
- **Ideal Range:** Usually, a discrimination index of 0.40 and above is considered excellent.

Additional Points:

- **Option (a): Difficulty level:** Incorrect – This is measured by the Item Difficulty Index (percentage of people who got the item right).
- **Option (c): Reliability coefficient:** Incorrect – This measures the consistency of the entire test, not the performance of an individual item.
- **Option (d): Guessing probability:** Incorrect – This refers to the likelihood of getting an answer right by chance, particularly in multiple-choice questions.

So the correct answer is (b)

Q.36 Micro-teaching cycle does NOT include:

- A. Planning
- B. Teaching
- C. Re-teaching
- D. Standardized testing

Answer: D

Sol: The correct answer is (d) Standardized testing.

Explanation:

Micro-teaching is a teacher training technique used to master specific teaching skills in a scaled-down environment. Its cycle includes Plan, Teach, Feedback, Re-plan, Re-teach, and Re-feedback. It does not involve standardized testing of students, as its focus is on the teacher's skill acquisition.

Information Booster:

- **Dwight Allen:** Often credited with developing the concept of micro-teaching at Stanford University.
- **Scaled-Down:** Reduced class size (5-10 students), reduced time (5-10 minutes), and focus on a single skill.
- **Feedback:** Immediate and specific critique provided by supervisors or through video recording.
- **Skill Mastery:** Focuses on individual skills like probing questions, stimulus variation, or use of blackboard.
- **Cyclical Process:** The "Teach -> Feedback -> Re-teach" loop is essential for improvement.
- **Remediation:** Provides a safe environment for student-teachers to correct mistakes before entering a real classroom.

Additional Points:

- **Option (a): Planning:** Incorrect – This is the first step of the micro-teaching cycle.
- **Option (b): Teaching:** Incorrect – This is the actual delivery phase of the cycle.
- **Option (c): Re-teaching:** Incorrect – This occurs after feedback and re-planning to refine the skill.

So the correct answer is (d)

Q.37 A test yielding consistent results over repeated administrations demonstrates:

- A. Face validity
- B. Construct validity
- C. Reliability
- D. Predictive validity

Answer: C

Sol: The correct answer is (c) Reliability.

Explanation:

Reliability refers to the consistency or stability of a measurement. If a student takes the same test multiple times (under similar conditions) and receives approximately the same score, the test is said to be reliable. It is a necessary but not sufficient condition for validity.

Information Booster:

- **Consistency:** The hallmark of reliability; it means the tool is free from random error.
- **Test-Retest:** A method of estimating reliability by administering the same test twice over a period of time.
- **Stability:** The degree to which a score remains constant despite minor changes in the environment or time.
- **Precision:** A reliable instrument gives precise measurements every time it is used.
- **Correlation:** Reliability is often expressed as a coefficient between 0 and 1.
- **Relation to Validity:** A test can be reliable without being valid (consistent but wrong), but it cannot be valid without being reliable.

Additional Points:

- **Option (a): Face validity:** Incorrect – This refers to whether a test looks like it measures what it's supposed to at first glance.
- **Option (b): Construct validity:** Incorrect – This measures whether the test accurately represents the underlying theoretical concept.
- **Option (d): Predictive validity:** Incorrect – This measures how well a test score predicts future performance (e.g., SAT scores predicting college GPA).

So the correct answer is (c)

Q.38 Item discrimination index primarily measures:

- A. Difficulty level of item
- B. Content validity
- C. Ability of item to differentiate high and low achievers
- D. Internal consistency

Answer: C

Sol: The correct answer is (c) Ability of item to differentiate high and low achievers.

Explanation:

The discrimination index is a statistical measure used in item analysis to evaluate how well a single test item separates high-performing students from low-performing students. A high positive discrimination index indicates that students who did well on the overall test were more likely to get that specific item right.

Information Booster:

- **Point Biserial Correlation:** A statistical method often used to calculate item discrimination.
- **Upper vs. Lower Groups:** Items are analyzed by comparing the success rates of the highest and lowest scoring groups (e.g., top and bottom 27%).
- **High Discrimination:** Crucial for norm-referenced tests to ensure a wide spread of scores for ranking.
- **Item Analysis:** The overall process of evaluating test items to improve the quality of the assessment.
- **Flawed Items:** Items with low or negative discrimination should be revised or removed from the test.
- **Context:** In mastery-based testing (criterion-referenced), discrimination is less important than in competitive ranking.

Additional Points:

- **Option (a): Difficulty level of item:** Incorrect – This is the percentage of students who got the item correct, known as the P-value.
- **Option (b): Content validity:** Incorrect – This is a qualitative assessment of whether the items represent the subject matter correctly.
- **Option (d): Internal consistency:** Incorrect – This measures how well all items on a test measure the same construct (e.g., Cronbach's alpha).

So the correct answer is (c)

Q.39 Which teaching method maximizes metacognitive regulation in doctoral seminars?

- A. Lecture method
- B. Programmed instruction
- C. Socratic questioning
- D. Drill and practice

Answer: C

Sol: The correct answer is (c) Socratic questioning.

Explanation:

Socratic questioning involves a disciplined dialogue where the teacher uses probing questions to uncover the underlying beliefs and logic of the student. In a doctoral seminar, this maximizes metacognitive regulation by forcing students to monitor their own thinking, justify their reasoning, and identify gaps in their own knowledge.

Information Booster:

- **Socratic Method:** Named after Socrates, it uses cooperative argumentative dialogue to stimulate critical thinking.
- **Probing Questions:** Questions like "Why do you say that?" or "What is the evidence?" that dig deeper into a topic.
- **Self-Correction:** The process leads students to realize their own contradictions or lack of evidence, promoting self-regulation.
- **Higher-Order Thinking:** Moves beyond recall to evaluation and synthesis of complex ideas.
- **Active Engagement:** Students must stay intellectually alert to respond to and formulate logical counter-arguments.
- **Dialectical Process:** Knowledge is refined through the exchange of ideas and logical scrutiny.

Additional Points:

- **Option (a): Lecture method:** Incorrect – It is a passive transmission of knowledge with little room for student-led metacognitive reflection.
- **Option (b): Programmed instruction:** Incorrect – This is a linear, pre-set path that guides students in small steps, reducing the need for independent metacognitive monitoring.
- **Option (d): Drill and practice:** Incorrect – This is focused on automaticity and rote skill acquisition, not high-level cognitive regulation.

So the correct answer is (c)

Q.40 If a learner solves a problem only when hints are gradually withdrawn, the instructional technique reflects:

- Programmed Instruction
- Scaffolding
- Discovery Learning
- Mastery Learning

Answer: B

Sol: The correct answer is (b) Scaffolding.

Explanation:

Scaffolding is a teaching method that provides temporary support to students as they develop new skills or concepts. As the learner gains competence and confidence, the teacher gradually removes the assistance, allowing the student to complete the task independently, which is central to Vygotsky's Zone of Proximal Development.

Information Booster:

- **Temporary Support:** Providing assistance like hints or cues that are only present during the initial learning phase.
- **Gradual Withdrawal:** The systematic reduction of support as the learner's proficiency increases, often called fading.
- **ZPD Alignment:** Tasks are set within the Zone of Proximal Development to bridge the gap between what a learner can do alone versus with help.
- **Independence:** The ultimate goal is to foster self-regulation and autonomous problem-solving in the learner.
- **Interaction:** It involves a dynamic social interaction between a more knowledgeable other (MKO) and the learner.

Additional Points:

- **Option (a): Programmed Instruction** – This is a highly structured, step-by-step self-learning method based on Skinner's operant conditioning, not necessarily focusing on the social withdrawal of hints.
- **Option (c): Discovery Learning** – This focuses on the learner finding out information for themselves with minimal teacher intervention, rather than guided support.
- **Option (d): Mastery Learning** – This approach requires students to achieve a high level of performance in a prerequisite topic before moving to the next, focusing on time and criteria rather than the process of withdrawal of hints.

So the correct answer is (b)

Q.41 Which of the following is a statutory body regulating technical education in India?

- NAAC
- AICTE
- ICSSR
- NUEPA

Answer: B

Sol: The correct answer is (b) AICTE.

Explanation:

The All India Council for Technical Education (AICTE) is a statutory body established by an Act of Parliament in 1987. It is responsible for proper planning and coordinated development of the technical education system throughout India, including engineering, management, and pharmacy.

Information Booster:

- **Statutory Authority:** Established under the AICTE Act (1987) to regulate and maintain standards in technical education.
- **Standardization:** Sets norms for curriculum, faculty qualifications, and infrastructure for technical institutes.
- **Accreditation Role:** Evaluates and grants approval for new institutes and the introduction of new courses.
- **Financial Assistance:** Provides grants for the promotion of research and development in technical fields.
- **Policy Formulation:** Advises the Central Government on all aspects of technical education and training.

Additional Points:

- Option (a): NAAC – This is an autonomous body of the UGC that assesses and accredits higher education institutions for general quality, not specifically technical regulation.
-
- Option (c): ICSSR – The Indian Council of Social Science Research promotes research specifically in the social sciences, not technical education.
-
- Option (d): NUEPA – Now NIEPA, it focuses on educational planning and administration and does not serve as a regulatory body for technical courses.

So the correct answer is (b)

Q.42 If discrimination index of an item is negative, it indicates:

- Item is too easy
- Item is too difficult
- Low achievers outperformed high achievers
- High reliability

Answer: C

Sol: The correct answer is (c) Low achievers outperformed high achievers.

Explanation:

A negative discrimination index occurs when students who performed poorly on the overall test answered a specific item correctly more often than the top-performing students. This suggests that the item is flawed, ambiguous, or miskeyed, as it fails to distinguish between different ability levels accurately.

Information Booster:

- **Item Analysis:** A statistical process used to assess the quality of individual test questions.
- **Negative Discrimination:** Indicates that the 'bottom group' scored higher on the item than the 'top group'.
- **Validity Issue:** Negative values signal that the question is likely measuring something other than the intended construct.
- **Revision Requirement:** Such items are generally discarded or heavily revised because they contradict the test's overall logic.
- **Discrimination Range:** Values range from -1.0 to +1.0; a positive value indicates high-performing students got it right.

Additional Points:

- Option (a): Item is too easy – If an item is too easy, the discrimination index is usually close to zero (everyone gets it right), but not necessarily negative.
- Option (b): Item is too difficult – If an item is too difficult, the index is also near zero because no one gets it right, regardless of group.
- Option (d): High reliability – A negative discrimination index actually lowers the overall reliability and internal consistency of the test.

So the correct answer is (c)

Q.43 In a large university classroom, two-way communication can best be ensured by:

- Dictation method
- Socratic questioning
- One-way lecture
- Silent reading

Answer: B

Sol: The correct answer is (b) Socratic questioning.

Explanation:

Socratic questioning is a form of disciplined questioning that can be used to pursue thought in many directions. In a large classroom, it transforms a passive lecture into a dialogue by prompting students to think critically, respond to queries, and engage in active participation, thereby ensuring a two-way flow of information.

Information Booster:

- **Active Engagement:** Moves students from passive listeners to active participants through targeted inquiry.
- **Feedback Loop:** Allows the teacher to gauge student understanding instantly based on their responses.
- **Critical Thinking:** Encourages students to analyze and synthesize information rather than just memorizing facts.
- **Dialogue Promotion:** Facilitates a back-and-forth exchange even in large groups if managed effectively.
- **Cognitive Challenge:** Stimulates higher-order thinking by asking 'why' and 'how' questions.

Additional Points:

- Option (a): Dictation method – This is a purely one-way transmission of information where students simply record what the teacher says.
- Option (c): One-way lecture – This lacks any feedback mechanism or interaction, making it the definition of one-way communication.

- Option (d): Silent reading – This is an individual activity that involves no verbal communication between the teacher and the students.

So the correct answer is (b)

Q.44 The reliability coefficient of a test increases when:

- A. Test length decreases
- B. Item ambiguity increases
- C. Homogeneity of items increases
- D. Guessing probability increases

Answer: C

Sol: The correct answer is (c) Homogeneity of items increases.

Explanation:

Reliability refers to the consistency of test scores. When items within a test are homogeneous (measure the same construct or content area), internal consistency increases, leading to a higher reliability coefficient. This ensures that the test provides stable and repeatable results.

Information Booster:

- **Internal Consistency:** Homogeneous items ensure that all parts of the test contribute to measuring the same trait.
- **Test Length:** Generally, adding more high-quality items (increasing length) increases reliability, whereas decreasing length lowers it.
- **Clarity:** Clear, unambiguous items reduce error variance and thus improve the reliability coefficient.
- **Objectivity:** Standardized scoring procedures contribute to higher reliability by reducing subjective bias.
- **Group Variance:** A more heterogeneous group of examinees usually results in a higher reliability coefficient due to a wider spread of scores.

Additional Points:

- Option (a): Test length decreases – Shorter tests are generally less reliable because they provide a smaller sample of behavior.
- Option (b): Item ambiguity increases – Ambiguity causes students to guess or interpret questions differently, which introduces random error and lowers reliability.
- Option (d): Guessing probability increases – High guessing rates lead to inconsistent scores and significantly reduce the reliability of the assessment.

So the correct answer is (c)

Q.45 The primary objective of NAAC accreditation is:

- A. Teacher recruitment
- B. Standardization of salary
- C. Quality assurance in higher education
- D. Conducting national exams

Answer: C

Sol: The correct answer is (c) Quality assurance in higher education.

Explanation:

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the UGC to assess and accredit institutions of higher education in India. Its main goal is to uphold and improve the quality of education by evaluating institutions based on predefined criteria like infrastructure, research, and teaching-learning processes.

Information Booster:

- **Institutional Evaluation:** Assessing the overall performance and academic standards of colleges and universities.
- **Quality Grading:** Assigning grades (like A++, A, B) based on cumulative scores to indicate institutional excellence.
- **Continuous Improvement:** Encouraging institutions to adopt internal quality assurance mechanisms (IQAC).
- **Funding Eligibility:** Accreditation status often determines the eligibility of institutions for certain government grants and schemes.
- **Stakeholder Trust:** Provides a benchmark for students and employers to judge the quality of an educational institution.

Additional Points:

- Option (a): Teacher recruitment – While NAAC looks at faculty quality, the actual recruitment is done by the institutions or state/central commissions.
- Option (b): Standardization of salary – Salary scales are generally determined by UGC regulations and government policies, not by NAAC accreditation.
- Option (d): Conducting national exams – This is the responsibility of bodies like the National Testing Agency (NTA), not NAAC.

So the correct answer is (c)

Q.46 Which factor most directly affects transfer of learning?

- A. Age
- B. Intelligence
- C. Similarity between situations
- D. Gender

Answer: C

Sol: The correct answer is (c) Similarity between situations.

Explanation:

Transfer of learning occurs when prior knowledge influences the acquisition of new skills. According to Thorndike's 'Theory of Identical Elements,' the degree of transfer depends on the similarity between the original learning task and the new task; the more elements they share, the greater the transfer.

Information Booster:

- **Positive Transfer:** Occurs when previous learning facilitates new learning due to shared principles.
- **Identical Elements:** The core concept that transfer is highest when the stimulus and response patterns are similar.
- **Generalization:** The ability to apply a learned rule or concept to a new but related context.
- **Near vs. Far Transfer:** Near transfer happens between similar contexts, while far transfer occurs between unrelated domains.
- **Contextual Interference:** Diverse practice conditions can sometimes hinder initial performance but improve long-term transfer.

Additional Points:

- Option (a): Age – While cognitive maturity plays a role in how one learns, it is not the most direct predictor of the transfer mechanism itself.
- Option (b): Intelligence – Intelligence helps in understanding concepts, but transfer specifically requires structural alignment between tasks.
- Option (d): Gender – Extensive research shows no significant or direct relationship between gender and the psychological process of transfer of learning.

So the correct answer is (c)

Q.47 In higher education, curriculum revision must be aligned with the guidelines of:

- A. NCERT
- B. SCERT
- C. UGC
- D. NCTE

Answer: C

Sol: The correct answer is (c) UGC.

Explanation:

The University Grants Commission (UGC) is the apex regulatory body for higher education in India. It provides the framework, standards, and guidelines for curriculum development and revision in universities and colleges to ensure academic quality and uniformity across the country.

Information Booster:

- **Regulatory Role:** UGC coordinates, determines, and maintains standards of university education.
- **Grant Disbursal:** Provides financial assistance to eligible universities and colleges for academic reforms.
- **Model Curricula:** Periodically releases model syllabi that institutions are encouraged to adapt or adopt.
- **CBCS Implementation:** Promotes the Choice Based Credit System (CBCS) to allow interdisciplinary learning in higher education.
- **Standard Maintenance:** Ensures that degrees awarded are consistent with national academic benchmarks.

Additional Points:

- Option (a): NCERT – This body is responsible for school education (K-12) and does not oversee higher education curriculum.
- Option (b): SCERT – This is a state-level body focused on school education and teacher training at the school level.
- Option (d): NCTE – The National Council for Teacher Education specifically regulates teacher training programs (like B.Ed), not general higher education.

So the correct answer is (c)

Q.48 Which learner characteristic most strongly predicts academic achievement in higher education?

- A. Socioeconomic status
- B. Emotional intelligence
- C. Prior knowledge
- D. Physical maturity

Answer: C

Sol: The correct answer is (c) Prior knowledge.

Explanation:

Prior knowledge acts as the foundation upon which new information is built. In higher education, where concepts are complex and cumulative, what a learner already knows about a subject is the single most important factor in determining their ability to process and retain new, related academic content.

Information Booster:

- **Schema Building:** Existing mental frameworks allow learners to connect and organize new information effectively.
- **Cognitive Load:** High prior knowledge reduces the mental effort required to understand new topics.
- **Constructivist View:** Learning is the process of modifying or expanding existing knowledge structures.
- **Readiness:** It determines the student's entry-level competence for advanced university courses.
- **Predictive Validity:** Research consistently shows prior academic performance is a top predictor of future success.

Additional Points:

- Option (a): Socioeconomic status – While it influences access to resources, it is an external factor rather than a direct psychological predictor of learning capacity.
- Option (b): Emotional intelligence – Important for social adjustment and persistence, but less direct than cognitive prior knowledge for academic content mastery.
- Option (d): Physical maturity – This is more relevant in early childhood development than in higher education settings.

So the correct answer is (c)

Q.49 In higher learning institutions, Academic Bank of Credits (ABC) is associated with:

- Teacher pension
- Student mobility and credit transfer
- Faculty promotion
- Examination reform

Answer: B

Sol: The correct answer is (b) Student mobility and credit transfer.

Explanation:

The Academic Bank of Credits (ABC) is a digital repository introduced under the NEP 2020. It stores academic credits earned by students from various recognized higher education institutions, allowing them to exit and re-enter education while transferring their earned credits seamlessly.

Information Booster:

- **Digital Ledger:** A virtual storehouse that keeps a record of credits earned by individual students throughout their learning journey.
- **Multiple Entry/Exit:** Facilitates the policy where students can leave a course with a certificate/diploma and return later.
- **Flexibility:** Enables students to choose courses from different universities and combine them for a final degree.
- **Lifelong Learning:** Supports non-linear educational paths and adult learners by validating prior earned credits.
- **Institutional Integration:** Requires universities to register with the ABC framework to enable credit recognition.

Additional Points:

- Option (a): Teacher pension – This is an administrative financial matter unrelated to student academic credits.
- Option (c): Faculty promotion – This is governed by CAS (Career Advancement Scheme) and research output, not ABC.
- Option (d): Examination reform – While related to the broader shift in assessment, ABC specifically manages the storage and transfer of the resulting credits.

So the correct answer is (b)

Q.50 Which teaching method is most appropriate for developing divergent thinking?

- Lecture
- Brainstorming
- Drill method
- Programmed learning

Answer: B

Sol: The correct answer is (b) Brainstorming.

Explanation:

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution to a problem. It encourages divergent

thinking by removing the fear of judgment and allowing for spontaneous, unconventional, and multiple perspectives on a single issue.

Information Booster:

- **Idea Generation:** Focuses on the quantity of ideas produced without immediate criticism.
- **Creative Freedom:** Encourages 'out of the box' thinking where even wild ideas are welcomed initially.
- **Deferred Judgment:** Evaluation is postponed to ensure the flow of thoughts is not interrupted by self-censorship.
- **Cognitive Flexibility:** Helps learners view a problem from various angles, which is the core of divergent thinking.
- **Collaborative Synergy:** Uses the ideas of others as a springboard for further creative thought.

Additional Points:

- • Option (a): Lecture – This is a teacher-centered method that usually focuses on convergent thinking and the transmission of existing facts.
- • Option (c): Drill method – This involves repetitive practice to achieve mastery of a specific skill, promoting rote learning rather than creativity.
- • Option (d): Programmed learning – This is a highly structured, linear process with fixed correct answers, which discourages divergent exploration.

So the correct answer is (b)

