Q1. Which of the following is not a sign of reading difficulty among young learners?
(a) letter and word recognition
(b) reading speed and fluency
(c) understanding words and ideas
(d) spelling consistency

Q2. A teacher wants the gifted children of her class to achieve their potential. Which of the following should she not do to achieve her objective?
(a) Teach them to enjoy nonacademic activities
(b) Teach them to manage stress
(c) Segregate them from their peers for special attention
(d) Challenge them to enhance their creativity

Q3. Which of the following is not a characteristic feature of intrinsically motivated children?
(a) They always succeed
(b) They enjoy doing their work
(c) They display a high level of energy while working
(d) They like challenging tasks

Q4. Which of the following is not an appropriate tool for Formative Assessment?
(a) Assignment
(b) Oral questions
(c) Term test
(d) Quiz and games

Q5. Learners should not be encouraged to
(a) ask as many questions as possible both inside and outside the class
(b) Actively interact with other learners in group work
(c) participate in as many co- curricular activities as possible
(d) memorise all the answers to questions which the teacher may ask

Q6. Which of the following statements are key features of formative evaluation?
A. Providing feedback to teachers for adapting teaching strategies to learners' needs
B. Facilitating active and continuous engagement in learning for students
C. Enhancing the learning abilities of the learner
D. Contributing to the overall grading and certification of the learner
E. Summing up how much a student has learned over a period of time.
Select the correct options:
(a) A, B, and C only
(b) B, C, and E only
(c) A, B, and E only
(d) A, C, and D only

Q7. In the context of the given statements:
Statement I: A learner's cultural background has no impact on his/her learning experience.
Statement II: Gender is not a strong predictor of academic achievement.
Select the correct answer:
(a) Both Statement I and Statement II are true
(b) Both Statement I and Statement II are false
(c) Statement I is true but Statement II is false
(d) Statement I is false but Statement II is true

Q8. Which of the following statements do not describe the characteristics of teacher-centered methods of teaching?
(A) Students are passive learners
(B) Teacher acts as a facilitator for learning
(C) Teacher directs learning activities
(D) Learning is based on collaboration between students
(E) Learning is based on student interest
Select the correct option:
(a) A, C, and D
(b) B and E
(c) B, D, and E
(d) A and C

Q9. Ruhi is shown three pencils and she observes that pencil A is longer than pencil B and pencil B is longer than pencil C. When Ruhi infers that A is longer pencil than C, which characteristic of Jean Piaget's cognitive development is she demonstrating?
(a) Seriation
(b) Conservation
(c) Transitive thought
(d) Hypothetico – deductive reasoning

Q10. According to Jean Piaget's theory of cognitive development, children in the concrete operational stage are capable of -
(a) Reversibility
(b) Hypothetico – deductive reasoning
(c) Abstract thinking
(d) Propositional reasoning

Q11. The essential characteristic of a researchable question is.
(a) Question seems interesting to answer.
(b) Possibility of data collection that can be collected in an attempt to answer a question.
(c) Possibility of commercialization.
(d) A significant positive change in society.

Q12. The five characteristics of trial-and-error learning were mentioned by
(a) Pavlov
(b) Thorndike
(c) Wordsworth
(d) Dickens

Q13. Motivation is release of _____ by proceeding towards a goal.
(a) Tension
(b) Pride
(c) Knowledge
(d) Power

Q14. The first important stage in creative thinking is
(a) Incubation
(b) Illumination
(c) Evaluation
(d) Preparation

Q15. B.F. Skinner suggested the importance of instrumental conditioning which he called as _____ conditioning in the socialization process.
(a) Operant
(b) Latent
(c) Classical
(d) None of these

Q16. Education introduced in concurrent list in
(a) 1971 (42nd amendment)
(b) 1974 (42nd amendment)
(c) 1976 (42nd amendment)
(d) 1978 (42nd amendment)

Q17. The amended Article 45 of our Constitution directs the State to promote
(a) Pre-school Education
(b) Primary Education
(c) Elementary Education
(d) Non-formal Education

Q18. Which article of Indian Constitution permits Indian states to promote educational interests of Indian Scheduled Castes, Schedule Tribes and Backward Communities?
(a) Article 46
(b) Article 16
(c) Article 45
(d) Article 21

Q19. Which article of constitution proclaims Mother Tongue?
(a) 345 (B)
(b) 350 (A)
(c) 355 (A)
(d) 360 (C)

Q20. "Operation Black Board" was the outcome of
(a) Kothari Commission
(b) National Curriculum Framework-2005 (NCF)
(c) National Policy on Education-1986 (NPE)
(d) National Curriculum Framework-2000 (NCF)

Q21. Interpersonal communication occurs only when
(a) A person exchanges idea with another one as a unique individual.
(b) A large number of people are communicating with each other at the same time.
(c) Only friends are talking.
(d) None of the above

Q22. Which of the following cannot be a good way in promoting literacy among villagers?
(a) Demonstration
(b) Reading and writing
(c) Providing material on TV and film projector
(d)Large group discussion

Q23. IGNOU was set up in the year
(a) 1985
(b) 1988
(c) 1991
(d)1992

Q24. The main objective of 'National Mission on Teachers and Training' is to improve
(a) Students' enrolment
(b) Quality of teaching
(c) Women education
(d) All the above

Q25. A condition or characteristic that can take on different values or categories is called
(a) A constant
(b) A variable
(c) A cause-and-effect relationship
(d) A descriptive relationship

Q26. A teacher in the classroom should act as a
(a) progressive role
(b) authoritarian role
(c) democratic role
(d) influential role

Q27. A good school is one
(a) Which emphasizes on the feeling of strong competition.
(b) Where every child feels happy & learns individually without co-operating with one another.
(c) Which could understand social stratification of child & makes the class environment progressive & inspired.
(d) Which emphasizes on rote memorization of ideal answers.

Q28. In a child-centered classroom, children generally learn
(a) mainly form the teacher
(b) individually in groups
(c) Intelligence and sex differences
(d) individually and in groups

Q29. Educators must have some understanding of the social forces because
(a) Education is an activity which is carried on in an influenced by the social setting in which it takes place.
(b) Social forces shape the future of the society.
(c) Education is a psychological process.
(d) The individual and the society are two sides of same coin.

Q30. Psychologists are in favour of including contents of therapeutic value in the reading material to be recommended for school children. This objective could be achieved by
(a) Including lesson on treatment of physical ailments.
(b) Dealing with doubts and problems of students which cannot be asked in the classroom directly.
(c) Simplifying the language of the books to enable students to understand what they read clearly only
(d) Explaining to students the problem having faced by schools in their administration

Q31. What is the importance of social maturity in teachers?
(a) It helps in maintaining discipline in the classroom
(b) It promotes student learning and development
(c) It ensures the high academic performance of students
(d) It helps in maintaining teacher authority in the classroom

Q32. What role does professional commitment play in student learning outcomes?
(a) It has no effect on student learning outcomes
(b) It has a negative effect on student learning outcomes
(c) It has a positive effect on student learning outcomes
(d) It only affects the performance of high-achieving students

Q33. Which of the following is an example of effective communication in interpersonal relations?
(a) Using complicated vocabulary and jargon
(b) Ignoring students' questions and concerns
(c) Providing clear instructions and explanations
(d) Criticizing students in front of their peers

Q34. What is situational awareness?
(a) Understanding one's own abilities and limitations
(b) Knowing how to teach a specific subject
(c) Being aware of one's surroundings and potential dangers
(d) Having a high level of intelligence

Q35. How can you deal with bullies in school?
(a)Fighting back physically
(b)Ignoring them
(c)Reporting the bullying to a teacher or counselor
(d)Becoming a bully yourself

Q36. Which of the following set of statements best represents the nature and objective of teaching and learning?
(A) Teaching is like selling and learning is like buying.
(B) Teaching is a social act while learning is a personal act.
(C) Teaching implies learning whereas learning does not imply teaching.
(D) Teaching is a kind of delivery of knowledge while learning is like receiving it.
(E) Teaching is an interaction and is triadic in nature, whereas learning is an active engagement in a subject domain.
Codes:
(a) (A), (D) and (E)
(b) (B), (C) and (E)
(c) (A), (B) and (C)
(d) (A), (B) and (D)

Q37. Assertion (A) : All teaching implies learning.
Reason (R) : Learning to be useful must be derived from teaching.
Choose the correct answer from the following.
(a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
(b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(c) (A) is true, but (R) is false.
(d) (A) is false, but (R) is true.

Q38. Which of the following set of statements represents acceptable propositions with respect to teaching – learning relationships? Choose the correct code to indicate your answer.
(i) When students fail in a test, it is the teacher who fails.
(ii) Every teaching must aim at ensuring learning.
(iii) There can be teaching without learning taking place.
(iv) There can be no learning without teaching.
(v) A teacher teaches but learns also.
(vi) Real learning implies rote learning.

Codes :
(a) (ii), (iii), (iv), and (v)
(b) (i), (ii), (iii), and (v)
(c) (iii), (iv), (v), and (vi)
(d) (i), (ii), (v), and (vi)

Q39. Assertion (A) : Learning is a lifelong process.
Reason (R) : Learning to be useful must be linked with life processes.
Choose the correct answer from the following code.
(a) Both (A) and (R) are true and (R) is the correct explanation of (A).
(b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(c) (A) is true, but (R) is false.
(d) (A) is false, but (R) is true.

Q40. Assertion (A) : Formative evaluation tends to accelerate the pace of learning.
Reason (R) : As against summative evaluation, formative evaluation is highly reliable.
Choose the correct answer from the following code.
(a) Both (A) and (R) are true and (R) is the correct explanation of (A).
(b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(c) (A) is true, but (R) is false.
(d) (A) is false, but (R) is true.

Q41. What is the importance of leadership in a school setting?
(a) It helps maintain discipline
(b) It improves academic performance
(c) It is optional
(d) It does not affect the school environment

Q42. How can students contribute to their own learning in a classroom setting?
(a) By actively participating in discussions and activities
(b) By completing assignments on time
(c) By asking questions and seeking clarification
(d) All of the above

Q43. Which of the following is not a way to promote social maturity in teachers?
(a) Providing training and professional development opportunities
(b) Encouraging collaboration and teamwork among teachers
(c) Punishing teachers for student misbehavior
(d) Providing opportunities for self-reflection and feedback

Q44. Which of the following is an example of professional commitment in teaching?
(a) Focusing only on delivering the curriculum without considering students' interests
(b) Ignoring students' questions and concerns outside of class hours
(c) Using a variety of teaching methods to accommodate different learning styles
(d) Refusing to attend professional development opportunities

Q45. Which of the following best describes interpersonal relations in teaching?
(a) The teacher's ability to control students' behavior
(b) The teacher's ability to maintain discipline in the classroom
(c) The teacher's ability to establish positive relationships with students and colleagues
(d) The teacher's ability to provide academic support to struggling students

Q46. How can students improve their grades in school?
(a) Cheating on exams
(b) Paying someone to do your assignments
(c) Skipping classes to have more free time
(d) Studying consistently and seeking help when needed

Q47. How can a teacher communicate effectively with parents?
(a) Ignoring parent concerns and focusing solely on academic content
(b) Blaming parents for their child's behavior or performance
(c) Offering regular updates and finding ways to address parent concerns
(d) Refusing to communicate with parents altogether

Q48. How can a teacher promote intrinsic motivation in students?
(a) Offering extrinsic rewards for good performance
(b) Creating a supportive and engaging learning environment
(c) Ignoring student motivation altogether
(d) Criticizing students for their lack of motivation

Q49. How can an ideal teacher provide effective feedback to students?
(a) Criticizing student work without offering suggestions for improvement
(b) Focusing solely on positive feedback to avoid discouraging students
(c) Offering specific feedback on areas for improvement and providing guidance on how to improve
(d) Ignoring student work altogether

Q50. What is the role of teachers in the development of moral values among students?
(a) To teach students to cheat
(b) To provide guidance and support
(c) To encourage violence
(d) To discourage honesty

Solutions

S1. Ans.(d)
Sol. Difficulty in spelling consistency.
- Reading Difficulty: It includes reading skills like reading comprehension, word recognition, oral reading skills, and even impairment in skills that require reading.
Signs of Reading Difficulty: Some of the readers have errors in reading patterns, providing valuable clues to a reader's interaction with a text.
- Difficulty in letter and word recognition: Poor sight vocabulary and inadequate word recognition and decoding skills. Problems with Word Recognition Students with reading difficulties often have difficulties with word recognition, which relates to the student's ability concerning sight vocabulary.
- Difficulty in reading speed and fluency: A child may have reading difficulty in reading materials fluently. They may also have a lack of speed and accuracy in pronouncing the words.
- Difficulty in understanding words and ideas: Those having reading difficulty in understanding the words and ideas of the text.

S2. Ans.(c)
Sol. Segregate them from their peers for special attention

S3. Ans.(a)
Sol. They always succeed. Motivation refers to a drive or motive to do something. These are factors that activate, direct and sustain goal-directed behavior. It can be either intrinsic or extrinsic.

S4. Ans.(c)
Sol. Term test. Formative assessment is a type of assessment that refers to monitor the child's progress throughout the learning and teaching process.
Quizzes, assignment, group discussion, oral questions, portfolio, rating scale, and anecdotal records, etc are the appropriate tools for formative assessment.

S5. Ans.(d)
Sol. Learners should not be encouraged to memorise all the answers to questions that the teacher may ask

S6. Ans.(a)
Sol. A. Providing feedback to teachers for adapting teaching strategies to learners' needs - This is a key feature of formative evaluation, as it helps teachers adjust their teaching methods to better meet the needs of students.
B. Facilitating active and continuous engagement in learning for students - This is also a key feature of formative evaluation, as it focuses on ongoing student engagement and learning progress.
C. Enhancing the learning abilities of the learner - This is another key feature, as formative evaluation aims to improve students' learning abilities through feedback and adjustments.

S7. Ans.(d)
Sol. Statement I: "A learner's cultural background has no impact on his/her learning experience." This statement is generally false because a learner's cultural background can have a significant impact on their learning experience. Cultural background can influence a person's values, beliefs, and communication styles, which can in turn affect how they learn and interact in educational settings.
Statement II: "Gender is not a strong predictor of academic achievement." This statement is generally true. While gender can be a factor in some academic outcomes, it is not a strong predictor on its own. Academic achievement is influenced by a wide range of factors, including individual effort, teaching quality, access to resources, and more. Gender is just one of many variables that may play a role, but it is not a deterministic factor in academic achievement

S8. Ans.(c)
Sol. (B) Teacher acts as a facilitator for learning - This is not a characteristic of teacher-centered methods. Instead, it is more aligned with student-centered methods where the teacher facilitates the learning process.

(D) Learning is based on collaboration between students - This is not a characteristic of teacher-centered methods. Collaborative learning is more associated with student-centered approaches.
(E) Learning is based on student interest - This is not a characteristic of teacher-centered methods. In teacher-centered methods, the curriculum and content are typically determined by the teacher, not by student interests.
Teacher-centered methods of teaching typically involve the following characteristics:
(C) Teacher directs learning activities - This is a characteristic of teacher-centered methods where the teacher is in control of the instructional process.
(A) Students are passive learners - This describes teacher-centered methods where students receive information from the teacher and are passive recipients of knowledge.

S9. Ans.(c)
Sol. Transitive thought is the ability to mentally order objects and make logical inferences about them based on observed relationships. In this scenario, Ruhi is able to make the inference that pencil A is longer than pencil C based on her observations that pencil A is longer than pencil B and pencil B is longer than pencil C. This demonstrates her capacity for transitive thought, which is a key aspect of cognitive development in Piaget's theory.

S10. Ans.(a)
Sol. The concrete operational stage, which typically occurs from around ages 7 to 11, is characterized by the ability to think logically about concrete objects and events. Reversibility is one of the key cognitive abilities developed during this stage. It refers to the child's capacity to mentally reverse an action and understand that actions can be undone or reversed. This ability allows children to perform tasks like conservation tasks, where they understand that changing the appearance of an object does not change its fundamental properties, such as quantity.

S11. Ans.(b)
Sol. The essential characteristic of a researchable question is possibility of data collection that can be collected in an attempt to answer a question.

S12. Ans.(b)
Sol. Thorndike.

the term trial-and-error learning connotes attempts at meeting the situation in various ways until the correct responses are found more or less accidentally. This method of learning involves random reactions and accidental success. There is a gradual elimination of the unsuccessful reactions and the retention of the successful ones.

The characteristic features of trial-and-error type of learning are the actual experiment and the judgment of the event as indicated by the result or by feeling. Its logic is one of habit and feeling. In this type of learning the reactions that given satisfaction are employed and the reactions that give annoyance are avoided.

Characteristic features of the trial-and-error process are the experimental elimination of wrong choices and so called random movements. In trial-and-error type of learning the effect of stimulus upon the organism is a potent factor. As the term trial-and-error is used in learning, the element of aimless manipulation is absent.

S13. Ans.(a)
Sol. Tension

S14. Ans.(d)
Sol. The four stages of the creative process:
Stage 1: Preparation
The creative process begins with preparation: gathering information and materials, identifying sources of inspiration, and acquiring knowledge about the project or problem at hand. This is often an internal process (thinking deeply to generate and engage with ideas) as well as an external one (going out into the world to gather the necessary data, resources, materials, and expertise).

Stage 2: Incubation
Next, the ideas and information gathered in stage 1 marinate in the mind. As ideas slowly simmer, the work deepens and new connections are formed. During this period of germination, the artist takes their focus off the problem and allows the mind to rest. While the conscious mind wanders, the unconscious engages in what Einstein called "combinatory play": taking diverse ideas and influences and finding new ways to bring them together.

Stage 3: Illumination
Next comes the elusive aha moment. After a period of incubation, insights arise from the deeper layers of the mind and break through to conscious awareness, often in a dramatic way. It's the sudden Eureka! that comes when you're in the shower, taking a walk, or occupied with something completely unrelated. Seemingly out of nowhere, the solution presents itself.

Stage 4: Verification
Following the aha moment, the words get written down, the vision is committed to paint or clay, the business plan is developed. Whatever ideas and insights arose in stage 3 are fleshed out and developed. The artist uses critical thinking and aesthetic judgment skills to hone and refine the work and then communicate its value to others.

S15. Ans.(a)
Sol. Instrumental conditioning is a learning process first described by B. F. Skinner. In instrumental conditioning, reinforcement or punishment are used to either increase or decrease the probability that a behavior will occur again in the future. In Instrumental Conditioning, the focus is on the S and how it affects the response. In Operant conditioning, what follows the response is the most important. That is, the consequent stimulus.

S16. Ans.(c)
Sol. The Indian constitution in its original enactment defined education as state subject. Under Article 42 of the constitution, an amendment was added in 1976 and education became a concurrent list subject which enables the central government to legislate it in the manner suited to it.

S17. Ans.(a)
Sol. Article 45 reads:
"Provision for easy childhood care and education to children blow the age of six years -The slate shall endeavour to provide early childhood care and education for all children until they complete the age of six years".

S18. Ans.(a)
Sol. Article 46 of the Constitution provides that the State shall promote with special care the educational and economic interests of the weaker sections of the society and in particular, of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.

S19. Ans.(b)
Sol. Article 350A- Facilities for instruction in mother-tongue at primary stage.: It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

S20. Ans.(c)
Sol. The scheme of Operation Blackboard was launched in 1987 in pursuance of NPE-1986, to provide minimum essential facilities to all primary schools in the country.

S21. Ans.(a)
Sol. Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

S22. Ans.(d)
Sol. Large group discussion

S23. Ans.(a)
Sol. IGNOU named after former Prime Minister of India Indira Gandhi, the university was established in 1985 with a budget of ₹20 million, after the Parliament of India passed the Indira Gandhi National Open University Act, 1985 (IGNOU Act 1985).

S24. Ans.(b)
Sol. The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) is a Central sector Scheme with All- India coverage. The Mission would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges.

S25. Ans.(b)
Sol. A condition or characteristic that can take on different values or categories is called variable

S26. Ans.(c)
Sol. The Authority, or lecture style - The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.
The Demonstrator, or coach style - The demonstrator retains the formal authority role by showing students what they need to know. The demonstrator is a lot like the lecturer, but their lessons include multimedia presentations, activities, and demonstrations.
The Facilitator, or activity style -Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

S27. Ans.(c)
Sol. A good school could understand the social stratification of child & makes the class environment progressive & inspired.

S28. Ans.(d)
Sol. In a child-centered classroom, children generally learn individually and in groups

S29. Ans.(a)
Sol. Educators must have some understanding of the social forces because education is an activity that is carried on an influenced by the social setting in which it takes place.

S30. Ans.(b)
Sol. Psychologists are in favor of including contents of therapeutic value in the reading material to be recommended for school children. This objective could be achieved by dealing with doubts and problems of students which cannot be asked in the classroom directly.

S31. Ans.(b)
Sol. Social maturity is an essential trait that teachers must possess. It encompasses qualities such as emotional stability, good communication skills, empathy, and adaptability. Socially mature teachers can handle conflicts and build positive relationships with their students, colleagues, and parents. This enables them to create a conducive learning environment, promote student engagement, and support student learning and development. Additionally, socially mature teachers can inspire trust and respect from their students and maintain discipline in the classroom without relying on authoritarian tactics. Therefore, option (b) is the most appropriate answer. Option (a) and (d) focus on maintaining discipline and teacher authority, which can be achieved through punitive measures rather than social maturity. Option (c) implies that academic performance is solely dependent on the teacher, which is not always the case.

S32. Ans.(c)
Sol. Professional commitment plays a crucial role in student learning outcomes. Teachers who are committed to their profession are more likely to invest time and effort in enhancing their teaching skills, developing effective instructional strategies, and providing timely feedback to their students. They also tend to establish positive relationships with their students, which can foster student engagement and motivation. Moreover, professionally committed teachers are more likely to be innovative, adaptable, and willing to implement evidence-based practices, leading to improved student learning outcomes. Therefore, option (c) is the most appropriate answer. Option (a) and (b) are incorrect as professional commitment has been shown to have a significant impact on student learning outcomes. Option (d) is also incorrect as professional commitment is important for all students, not just high-achieving ones.

S33. Ans.(c)
Sol. Effective communication in interpersonal relations involves expressing oneself clearly and respectfully to others. Option (c) "Providing clear instructions and explanations" is an example of effective communication. When teachers provide clear instructions and explanations, students are more likely to understand the material and feel confident in their ability to complete the task. This can lead to increased engagement and better learning outcomes. Options (a) and (d) are incorrect because using complicated vocabulary and jargon or criticizing students in front of their peers can cause confusion, anxiety, and defensiveness. Option (b) is also incorrect as ignoring students' questions and concerns can damage the teacher-student relationship and create a negative learning environment.

S34. Ans.(c)
Sol. Situational awareness refers to the ability to perceive and understand the environment and the situation around oneself. Option (c) "Being aware of one's surroundings and potential dangers" is the most appropriate answer. Situational awareness is essential for teachers as it enables them to identify potential risks and hazards in the classroom, such as equipment malfunctions or disruptive student behavior, and take appropriate actions to ensure the safety and well-being of everyone in the classroom. Options (a) and (d) are incorrect because situational awareness is not related to one's abilities, limitations, or intelligence. Option (b) is also incorrect as situational awareness is not specific to teaching a particular subject, but rather a general skill applicable in various contexts.

S35. Ans.(c)

Sol. Bullying is a serious problem in schools that can have negative effects on both the bully and the victim. Option (c) "Reporting the bullying to a teacher or counselor" is the most appropriate answer. When students report bullying, it allows teachers and school counselors to intervene and provide support to the victim and address the behavior of the bully. This can help to create a safe and supportive learning environment for everyone in the classroom. Options (a) and (d) are incorrect as fighting back physically or becoming a bully oneself can escalate the situation and cause further harm. Option (b) is also incorrect as ignoring the bully can make the victim feel isolated and helpless.

S36. Ans.(b)

Sol. Learning is basically a psychological concept, so depends upon individual to a great extent. It is active engagement in a subject domain. In (a) and (d), teaching is being described as a kind of commodity, so they are to be eliminated. Teaching is triadic in nature as shown in the diagram below.
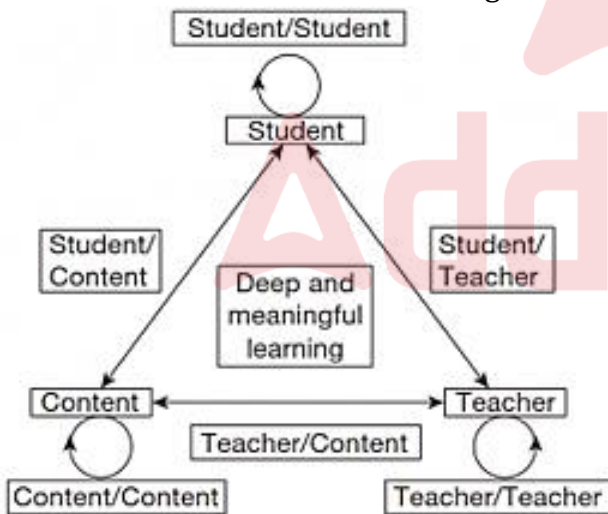
S37. Ans.(c)

Sol. Assertion (A) is right, as the ultimate objective of teaching is to make students learn. Reason (R) is false as learning is a lifelong process and not all of it takes place in classroom. In a broader perspective, a great deal of learning takes place in actual life situations as well.

S38. Ans.(b)

Sol. (i) When students fail in a test, it is the teacher who fails.

(ii) Every teaching must aim at ensuring learning.

(iii) There can be teaching without learning taking place.

(v) A teacher teaches but learns also.

S39. Ans.(b)

Sol. Both (A) and (R) are true, but (R) is not the correct explanation of (A).

S40. Ans.(c)

Sol. (A) is true, but (R) is false.

S41. Ans.(a)

Sol. A strong leadership ensures that the school maintains discipline and order, which is essential for creating a positive learning environment. Option (b) is also correct, but it is a secondary benefit of good leadership. Option (c) is incorrect because leadership is not optional. Every school needs a leader to function effectively. Option (d) is incorrect because leadership has a significant impact on the school environment.

S42. Ans.(d)

Sol. Students can contribute to their own learning by actively participating in discussions and activities, completing assignments on time, and asking questions and seeking clarification. Option (a) is correct because active participation promotes engagement and helps students retain information better. Option (b) is correct because completing assignments on time helps students stay organized and manage their time effectively. Option (c) is correct because asking questions and seeking clarification helps students better understand the material and clear up any confusion.

S43. Ans.(c)

Sol. Punishing teachers for student misbehavior, is not a way to promote social maturity in teachers. Punishment can lead to negative emotions and resentment, which can hinder the teacher's ability to develop socially mature responses. On the other hand, providing training and professional development opportunities, encouraging collaboration and teamwork among teachers, and providing opportunities for self-reflection and feedback are all effective ways to promote social maturity in teachers. Training and development opportunities can provide teachers with the necessary skills and knowledge to manage social interactions effectively. Collaboration and teamwork can help teachers develop empathy and effective communication skills, while self-reflection and feedback can help teachers identify areas for improvement and develop a growth mindset.

S44. Ans.(c)

Sol. Using a variety of teaching methods to accommodate different learning styles, is an example of professional commitment in teaching. Professional commitment refers to a teacher's dedication to their profession, students, and ongoing learning. By using various teaching methods, teachers can provide students with a personalized learning experience that caters to their individual needs and abilities. In contrast, focusing only on delivering the curriculum without considering students' interests, ignoring students' questions and concerns outside of class hours, and refusing to attend professional development opportunities are not examples of professional commitment. These actions can hinder a teacher's ability to provide the best possible learning experience for their students and limit their professional growth.

S45. Ans.(c)

Sol. the teacher's ability to establish positive relationships with students and colleagues, best describes interpersonal relations in teaching. Interpersonal relations in teaching refer to the teacher's ability to interact with and relate to others, including students, colleagues, and parents. Positive relationships with students and colleagues can foster a supportive and collaborative learning environment that benefits everyone. In contrast, options A, B, and D focus on specific aspects of teaching, such as behavior management and academic support, but do not capture the broader scope of interpersonal relations. While these aspects are important, they are just one component of effective teaching that involves building positive and meaningful relationships with students and colleagues.

S46. Ans.(d)

Sol. studying consistently and seeking help when needed, is the best way for students to improve their grades in school. Consistent studying allows students to understand and retain the course material, while seeking help when needed ensures that they have a clear understanding of any challenging concepts. Options A, B, and C are unethical and can result in serious consequences, including failing grades, academic probation, and even expulsion. Cheating and paying someone to do assignments undermine the academic integrity of the institution and do not reflect the student's actual knowledge or abilities. Similarly, skipping classes can result in missed learning opportunities and lower grades. Therefore, it's important for students to prioritize consistent studying and seek appropriate help when needed to achieve academic success.

S47. Ans.(c)

Sol. Offering regular updates and finding ways to address parent concerns, is an effective way for teachers to communicate with parents. Communication with parents is essential for building a strong home-school partnership that supports student success. Regular updates, such as progress reports or parent-teacher conferences, provide parents with valuable insights into their child's academic and social progress. Addressing parent concerns demonstrates a teacher's commitment to their student's well-being and can help to build trust and rapport. In contrast, options A, B, and D are not effective ways to communicate with parents. Ignoring parent concerns, blaming parents for their child's behavior or performance, or refusing to communicate altogether can damage the home-school relationship and hinder student success. Therefore, effective communication with parents requires a collaborative and solution-oriented approach that fosters mutual respect and understanding.

S48. Ans.(b)

Sol. Creating a supportive and engaging learning environment, is an effective way for a teacher to promote intrinsic motivation in students. Intrinsic motivation is the desire to engage in an activity for its inherent satisfaction rather than for an external reward. A supportive and engaging learning environment can foster intrinsic motivation by promoting student autonomy, providing opportunities for choice and exploration, and connecting learning to student interests and goals. On the other hand, offering extrinsic rewards for good performance, ignoring student motivation, and criticizing students for their lack of motivation can undermine intrinsic motivation by focusing on external factors and creating pressure and anxiety. Therefore, promoting intrinsic motivation requires a student-centered approach that values student voice and choice, supports student curiosity and creativity, and provides opportunities for meaningful learning experiences.

S49. Ans.(c)

Sol. offering specific feedback on areas for improvement and providing guidance on how to improve, is an effective way for an ideal teacher to provide feedback to students. Effective feedback provides students with clear and actionable insights into their work, highlighting both their strengths and areas for improvement. Specific feedback can help students identify areas where they need to focus their efforts and provide guidance on how to improve their work. In contrast, options A, B, and D are not effective ways to provide feedback. Criticizing student work without offering suggestions for improvement can be demotivating, while focusing solely on positive feedback can create a false sense of achievement and hinder student growth. Ignoring student work altogether can lead to missed learning opportunities and undermine the teacher-student relationship. Therefore, an ideal teacher should provide constructive feedback that supports student learning and growth.

S50. Ans.(b)

Sol. The role of teachers in the development of moral values among students is to provide guidance and support. Teachers should act as role models and demonstrate ethical behavior in their interactions with students. They should encourage honesty, integrity, empathy, and respect for others. Option (a) is incorrect as it is unethical and goes against the purpose of moral development. Option (c) is incorrect as it promotes negative behavior, while option (d) is incorrect as it goes against the goal of developing moral values in students.