TBB

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UGC NET / JRF · PAPER 1 · UNIT 1

Teaching Aptitude

Complete notes · 153 solved PYQs (2020–2026) · trend analysis · predicted questions

153	37	27	31
PYQ	shifts	diagrams	predictions

- Every concept NTA has ever asked, explained simply
- 27 diagrams and memory tricks
- All 153 PYQs with official answers and full explanations
- 31 predicted questions for Dec 2026 / June 2027
- One-page last-day revision sheet

Edition: October 2026 · English Medium

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★ Last-day revision

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PYQ Trend Analysis & Exam Forecast

Before you read a single note, know what the examiner wants. We sorted all **153 Teaching Aptitude questions** from **37 NTA shifts** (October 2020 to June 2026) by topic, by concept and by question format. Everything in this book is arranged around what came out of that analysis.

153	37	~5	0
PYQs analysed, all solved inside this book	exam shifts covered, 2020–2026	Teaching Aptitude questions per shift (10 marks)	negative marking – attempt every question

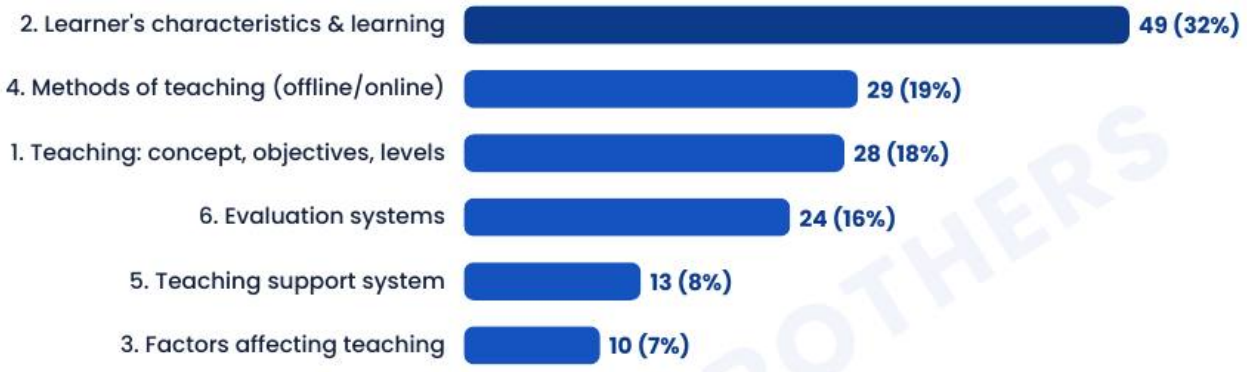


Chart A · Where the 153 PYQs come from (by syllabus topic)

Five things the data tells us

1. **Learner psychology is now the biggest area.** Topic 2 (learner's characteristics) gave 49 of 153 questions (32%), and its share grew from 24% in 2020–22 to 36% in 2024–26. Erikson, Kohlberg, Piaget, Vygotsky, memory, motivation, intelligence and learning disabilities are all being asked. Treat this unit as half "teaching" and half "educational psychology".
2. **Bloom's taxonomy is the single most-asked concept.** 13 questions, and since 2025 NTA asks all three domains: cognitive (order, verbs, original vs revised), affective (Krathwohl) and psychomotor (Simpson, Dave).
3. **Sequence questions have exploded.** "Arrange in order" went from 1 question in 2020–22 (2%) to 15 in 2024–26 (19%). Match-the-list also rose from 12% to 19%. You must know **orders** and **pairs**, not just definitions.
4. **Scenario questions are replacing definitions.** "A science teacher asks students to design an experiment… this is?" (authentic assessment). "Richa wants students to think about their thinking…" (KWL chart). Learn each concept with one classroom example.
5. **Factors affecting teaching has almost disappeared.** It fell from 12% to 2%. Read it once, but spend your time on Topics 2, 1 and 4.

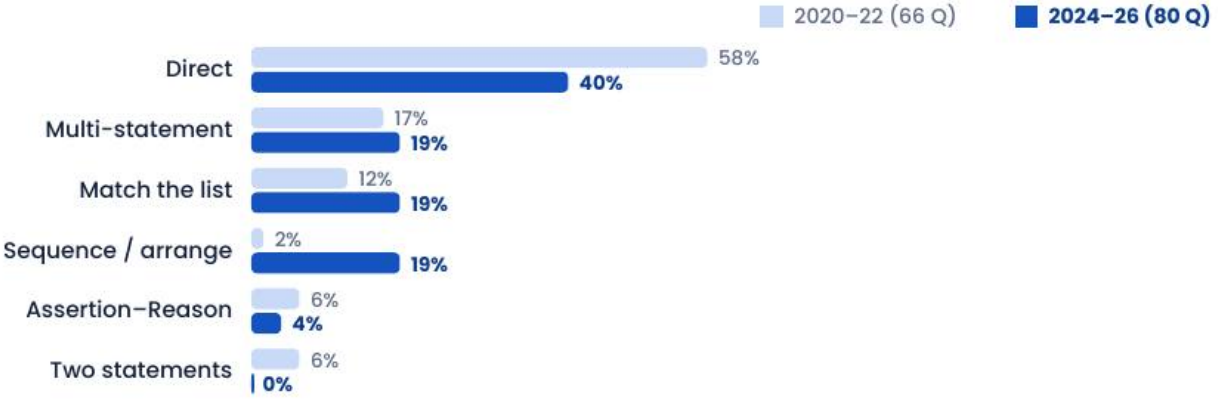


Chart B · Question formats then vs now – sequence and match questions have exploded

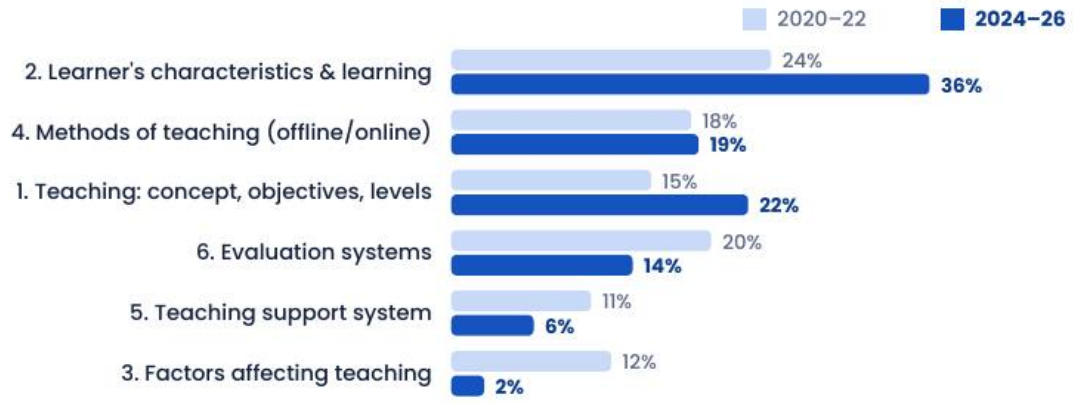


Chart C · Topic share then vs now – learner psychology and teaching objectives are rising

The most repeated concepts (count of PYQs)

Concept	PYQs	Where in this book
Bloom's taxonomy – all three domains, levels, verbs	14	Topic 1.3
Learner development – adolescent, adult, Piaget, Erikson, Kohlberg, Vygotsky	13	Topic 2.2–2.4
Learner-centred vs teacher-centred methods, direct vs indirect	7	Topic 4.1
Types of evaluation – formative, summative, placement, diagnostic	7	Topic 6.2
Memory, forgetting and transfer of learning	7	Topic 2.10
ICT tools, LMS, OER, Creative Commons	9	Topic 5.3–5.4
Motivation and Maslow	5	Topic 2.8
Authentic and performance assessment	4	Topic 6.3
Phases and levels of teaching, Glaser's model	6	Topic 1.4–1.5
Models of teaching (Joyce & Weil)	4	Topic 4.3
Intelligence, creativity, learning disabilities	8	Topic 2.5–2.6

Forecast for the next exams (December 2026 and June 2027)

Based on the 2024–26 pattern, we expect each shift's Teaching Aptitude block to look like this:

Likely question	Probability	Most likely content
1 sequence / arrange question	Very high	Bloom (any domain), Erikson, Piaget, Kohlberg, Maslow, Gagne's 8 types, Herbart's steps, phases of teaching, evaluation process, Wallas, Kolb, lesson plan, action research
1–2 learner psychology questions	Very high	adolescent/adult learner, memory & forgetting, motivation, intelligence tests, learning disabilities, metacognition, self-regulated learning
1 match the list	High	theorist ↔ theory, method ↔ objective, model ↔ exponent, test ↔ age, learning disability ↔ symptom
1 assessment scenario	High	authentic / performance / formative assessment, digital quiz tools, NRT vs CRT, qualities of a test
1 method or ICT question	Medium	flipped, blended, synchronous, SWAYAM/MOOC, LMS, OER, models of teaching

New area: Indian Knowledge System	**Rising**	Panchakosha (asked 2026), Gurukul, Shravana–Manana–Nididhyasana, NEP 2020 ideas

At the end of every topic you will find **Predicted Questions** written on exactly these patterns.

How to use this book

1 · Read the notes
Every concept that has ever been asked is explained, with diagrams. Words in highlight are the exact words NTA uses in options.

2 · Solve the PYQs
Each topic ends with all its PYQs, the official answer, and a full explanation in simple language.

3 · Try the predictions
Predicted questions test the same concepts in the newest formats. Answers are given at the end of each set.

4 · Revise in one page
The last-day revision sheet at the end has every name, number and order on one page.

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1 Teaching: Concept, Objectives, Levels, Characteristics & Basic Requirements

28 PYQs (18%) | Trend: **rising** ▲ 15% → 22% | Formats: sequence, match, multi-statement

> **What NTA asks here:** order of Bloom's levels (all three domains) · Bloom verbs · levels of teaching and their features · phases of teaching and which task belongs to which phase · Glaser's teaching model · role of the 21st-century teacher · micro-teaching · Flanders · action research.

1.1 Concept and nature of teaching

Teaching is a **planned, purposeful and interactive process** in which a teacher creates conditions that bring a **desirable change in the behaviour** of the learner – in knowledge (head), attitudes and values (heart) and skills (hand). Teaching is successful only when learning takes place.

Thinker	Definition (key words to recognise)
H. C. Morrison	Teaching is an **intimate contact between a more mature personality and a less mature** one, designed to further the education of the latter.
John Brubacher	Teaching is an arrangement and manipulation of a situation so that the learner overcomes difficulties and **learns by himself**.
N. L. Gage	Teaching is a form of **interpersonal influence** aimed at changing the behaviour potential of another person.
B. O. Smith	Teaching is a **system of actions** intended to induce learning.
Edmund Amidon	Teaching is an **interactive process**, mainly involving classroom talk between teacher and pupils.

Teaching as a process: bipolar or tripolar

View	Given by	Poles
Bipolar	John Adams	Teacher ↔ Student
Tripolar	John Dewey	Teacher ↔ Student ↔ Social environment (curriculum)
Tripolar (objective view)	B. S. Bloom	Educational objectives ↔ Learning experiences ↔ Evaluation (change of behaviour)

Nature and characteristics of teaching

- Teaching is both an **art** (creativity, personality) and a **science** (systematic, observable, measurable).
- It is **goal-directed**: aims at fixed objectives.
- It is an **interaction** – two-way communication, not one-way telling.
- It is **diagnostic and remedial**: finds learning gaps and repairs them.
- It can be **observed, analysed, measured and improved** (micro-teaching, Flanders).
- It is a **social and professional** activity guided by ethics.
- **Teaching is included in learning**: learning is the wider process and can happen without teaching, but teaching has no meaning without learning 2025.
- Teaching behaviour is **social** (like other human behaviour) and is analysed in small **molecular units**, not as one molar whole 2025.

Formal, non-formal and informal education 2022

Formal	Non-formal	Informal

Structured, age-graded, fixed syllabus and timetable, certificates (school, college)	Organised and purposeful but **flexible** in time, place and age; outside the formal ladder (open schooling, adult literacy, short courses, **life-long learning**)	Unplanned, incidental, from life itself (family, friends, media, travel)

Asked: a chemistry teacher learning marketing management as a life-long learning process → **non-formal education**.

1.2 Objectives of teaching

Teaching objectives are written at three levels: **aims** (broad, long-term, national), **goals** (course level) and **instructional or behavioural objectives** (lesson level, stated as what the learner will do).

Behavioural objectives 2025

Robert Mager made them popular. A well-written objective has four parts – **ABCD**: **A**udience (the learner), **B**ehaviour (an observable verb), **C**ondition (under what situation) and **D**egree (how well). Example: "Given a map (C), the student (A) will locate (B) ten major rivers without error (D)."

Advantages (asked as the right answer)	Criticisms (used as wrong options)
Make learning **focused and achievable**; give clear direction to teaching and testing; make evaluation objective; tell the learner what is expected.	Teacher-centred; focus too narrowly on **minutiae**; ignore spontaneous, **unintended outcomes**; hard to write for higher-order and affective goals.

1.3 Bloom's taxonomy – the most asked concept of the unit

Benjamin S. Bloom and colleagues (1956) classified educational objectives into three **domains**, often remembered as **CAP** – Cognitive, Affective, Psychomotor – or **Head, Heart, Hand**.

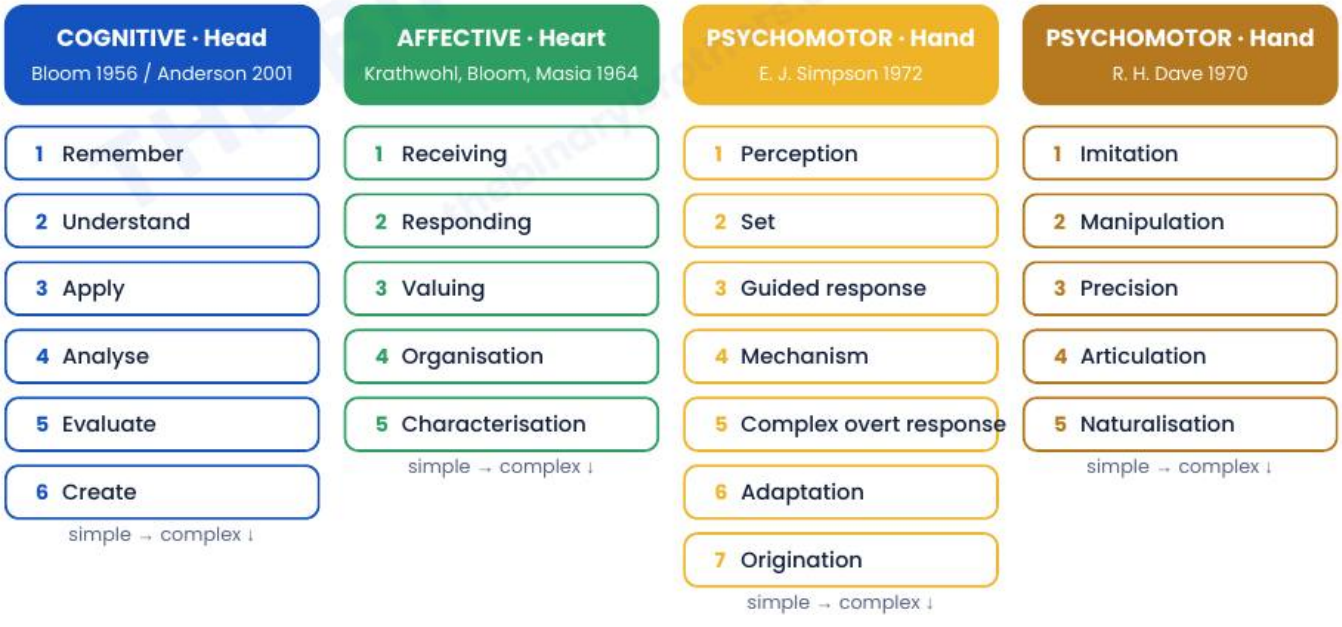
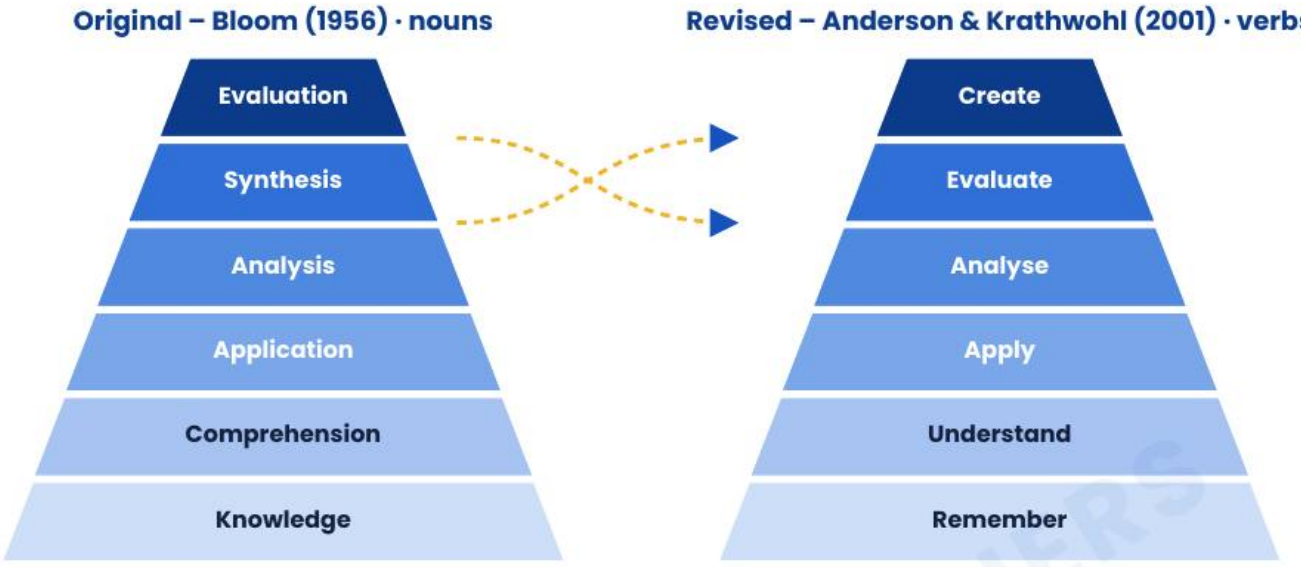


Fig 1.3 · The three domains of educational objectives (Bloom's CAP classification)

A. Cognitive domain (thinking)



Top two swap: Synthesis → 'Create' moves to the top; Evaluation drops to 5th

LOTS (lower order) = Remember, Understand, Apply · HOTS (higher order) = Analyse, Evaluate, Create

Fig 1.2 · Bloom's cognitive domain – original vs revised

Level (original → revised)	What the learner does	Typical verbs
1. Knowledge → **Remember**	recalls facts, terms, dates	define, list, name, recall, state, identify
2. Comprehension → **Understand**	grasps **meaning**; translates, interprets, extrapolates 2022	explain, summarise, describe, discuss, **distinguish/discriminate**
3. Application → **Apply**	uses knowledge in a new situation	apply, use, solve, **demonstrate**, compute
4. Analysis → **Analyse**	breaks into parts, finds relationships	**distinguish**, compare, differentiate, examine
5. Synthesis → **Evaluate** (revised)	(original) puts parts into a new whole	design, compose, plan, construct
6. Evaluation → **Create** (revised)	(original) judges value against criteria	**appraise**, judge, justify, critique

Match asked in 2025: Evaluation – **Appraise** · Knowledge – **Define** · Analysis – **Distinguish** · Application – **Demonstrate**.

Trap – check which version is asked. If the options contain **nouns** (Knowledge, Comprehension, Synthesis) it is the **original 1956** order: Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation (asked 2026: D, E, C, B, A). If they contain **verbs** (Remembering, Understanding, Creating) it is the **revised 2001** order: Remember → Understand → Apply → Analyse → Evaluate → Create (asked twice in 2025).

Memory trick: original – "**K**ids **C**an **A**lways **A**sk **S**mart **E**xaminers" (K-C-A-A-S-E). Revised – "**R**am **U**ses **A**pple **A**nd **E**ats **C**ake" (R-U-A-A-E-C).

Revised taxonomy also has a knowledge dimension: factual, conceptual, procedural and **metacognitive** knowledge.

RCEM approach – the Indian version

The Regional College of Education, Mysore (RCEM) simplified Bloom into four objectives, each linked to mental processes. NTA asked this match in 2025:

Objective	Mental process (examples)
Knowledge	**Recall**, recognition
Understanding	**Discrimination**, classification, interpretation
Application	analysing, **establishing hypothesis**, inferring
Creativity	synthesising, generalising, **evaluating**

B. Affective domain (feelings, attitudes, values) – Krathwohl, Bloom & Masia, 1964

Level	Meaning
1. Receiving	is aware of, **attends to something** in the environment
2. Responding	actively participates, shows some **definite involvement**
3. Valuing	attaches worth, shows **commitment** to a value
4. Organisation	compares values, builds a **value system**
5. Characterisation	value becomes part of character; **acts consistently** with it; shows new behaviour 2025

Asked 2022: the **attitude** of a teacher in class belongs to the **affective** domain. Asked 2025: "Characterisation" is the behavioural ability of the affective domain; and all four statements (showing new behaviour, acting consistently with a new value, attending, showing commitment) are affective objectives.

C. Psychomotor domain (physical skills)

E. J. Simpson (1972) – 7 levels 2025	R. H. Dave (1970) – 5 levels 2025	A. Harrow (1972) – 6 levels
Perception → Set → Guided response → Mechanism → Complex overt response → Adaptation → Origination	Imitation → **Manipulation** → Precision → Articulation → Naturalisation	Reflex movements → Fundamental movements → Perceptual abilities → Physical abilities → Skilled movements → Non-discursive communication

> **Trick for Simpson:** "**P**lease **S**it, **G**et **M**y **C**offee, **A**nd **O**bserve". For Dave: "**I M P A N**" (I'M PAN).

1.4 Levels of teaching

Teaching moves from thoughtless to thoughtful to upper-thoughtful. Each level is the base of the next.

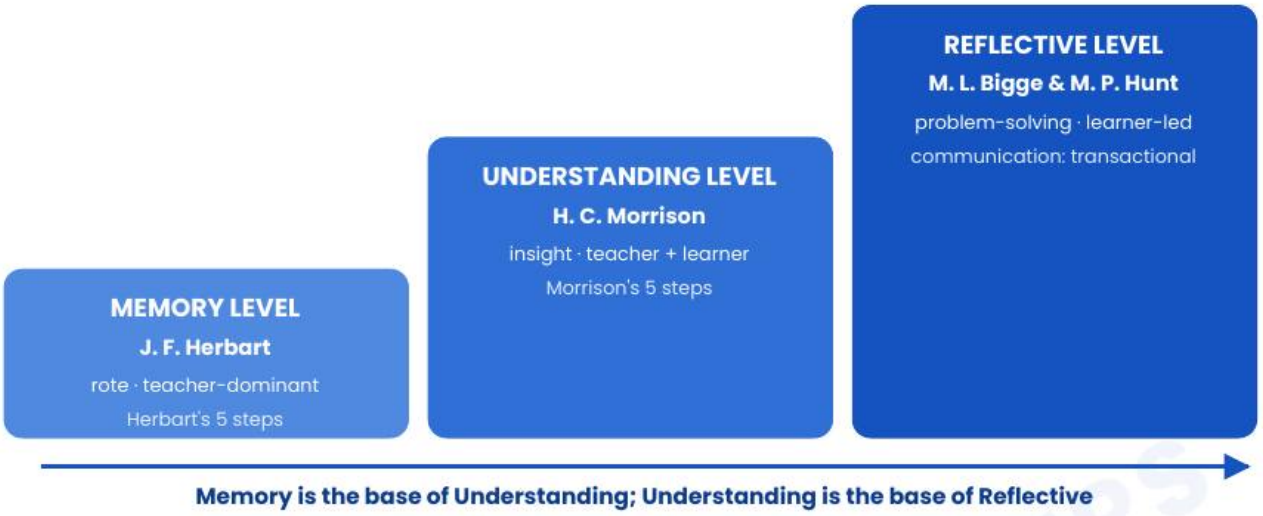


Fig 1.4 · Three levels of teaching – climb in this order

	Memory level	Understanding level	Reflective level
Proponent	J. F. Herbart	H. C. Morrison	Morris L. Bigge & M. P. Hunt
Aim	train memory; store facts	see relations, grasp principles, insight	develop **problem-solving**, critical, **original and creative thinking** 2022
Nature	thoughtless, **rote**, cramming	thoughtful	upper-thoughtful, highest level
Role	teacher dominant, pupils passive	teacher and pupils both active	pupil dominant, teacher a guide; democratic
Communication	linear (one-way)	interactional	**transactional** – both shape meaning 2020
Steps	**Herbart's 5 steps:** Preparation → Presentation → Comparison/Association → Generalisation → Application	**Morrison's 5 steps:** Exploration → Presentation → Assimilation → Organisation → Recitation	**Hunt:** Recognising a problem → Hypothesis → Testing → Conclusion
Programmed instruction fit	**Linear** (Skinner)	**Branching** (Crowder) 2025	open problem-solving, discussion
Evaluation	recall-type objective tests	essay + objective tests	essay, open-ended, problem tasks

Trap: "Students learn by understanding facts" is the **understanding** level, not reflective. "Strict discipline and cramming" is **memory** level.

1.5 Phases (stages) of teaching – P. W. Jackson (1968)

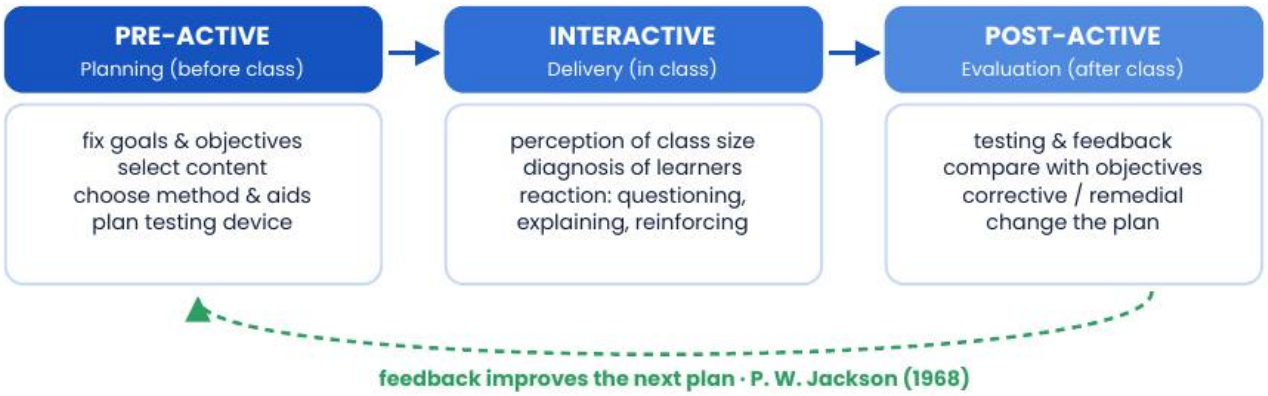


Fig 1.5 · Phases of teaching

Phase	Operations (which task goes where)
Pre-active (planning)	fixing goals and objectives · selecting and organising content · deciding teaching **strategies**, methods and aids · planning the lesson
Interactive (execution)	sizing up the class · **diagnosis of learners** · action and reaction: questioning, explaining, reinforcing, managing the class
Post-active (evaluation)	**testing and feedback** · **selecting appropriate testing devices** · comparing results with objectives · **corrective and remedial** steps · changing strategy

Asked 2026: correct statements were – diagnosis in interactive; feedback and testing in post-active; selection of testing devices in post-active. Fixing goals and deciding strategies are **pre-active**. **Asked 2026:** "Planning teaching involves making decisions" – the decision that fits is **content selection and pedagogical methods**.

Glaser's Basic Teaching Model (1962) 2025

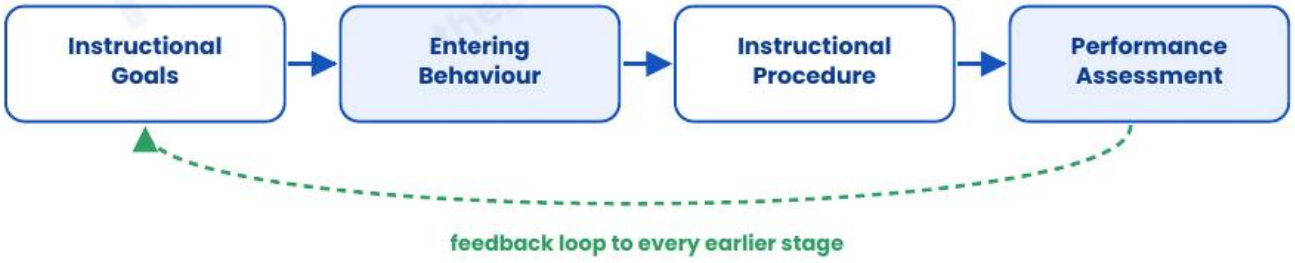


Fig 1.6 · Robert Glaser's Basic Teaching Model (1962) – order asked in 2025

Robert Glaser described teaching as four linked components with feedback: **Instructional goals** (what the learner should achieve) → **Entering behaviour** (what the learner already knows) → **Instructional procedure** (methods and materials) → **Performance assessment** (did the learner reach the goal?).

1.6 Characteristics of effective teaching and basic requirements

Effective teaching is…

- clear in objectives and well planned
- learner-centred; respects individual differences
- interactive, democratic, encourages questions
- linked to real life and previous knowledge
- uses varied methods, aids and ICT
- develops higher-order thinking (HOTS)
- gives continuous feedback; diagnostic and remedial
- depends most on the teacher's **ability to explain concepts** to learners 2022

Basic requirements

- **Competent teacher** – subject mastery, communication, empathy, ethics
- **Motivated learner** – readiness, interest, prior knowledge
- **Relevant curriculum** and content
- **Suitable methods and aids**
- **Conducive environment** – physical and emotional
- **Evaluation and feedback** system

The 21st-century teacher 2022 ×2

A higher-education teacher today must: prepare students for **higher-order thinking skills**, use **digital resources**, follow an **inter-disciplinary approach**, and develop **creativity, critical thinking and life-long learning**. The 4 Cs of 21st-century skills are **Critical thinking, Communication, Collaboration, Creativity**.

> **Wrong options NTA uses:** "placement of students" (job of the placement cell), "interacting with bright students only", "rote learning", "learning only for examinations".

Roles of the teacher

Traditional roles	New / modern roles
transmitter of knowledge · disciplinarian · examiner · research and publication · professional development (FDPs, seminars)	facilitator · guide · mentor · coach · counsellor · co-learner · action researcher · **creator of digital resources** (NOT a traditional role, 2022)

- **Experiential learning:** the teacher can be a coach, mentor or tutor – but **not "technology"**, which is a tool, not a role 2025.
- **Constructivist teacher** creates situations where learners build knowledge; he does **not** hand out material for learners to recall 2026.
- **Rapport** is built by acting as a **guide/facilitator with a genuine desire to help** – not by showing authority or knowledge 2022.

Philosophy and the teacher's personality 2025

Philosophy	Role of teacher	Importance of teacher's personality
Idealism	spiritual guide, model, "gardener"	**very important**
Naturalism (Rousseau)	stays in background; arranges the setting	limited
Pragmatism (Dewey)	friend, philosopher and guide; arranges purposeful activity	**limited**
Realism	presents facts scientifically	moderate

1.7 Teaching skills, micro-teaching and classroom interaction

Micro-teaching 2022

Micro-teaching is teaching in a **scaled-down situation** – small class (5–10 pupils), short time (5–10 minutes), one skill at a time. Developed by **D. W. Allen and colleagues at Stanford University (1963)**; in India adapted by NCERT (B. K. Passi).

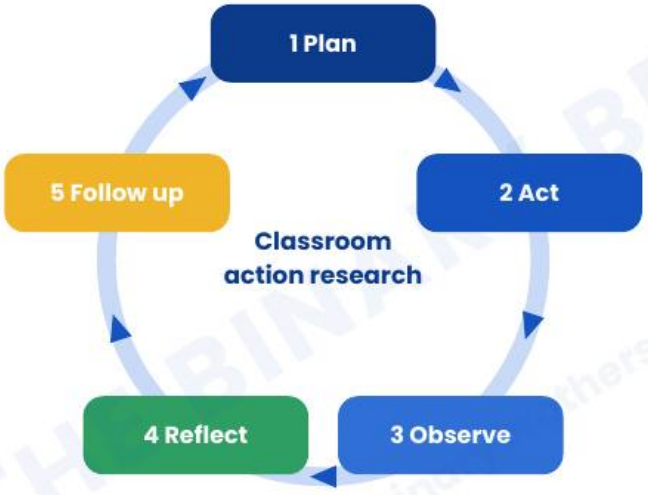
Cycle: Plan → Teach → Feedback → Re-plan → Re-teach → Re-feedback. Indian model timing: teach 6 min, feedback 6, re-plan 12, re-teach 6, re-feedback 6 = **36 minutes**.

Skills: set induction (introducing), explaining, illustrating with examples, questioning (fluency, probing), reinforcement, stimulus variation, using the blackboard, achieving closure.

Flanders' Interaction Analysis Category System (FIACS)

Ned Flanders (1960s) recorded classroom talk every 3 seconds in **10 categories**: **7 teacher talk** (4 indirect influence: accepts feeling, praises, accepts ideas, asks questions; 3 direct influence: lectures, gives directions, criticises), **2 student talk** (response, initiation) and **1 silence or confusion**.

Classroom action research 2025



Stephen M. Corey (1953) brought action research into education.

Teacher studies a problem of HIS/HER OWN class to improve practice now – not to make general theory.

Kemmis & McTaggart: Plan → Act → Observe → Reflect (spiral)

Fig 1.8 · Steps of classroom action research (sequence asked 2025: A, C, D, B, E)

Action research is research done **by the teacher on his or her own classroom problem** to improve practice immediately. Steps: **Plan → Act → Observe → Reflect → Follow up**.

Milestones of teaching innovations 2025

Innovation	Year
Team teaching (Harvard, J. Lloyd Trump)	mid-1950s
Bloom's Taxonomy of Educational Objectives	1956
Flanders' interaction model of teaching	early 1960s
Micro-teaching (Stanford)	1963
Keller's Personalised System of Instruction (PSI)	1968
Joyce & Weil, Models of Teaching	1972

Asked order: Team teaching → Taxonomy → Interaction model → PSI (B, A, D, C).

Previous Year Questions · 28

All 28 PYQs from this topic, newest first, with official answers

1.1 2 January 2026 (Morning Shift) — Sequence

Arrange the educational objectives of cognitive domain from lower order to higher order skills.

A. Evaluation

B. Synthesis

C. Analysis

D. Knowledge

E. Comprehension

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Bloom's original (1956) cognitive taxonomy runs Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation. Among the given items the order is D, E, C, B, A.

1.2 2 January 2026 (Morning Shift) — Multi-statement

Choose the correct statements among the following:

A. Diagnosis of the learners is done in Inter-Active stage of teaching.

B. Feedback and Testing of the learners are done in Post-Active stage of teaching.

C. Fixing up goals and content are done in Post-Active stage of teaching.

D. Selection of appropriate testing devices is done in Post-Active stage of teaching.

E. Decision about strategies of teaching is done in Post-Active stage of teaching.

Choose the correct answer from the options given below:

(1) C, D and E Only

(2) A, C and D Only

(3) A, B and D Only

(4) A, B and E Only

Answer: (3) A, B and D Only

Explanation: In Jackson's stages of teaching, sizing up/diagnosis of learners happens in the interactive stage (A correct), while feedback, testing and selection of appropriate testing devices belong to the post-active stage (B, D correct). Fixing goals and content and deciding teaching strategies are pre-active tasks, so C and E are wrong. Answer: A, B and D Only.

1.3 22 June 2026 (Evening Shift) — Direct

Planning teaching involves making decisions. Which of the following decisions reflects this dictum?

(1) Selection of the profession

(2) Content selection and pedagogical methods

(3) Selection of the course for admission

(4) Planning to migrate abroad

Answer: (2) Content selection and pedagogical methods

Explanation: Planning for teaching concerns decisions taken within the teaching-learning process itself, i.e. selecting content and the pedagogical methods to teach it — option 2. The other options are personal/career decisions unrelated to lesson/teaching planning.

1.4 25 June 2025 (Morning Shift) **Sequence**

Arrange the level of Bloom's Taxonomy from lower to higher order in the cognitive domain:

A. Analyzing

B. Understanding

C. Applying

D. Evaluating

E. Remembering

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: The revised Bloom's cognitive hierarchy runs Remembering → Understanding → Applying → Analysing → Evaluating → Creating. Using the given items this is E, B, C, A, D, i.e. E, B, C, A, D.

1.5 26 June 2025 (Evening Shift) **Direct**

Which of the following is one of the advantages of behavioural objectives that determine Teaching and Learning in Higher Education?

(1) These are teacher-centred.

(2) These make learning focused and achievable.

(3) These focus too narrowly on minutiae.

(4) These limit opportunities from spontaneous unintended outcomes occurring during learning experience.

Answer: (2) These make learning focused and achievable.

Explanation: Behavioural objectives state in observable, measurable terms what the learner will be able to do, so both teaching and assessment become focused and achievable. Being teacher-centred, over-attention to minutiae and the shutting out of unintended outcomes are the standard criticisms (disadvantages) of the behavioural approach, not its advantages.

1.6 26 June 2025 (Evening Shift) **Sequence**

Arrange the steps of classroom action research

A. Plan

B. Reflect

C. Action

D. Observe

E. Follow up

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Action research follows the Plan → Act → Observe → Reflect cycle, after which the teacher takes follow-up action on the basis of the reflection. Hence the order is A, C, D, B, E.

1.7 26 June 2025 (Evening Shift) **Match**

Match the LIST-I with LIST-II

LIST-I (Term)	LIST-II (Definition)
A. Classroom Management	I. Objectives focussing on attitudes and feelings.
B. Collaboration	II. Memory and reasoning objectives.
C. Affective domain	III. Techniques used to maintain a healthy learning environment.
D. Cognitive domain	IV. A philosophy about how to relate to others.

Choose the correct answer from the options given below:

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

Answer: (1) A-III, B-IV, C-I, D-II
Explanation: Classroom management is the set of techniques for keeping a healthy learning environment (A-III). Collaboration is a philosophy of how one relates to others (B-IV). The affective domain deals with attitudes and feelings (C-I), while the cognitive domain covers memory and reasoning (D-II). Hence A-III, B-IV, C-I, D-II.

1.8 27 June 2025 (Morning Shift) **Sequence**

In the light of cognitive domain, arrange the following classroom questions (A-E) in the correct ascending order -

A. Understanding
B. Evaluating
C. Analyzing
D. Applying
E. Remembering

Choose the correct answer from the options given below:

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

Answer: (1) E, A, D, C, B
Explanation: The revised Bloom's taxonomy of the cognitive domain runs Remembering → Understanding → Applying → Analysing → Evaluating → Creating. Using the given letters the ascending order is E, A, D, C, B.

1.9 27 June 2025 (Morning Shift) **Multi-statement**

Which of the following are the basic objectives of Affective Domain?

A. Showing some new behaviour as a result of experience.
B. Acting consistently with the new value.
C. Attending to something in the environment.
D. Showing some definite involvement or commitment.

Choose the correct answer from the options given below:

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

Answer: (3) A, B, C and D
Explanation: Krathwohl's affective domain moves through receiving (attending to something in the environment), responding (showing new behaviour after experience), valuing (definite involvement or commitment), organisation and characterisation (acting consistently with the new value). All four statements therefore describe its objectives — A, B, C and D.

1.10 27 June 2025 (Morning Shift) **Match**

Match the LIST-I with LIST-II

LIST-I (Cognitive domain level)	LIST-II (Suggested word)
A. Evaluation	I. Define
B. Knowledge	II. Appraise
C. Analysis	III. Distinguish
D. Application	IV. Demonstrate

Choose the correct answer from the options given below:

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

Answer: (1) A-II, B-I, C-III, D-IV
Explanation: Action verbs of Bloom's taxonomy: Evaluation → appraise (judging worth), Knowledge → define (recall), Analysis → distinguish (breaking into parts), Application → demonstrate (using knowledge in a situation). Hence A-II, B-I, C-III, D-IV.

1.11 28 June 2025 (Morning Shift) **Multi-statement**

Select the wrong statement.

A. In Flander's system, there are 10 categories of interaction analysis

B. Teaching behaviour is 'molar' and not 'molecular'

C. In the teaching behaviour, influence is aimed at both the pupil and the teacher

D. Teaching behaviour is not like any other form of human behaviour

Choose the correct answer from the options given below:

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

Answer: (3) B and D Only
Explanation: A is a correct statement – Flanders Interaction Analysis has 10 categories (7 teacher talk, 2 pupil talk, 1 silence). B is wrong – teaching behaviour is analysed as molecular, i.e. in small observable units, not as one molar whole. D is wrong – teaching behaviour is social behaviour and is like other forms of human behaviour. Hence the wrong statements are B and D only.

1.12 29 June 2025 (Evening Shift) **Direct**

According to Bloom's CAP Classification of Educational Objectives, _____ is an example of Psychomotor Domain.

(1) Organizing
(2) Application
(3) Manipulation
(4) Comprehension

Answer: (3) Manipulation
Explanation: In the CAP classification, Cognitive objectives include comprehension and application, Affective objectives include receiving, responding, valuing and organizing, while the Psychomotor domain (Dave's/Simpson's levels) includes imitation, manipulation, precision, articulation and naturalization.

1.13 29 June 2025 (Evening Shift) **Multi-statement**

Some statements are given below. Mark the 'Right' combination:

A. Teaching is included in learning - True

B. Post active stage of teaching provides a corrective and remedial scope of teaching - False

C. Teaching is included in learning - False

D. Post active stage of teaching provides a corrective and remedial scope of teaching - True

Choose the correct answer from the options given below:

(1) A and D Only

(2) C and B Only

(3) A and B Only

(4) C and D Only

Answer: (1) A and D Only

Explanation: Learning is the wider process and teaching is one of the activities included within it, so statement 'teaching is included in learning' is true (A). The post-active stage of teaching is the evaluation stage, in which the teacher judges the outcomes and plans corrective and remedial measures, so that statement is also true (D). Hence A and D only.

1.14 29 June 2025 (Morning Shift) **Multi-statement**

Select the 'RIGHT' combination of statements.

A. Role of Teacher's personality is very important - Idealism

B. Role of Teacher's personality is of limited importance - Pragmatism

C. Role of Teacher's personality is very important - Pragmatism

D. Role of Teacher's personality is not of limited importance - Naturalism

Choose the correct answer from the options given below :

(1) A and B Only

(2) B and C Only

(3) C and D Only

(4) A and C Only

Answer: (1) A and B Only

Explanation: In idealism the teacher is a spiritual guide and model whose personality shapes the pupil, so it is very important (A is right). In pragmatism the teacher is only a friend, philosopher and guide who arranges purposeful activity, so the importance of personality is limited (B is right, and C contradicts it). In naturalism the teacher is merely a setter of the environment and remains in the background, so his personality is of limited importance, which makes D wrong. Hence A and B Only.

1.15 31 December 2025 (Morning Shift) **Sequence**

Arrange the following psychomotor domains of development from simple level to more complex one:

A. Perception

B. Set

C. Guided response

D. Mechanism

E. Complex overt response

Choose the correct answer from the options given below:

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

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

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

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

Answer: (1) A, B, C, D, E

Explanation: Simpson's taxonomy of the psychomotor domain runs from simple to complex as: Perception → Set → Guided response → Mechanism → Complex overt response (followed by Adaptation and Origination). This matches the order A, B, C, D, E.

1.16 31 December 2025 (Morning Shift) **Direct**

Which of the following behavioural ability is associated with affective domain of a learner?

(1) Evaluation
(2) Synthesis
(3) Characterization
(4) Skilled movements

Answer: (3) Characterization

Explanation: In Krathwohl's affective domain the levels are Receiving, Responding, Valuing, Organization and Characterization by a value. Evaluation and Synthesis belong to Bloom's cognitive domain and skilled movements to the psychomotor domain. Hence the affective ability is Characterization.

1.17 29 June 2025 (Evening Shift) **Match**

Match List - I with List - II

List - I (Mental approaches)	List - II (Objectives related with)
A. Recall	I. Understanding
B. Discrimination	II. Knowledge
C. Hypothesis establishment	III. Creativity
D. Evaluation	IV. Application

Choose the correct answer from the options given below:

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

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

Explanation: Recall of facts is a specification of the objective knowledge (A-II); discrimination between ideas shows understanding (B-I); establishing a hypothesis is listed under the objective application (C-IV); making judgements and evaluating fresh situations is treated under creativity (D-III).

1.18 29 June 2025 (Morning Shift) **Sequence**

Arrange the components of Teaching process in order of occurrence, from initial to final.

A. Performance Assessment
B. Instructional Goal
C. Entering behaviour
D. Instructional procedure

Choose the correct answer from the options given below :

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

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

Explanation: Glaser's basic teaching model has four components in a fixed sequence: first the instructional goals are fixed (B), then the learner's entering behaviour is assessed (C), then the instructional procedure is carried out (D), and finally performance is assessed, which feeds back to the earlier steps (A). Hence the order is B, C, D, A.

1.19 11 October 2022 (Morning Shift) **Multi-statement**

Which of the following is/are the feature/s of Reflective level of teaching?

(A) Students learn by understanding the facts and information.

(B) Teaching is nothing but learning the subject by rote.

(C) Development of problem-solving ability.

(D) The student's original thinking and creative abilities.

(E) The pupils are kept in strict disciplines and cramming is insisted.

Choose the correct answer from the options given below:

(1) (B) and (C) only **(2)** (D) and (E) only

(3) (A) and (B) only **(4)** (C) and (D) only

Answer: (4) (C) and (D) only

Explanation: In Hunt's three levels of teaching, the memory level is rote learning (B, E), the understanding level is grasping facts and their meaning (A), and the reflective level is the highest and most thoughtful stage. It develops problem-solving ability (C) and the learner's original and creative thinking (D). Hence (C) and (D) only.

1.20 12 October 2022 (Evening Shift) **Direct**

Based on taxonomy of educational objectives, the ability to understand the meaning of material is known as

(1) Knowledge **(2)** Responding

(3) Comprehension **(4)** Application

Answer: (3) Comprehension

Explanation: In Bloom's taxonomy of the cognitive domain, Comprehension is the level at which the learner grasps the meaning of material — translating, interpreting and extrapolating it. 'Knowledge' is only recall, 'Application' is using knowledge in new situations, and 'Responding' belongs to Krathwohl's affective domain.

1.21 13 October 2022 (Evening Shift) **Direct**

Which of the following represents learning as a six-level hierarchy in a cognitive domain?

(1) Bloom's Taxonomy **(2)** SOLO Taxonomy

(3) Brigg's Taxonomy **(4)** Gagne's Taxonomy

Answer: (1) Bloom's Taxonomy

Explanation: Bloom's Taxonomy (1956) arranges the cognitive domain in six hierarchical levels: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The SOLO taxonomy has five levels of structural complexity, while Gagne's and Briggs' work deals with learning outcomes and instructional design rather than a six-level cognitive hierarchy. Hence the answer is Bloom's Taxonomy.

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1.22 13 October 2022 (Evening Shift) **Multi-statement**

Which of the following must be ensured by a 21st Century Higher Education teacher?

A. Preparing students towards Higher Order Thinking Skills

B. Placements of students

C. Using digital resources

D. Interaction with bright students only

E. Inter-disciplinary approach

Choose the correct answer from the options given below:

(1) A, C and E only **(2)** A, C and D only

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

Answer: (1) A, C and E only

Explanation: A 21st century higher education teacher must develop higher order thinking skills (A), make use of digital resources (C) and adopt an inter-disciplinary approach (E). Placement (B) is the task of a placement cell, not a teaching requirement, and interacting only with bright students (D) is against the principle of inclusive teaching. Hence A, C and E only.

1.23 21 October 2022 (Evening Shift) **Direct**

Attitude of teacher in the classroom that impacts teaching pertains to which of the following domains?

(1) Cognitive **(2)** Conative

(3) Affective **(4)** Psychomotor

Answer: (3) Affective

Explanation: Attitudes, values, interests and feelings belong to the affective domain (Krathwohl's taxonomy). The cognitive domain covers knowledge and thinking, and the psychomotor domain covers physical skills. Hence Affective.

1.24 21 October 2022 (Morning Shift) **Direct**

Which of the following is NOT a traditional role of a teacher?

(1) Dissemination of knowledge **(2)** Creation of digital resources

(3) Research and publications **(4)** Participating in FDPs and Seminars

Answer: (2) Creation of digital resources

Explanation: Disseminating knowledge, research and publication, and professional development through FDPs and seminars have long been part of a teacher's role. Creating digital resources is a new, technology-driven role. So the answer is creation of digital resources.

1.25 22 October 2022 (Evening Shift) **Direct**

A teacher teaches in a scaled down situation of teaching. Which of the following terms can be used for this type of teaching?

(1) Macro teaching **(2)** Sampling teaching

(3) Cooperative teaching **(4)** Micro teaching

Answer: (4) Micro teaching

Explanation: Micro teaching (D.W. Allen, Stanford, 1963) is a scaled-down teaching encounter: fewer students (5–10), short duration (5–10 minutes) and a single teaching skill at a time, followed by feedback and re-teaching.

1.26 22 October 2022 (Morning Shift) **Direct**

A chemistry teacher is learning marketing management as a life-long learning process. Which type of learning can this be categorized as?

(1) Formal education
(2) Informal education
(3) Non-formal education
(4) Offline education

Answer: (3) Non-formal education
Explanation: A working adult who takes up a new subject on purpose, outside the regular degree system and at her own pace, is doing non-formal education. It is organised and has goals, but it is flexible and not tied to age or a fixed curriculum. Some books would call self-directed learning like this informal education.

1.27 20 October 2022 (Morning Shift) **Multi-statement**

Which of the following need to be inculcated for developing 21st century skills of students by a teacher?

A. Creativity
B. Rote-learning
C. Critical thinking
D. Life-long learning
E. Learning only for examination

Choose the correct answer from the options given below:

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

Answer: (3) A, C and D only
Explanation: 21st century skills include creativity, critical thinking and a habit of life-long learning. Rote learning and learning only for examinations are the opposite of these goals. Hence A, C and D only.

1.28 1 October 2020 (Morning Shift) **Direct**

Reflective level teaching is different from memory level teaching because the pattern of communication involved in reflective level teaching is basically:

(1) Linear
(2) Bottom-up
(3) Interactional
(4) Transactional

Answer: (4) Transactional
Explanation: Memory level teaching is one-way (linear): the teacher presents and the student memorises. At the reflective level (Hunt), teacher and students continuously exchange ideas and both shape the meaning, which makes it transactional. The official NTA key gives Transactional.

Predicted Questions · 6

Written on the 2024–26 patterns. Try them first – answers and reasons are below.

P1.1

Arrange the levels of the psychomotor domain given by R. H. Dave from lower to higher order: A. Precision B. Imitation C. Naturalisation D. Manipulation E. Articulation

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

P1.2

Match List I (Affective level) with List II (Meaning): A. Receiving B. Valuing C. Organisation D. Characterisation — I. Acting consistently with internalised values II. Willingness to attend to a stimulus III. Attaching worth and showing commitment IV. Building a value system

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

P1.3

Arrange Herbart's steps of memory-level teaching in the correct order: A. Generalisation B. Preparation C. Application D. Presentation E. Comparison / Association

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

P1.4

Which of the following are done in the pre-active phase of teaching? A. Fixing instructional objectives B. Diagnosing the learners C. Selecting and organising content D. Deciding the teaching strategy E. Evaluating learning outcomes

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

P1.5

Assertion (A): Reflective level is the highest level of teaching. Reason (R): Reflective-level teaching is problem-centred and develops the learner's original and creative thinking.

(1) Both (A) and (R) are true and (R) is the correct explanation of (A)
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(3) (A) is true but (R) is false
(4) (A) is false but (R) is true

P1.6

Arrange the stages of learning in the ancient Indian (Vedic) tradition in the correct order: A. Nididhyasana B. Shravana C. Manana

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

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Answers – Predicted Questions

P1.1 → (1) B, D, A, E, C. Psychomotor order (Simpson) was asked in 2025 and 'Manipulation' (Dave) in 2025. Dave's order is the natural next question. Imitation → Manipulation → Precision → Articulation → Naturalisation.

P1.2 → (3) A-II, B-III, C-IV, D-I. Affective domain appeared three times in 2025, always as statements. A match on the meaning of each level is the expected next format.

P1.3 → (2) B, D, E, A, C. Levels of teaching are asked every year; with sequence questions rising, Herbart's five steps are a strong candidate.

P1.4 → (4) A, C and D only. The 2026 question asked which tasks belong to the interactive and post-active phases. The same set re-framed for the pre-active phase is very likely.

P1.5 → (1) Both (A) and (R) are true and (R) is the correct explanation of (A). Reflective level was asked in 2020 and 2022 as direct and multi-statement questions; assertion–reason is the remaining format.

P1.6 → (2) B, C, A. Panchakosha (Indian Knowledge System) appeared in 2026 and NEP 2020 pushes IKS. Shravana (listening) → Manana (reflecting) → Nididhyasana (deep contemplation and realisation) is the classic IKS teaching sequence.

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2 Learner's Characteristics: Adolescent & Adult Learners, Individual Differences, How Learners Learn

49 PYQs (32%) – biggest topic | Trend: **rising** ▲ 24% → 36% | Formats: match, sequence, statements

What NTA asks here: features of adolescent and adult learners · Piaget, Vygotsky, Erikson, Kohlberg, Freud · intelligence theories and tests · creativity · learning disabilities · learning and cognitive styles · motivation and Maslow · learning theories and reinforcement schedules · memory, forgetting and transfer · metacognition and self-regulated learning · personality.

2.1 Growth, development and individual differences – the base

- **Growth** is quantitative (height, weight); **development** is qualitative and lifelong (thinking, emotions, social skills).
- Development is continuous, follows a pattern (head to toe – **cephalocaudal**; centre to outward – **proximodistal**), moves from general to specific, and differs from person to person.
- **Heredity and environment** both shape development. Intelligence is partly inherited, and environment also has a strong influence – both are true, but one does not explain the other 2026.
- **Areas of development:** physical, cognitive (mental), emotional, social, moral, language. Frequent outbursts and tantrums show a problem in **emotional** development 2022.

2.2 Adolescent learners (about 12–18 years)

G. Stanley Hall called adolescence a period of **"storm and stress"**. It is the period of Piaget's formal operations and Erikson's identity crisis.

Area	Characteristics (correct options in PYQs)
Physical	growth spurt, puberty, concern about body image
Mental / cognitive 2024	increased ability to **deal with abstraction**, to **understand**, to **generalise facts**, and to **solve problems**; hypothetical thinking, imagination, day-dreaming
Emotional 2025	**increased emotional sensitivity**, mood swings, idealism, need for **emotional validation**
Social	**strong need for belonging**, peer influence, desire for independence from adults, hero-worship

NOT adolescent features (wrong options): "high level of self-discipline" (2025), "reviewing of hopes and aspirations" – this belongs to middle adulthood, not mental development of adolescents (2024).

Peer groups and identity 2022

Term	Meaning
Clique	small, close, **friendship-based** group
Crowd	larger, **less intimate, loosely organised** group
Identity	general sense of oneself with all one's beliefs, emotions and attitudes
Moratorium (James Marcia)	**exploration with a delay in commitment** to personal and occupational choices

Marcia's four identity statuses: identity **diffusion** (no exploration, no commitment) · **foreclosure** (commitment without exploration) · **moratorium** (exploration, no commitment yet) · identity **achievement** (exploration, then commitment).

2.3 Adult learners – Andragogy

Andragogy means **adult learning theory** – the art and science of helping adults learn 2025. It was popularised by **Malcolm Knowles** (1970s). In the andragogical model the learner is **self-directed and responsible for his or her own learning** 2022.

Knowles' six assumptions about adults	Meaning for the teacher
1. Need to know	explain *why* the topic matters
2. Self-concept – self-directed	give choice and responsibility
3. Experience – a rich resource	use discussion, case study, their examples
4. Readiness linked to life roles	connect to job and family needs
5. Problem-centred orientation	teach through real problems, not subjects
6. Internal motivation	self-esteem, growth, quality of life

	Pedagogy	Andragogy	Heutagogy
Learner	child, dependent	adult, self-directed	**self-determined** (Hase & Kenyon)
Who decides	teacher	teacher and learner	learner
Orientation	subject-centred	problem-centred	capability-centred

> **Usually NOT an adult-learner feature:** **rote learning** (2022), dependence on the teacher, subject-centred learning, external motivation.

2.4 Theories of development

A. Jean Piaget – cognitive development

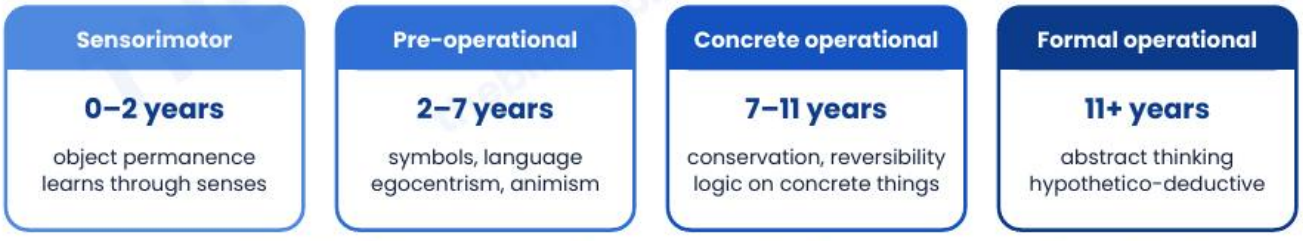


Fig 2.3 · Piaget's stages of cognitive development

- **Schema**: a mental structure. **Assimilation**: fitting new experience into an existing schema. **Accommodation**: changing the schema to fit new experience. **Equilibration**: balance between the two.

> Asked 2022: a child learnt to get his way with a younger sibling by physical intimidation and now uses the same tactic on peers → **assimilation** (old schema applied to a new situation).

B. Lev Vygotsky – socio-cultural theory

- Learning is **socially constructed**: children learn through interaction with more knowledgeable others (MKO) 2025.
- **Zone of Proximal Development (ZPD)**: the gap between what a learner can do alone and what he can do with help.
- **Scaffolding** (term by Wood, Bruner & Ross, 1976): temporary support, such as the teacher posing questions while the learner attempts a task, withdrawn gradually 2025.

- **Language and private speech** help children regulate their own behaviour – so "language plays no role in self-regulation" is a wrong statement 2026.

C. Erik Erikson – psychosocial development (8 stages)

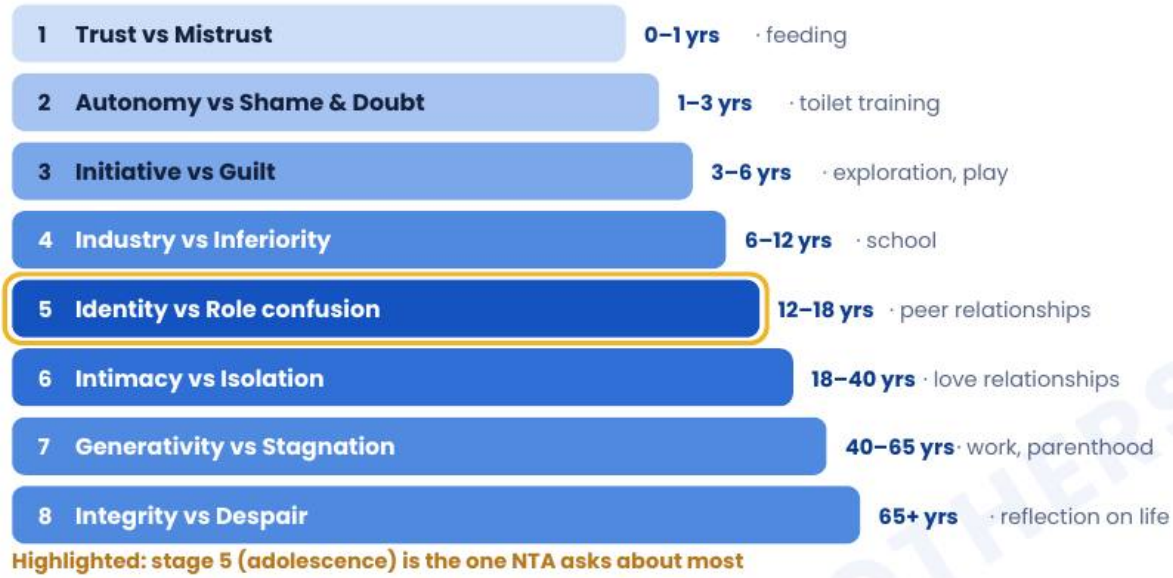


Fig 2.4 · Erikson's eight psychosocial stages (order + key event both asked in 2025)

Asked 2025 (two questions): order of stages – Autonomy → Industry → Identity → Generativity → Integrity; and order of key events – feeding → toilet training → peer relationships → love relation → reflection on one's life.

D. Lawrence Kohlberg – moral development



Fig 2.5 · Kohlberg's levels and stages of moral development

Asked 2022: "intellectual disability orientation" is NOT a Kohlberg stage. The real stage names include obedience orientation, reward/exchange orientation, law-and-order orientation and social-contract orientation.

E. Development theories – match table 2026

Type of development	Theorist	Key example
Psycho-sexual	Sigmund Freud	oral → **anal** → phallic → latency → genital
Psycho-social	Erik Erikson	**identity vs role confusion**

Cognitive	Jean Piaget	**hypothetico-deductive reasoning**
Moral	Lawrence Kohlberg	resolving **ethical dilemmas** (Heinz dilemma)
Socio-cultural	Lev Vygotsky	ZPD, scaffolding
Cognitive (modes)	Jerome Bruner	enactive → iconic → symbolic; discovery learning; spiral curriculum

2.5 Intelligence

Theory	Thinker	Key idea
Two-factor	Charles Spearman	**g** (general) + **s** (specific) factors; he linked g to **mental energy** 2025
Primary mental abilities	L. L. Thurstone	7 abilities: verbal, word fluency, number, space, memory, perceptual speed, reasoning
Structure of intellect	J. P. Guilford	operations × contents × products (180 abilities); **convergent vs divergent** thinking
Multiple intelligences	Howard Gardner (1983)	linguistic, logical-mathematical, spatial, **musical**, bodily-kinesthetic, interpersonal, intrapersonal, naturalist
Triarchic	Robert Sternberg	analytical, creative, practical
Emotional intelligence (EQ)	Salovey & Mayer; Daniel Goleman	managing own and others' emotions → **team work**
Spiritual intelligence (SQ)	Danah Zohar & Ian Marshall	meaning, purpose, **self-belief and happiness**

IQ = (Mental Age ÷ Chronological Age) × 100 – William Stern; used by Terman in the Stanford–Binet test.

Intelligence tests and their age groups 2022 ×2

Test	Age group
WPPSI-R (Wechsler Preschool & Primary Scale)	3 to 7½ years
WISC-R (Wechsler Intelligence Scale for Children)	6 to 16 years
WAIS-R (Wechsler Adult Intelligence Scale)	16 to 74 years
Kaufman-ABC (Assessment Battery for Children)	2½ to 12½ years · **16 subtests**, maximum **13** given to one child

Creativity

- Creativity is **divergent thinking** (Guilford). Its indicators: **fluency** (many ideas), **flexibility** (varied ideas), **originality** (new ideas), **elaboration** (detail).
- **Intelligence and creativity:** a certain degree of intelligence is needed for creativity, but highly intelligent students are not necessarily creative (threshold idea). Both are true; the second does not explain the first 2026.



Fig 2.11 · Stages of the creative thinking process (Graham Wallas, 1926; order asked 2026)

2.6 Learners with special needs

Learning disabilities 2022 ×3

Disability	Difficulty in…
Dyslexia	**reading** (and reading-writing words) – a reading text disorder
Dysgraphia	**writing** – handwriting, correct spellings
Dyscalculia	**mathematics** – counting, quantity, fractions
Dyspraxia	**motor coordination** – holding objects, movement
Dysphasia / aphasia	language – speaking and understanding speech
ADHD	attention, hyperactivity, impulsivity

Trick: lexia = words to read · graphia = to write · calculia = to calculate · praxia = to do (action).

- **Slow learners** need self-paced support – e.g. a **video lecture** that can be paused and replayed 2022, remedial teaching, peer tutoring, concrete examples.
- **Gifted learners** need enrichment, acceleration and open-ended tasks.
- **Inclusive education**: all children learn together with support (RPwD Act 2016 lists 21 disabilities; NEP 2020 stresses inclusion).
- **Bilingual learners**: "learning a second language takes little time" and "all bilinguals easily maintain both languages" are both **myths** 2025.

2.7 Learning styles and cognitive styles

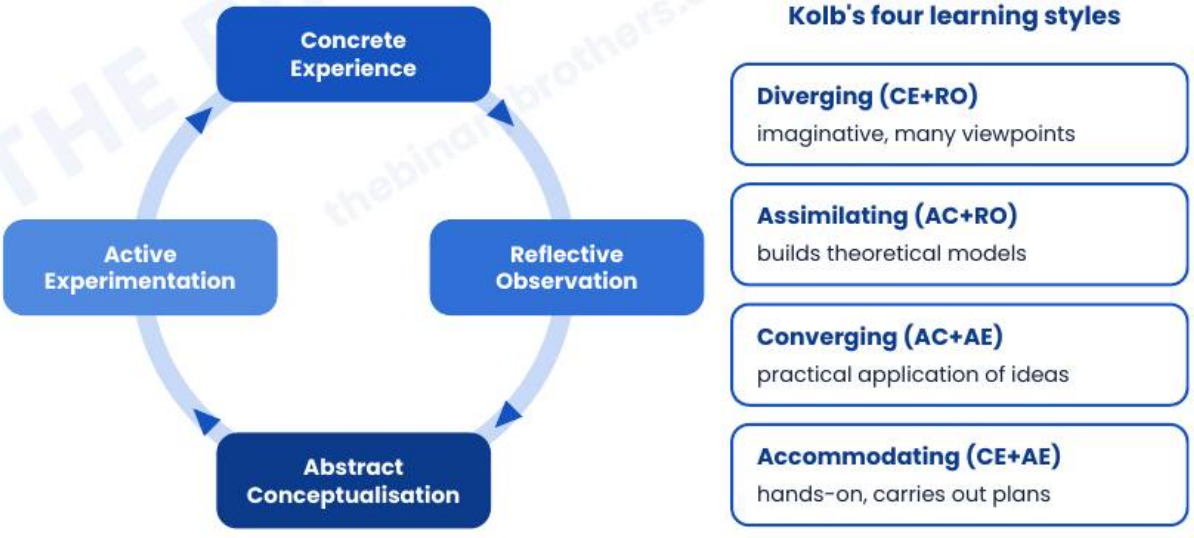


Fig 2.6 · Kolb's experiential learning cycle (1984) and learning styles (match asked)

Style model	Types
VARK (Neil Fleming)	Visual · Aural · Read/Write · Kinesthetic
David Kolb (1984) match	**Converging** – practical application of ideas · **Diverging** – imaginative ability, many viewpoints · **Assimilating** – creating theoretical models · **Accommodating** – carrying out plans and new experiences

Jerome Kagan – conceptual tempo 2024	**Reflective** – takes more time, cares about accuracy · **Impulsive** – answers fast, more errors
Herman Witkin	**Field-dependent** (sees the whole, social) · **Field-independent** (analytical, separates parts)
Honey & Mumford	Activist · Reflector · Theorist · Pragmatist

2.8 Motivation

Intrinsic motivation	Extrinsic motivation
comes from inside – interest, curiosity, **personal satisfaction** from the subject itself	comes from outside – **rewards, praise**, marks, fear of punishment; based on factors **not related to the activity itself** 2025

- **Biological (primary) motives: hunger**, thirst, sleep, sex, avoiding pain 2026. **Social / psychological motives:** achievement (McClelland), affiliation, power, approval.
- **Strategies that support motivation:** making **connections across the curriculum** and to real life 2025, clear goals, choice, challenge at the right level, quick feedback, praise for effort.
- **Keller's ARCS model:** Attention → Relevance → Confidence → Satisfaction.
- **Punishment** should not be severe: the student may develop a **negative attitude** towards studies, teachers and the institution 2022.

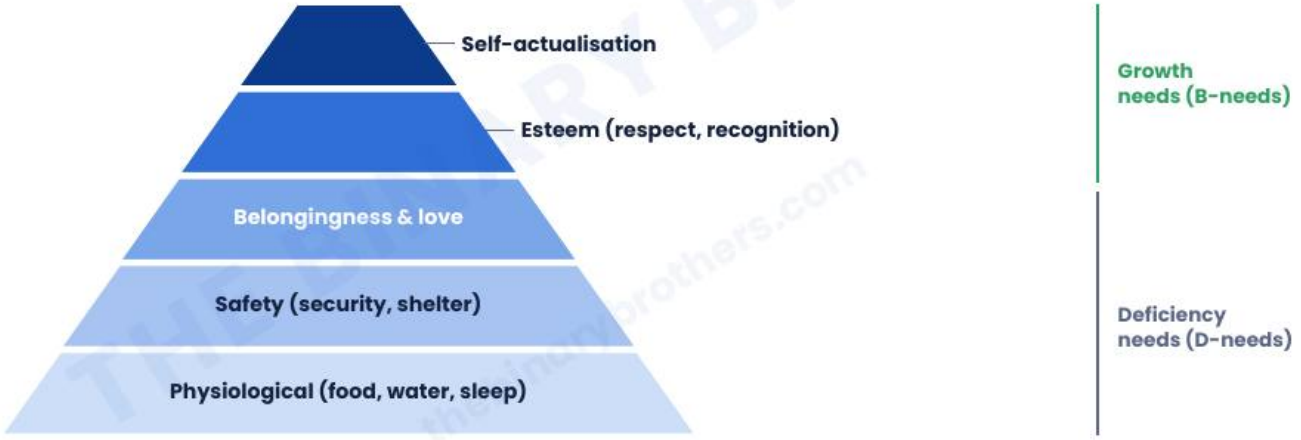


Fig 2.8 · Maslow's hierarchy of needs – bottom to top (asked 2026)

2.9 How learners learn – theories of learning

School	Key thinkers and ideas
Behaviourism – learning is a change in observable behaviour through S–R bonds	**Pavlov**: classical conditioning (dog, bell) · **Thorndike**: trial and error; laws of readiness, exercise and effect · **Skinner**: operant conditioning, reinforcement, programmed instruction · **Watson**: father of behaviourism
Cognitivism – learning is mental processing	**Gestalt** (Köhler – insight learning) · **information processing** · **Ausubel** – meaningful learning, advance organiser · **Bruner** – discovery learning
Constructivism – the learner builds knowledge	study of how the mind creates knowledge gives the **constructive (constructivist) view** of education 2025 · Piaget (cognitive), Vygotsky (social)
Social learning	**Albert Bandura** – observation and modelling: attention → retention → reproduction → motivation; self-efficacy

Humanism	Carl Rogers (learner-centred, facilitator), Abraham Maslow (needs)

Gagne's eight types of learning (simple → complex)

1 Signal learning → 2 Stimulus–response → 3 Chaining → 4 **Verbal association** 2025 → 5 Multiple discrimination → 6 Concept learning → 7 Rule (principle) learning → 8 Problem solving. Robert Gagne also gave the nine events of instruction.

Types of learning 2022

Type	Used to...
Factual learning	build personality and think coherently (as per NTA key)
Association learning	connect new information with what is known – more deeply and accurately
Conceptual learning	organise information in a **logical structure**
Procedural learning	organise a **sequence of activities** to reach a goal

Fixed ratio (FR)	after a set NUMBER of responses	**pay per 10 pieces made**
Variable ratio (VR)	after an unpredictable number	**slot machine, lottery**
Fixed interval (FI)	first response after a set TIME	**monthly salary, weekly test**
Variable interval (VI)	first response after varying time	**surprise quiz, checking e-mail**

VR gives the highest, steadiest response rate and is hardest to extinguish

Fig 2.10 · Skinner's schedules of reinforcement (match asked 2026)

Criticisms of the behaviourist model 2026: ignores mental processes, reduces learning to S–R bonds, teacher-centred, weak for higher-order learning. It **is** suitable for lower-order learning such as drill and habit formation – so "not appropriate for lower-order learning" is NOT a criticism.

2.10 Memory, forgetting and transfer

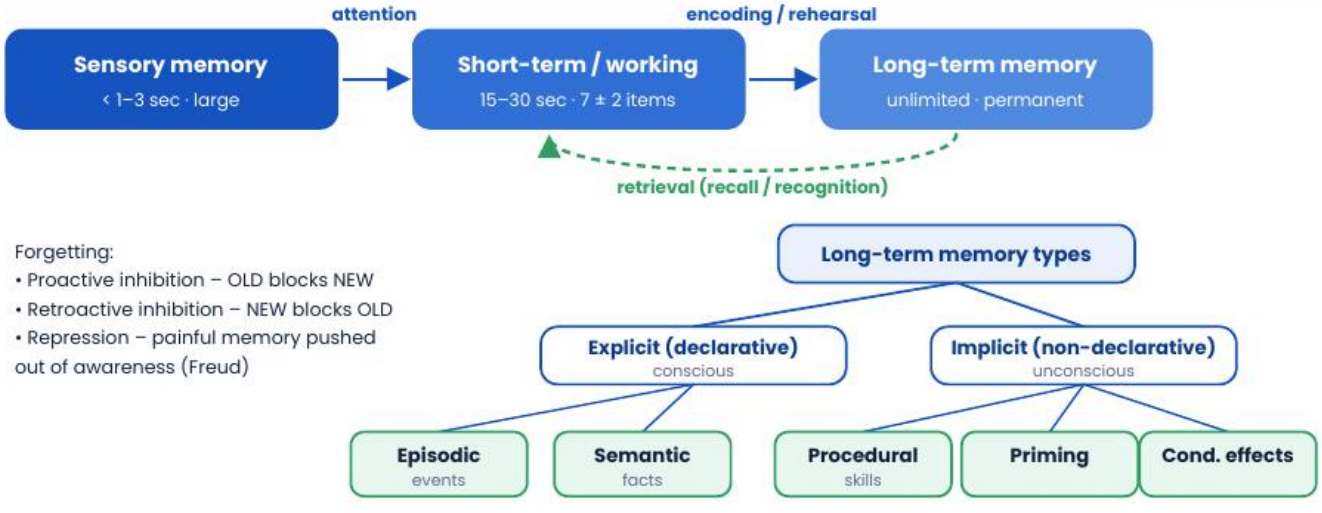


Fig 2.9 · Information-processing model of memory (Atkinson–Shiffrin) and types of long-term memory

- The **information-processing approach** sees learning as building knowledge, memory as storage and thinking as manipulation. It **does** categorise knowledge: **declarative** (knowing what), **procedural** (knowing how) and **conditional**

(knowing when and why) 2026.

- **Recall**: bringing information back without a cue (Anna thinks of what to buy at the grocery store) 2024. **Recognition**: identifying when you see it (MCQ).
- **Long-term memory sub-types**: episodic, semantic, procedural, priming and classical-conditioning effects – all five 2024.
- **Proactive inhibition**: previously learnt material interferes with recall of new learning 2024. **Retroactive inhibition**: new learning interferes with old.
- **Repression**: a defence mechanism that pushes painful memories out of awareness (Priya cannot remember the embarrassing incident) 2024.
- **Ebbinghaus** (forgetting curve): forgetting is fastest soon after learning; spaced revision slows it.

Transfer of learning

Type	Meaning	Example
Positive	old learning helps new	mastering algebra helps in calculus 2024
Negative	old learning hinders new	driving on the left confuses driving on the right
Zero	no effect	—
Near	to a similar situation	class problem → similar homework
Far	to a very different situation	geometry used to solve an architect's spatial problem 2024

2.11 Metacognition and self-regulated learning

- **Metacognition** (John Flavell, 1976) = **thinking about one's own thinking**. It controls our cognitive and motivational processes; its two related components are **metacognitive knowledge** and **self-regulation**. It is exactly what helps in **learning how to learn** 2025.
- **KWL chart** (Donna Ogle, 1986): what I **K**now – what I **W**ant to know – what I **L**earned. The best strategy to make young students think about their thinking 2024.
- **Cognitive apprenticeship** (Collins, Brown & Newman): a less-experienced learner acquires knowledge and skills under the guidance of an expert 2024.

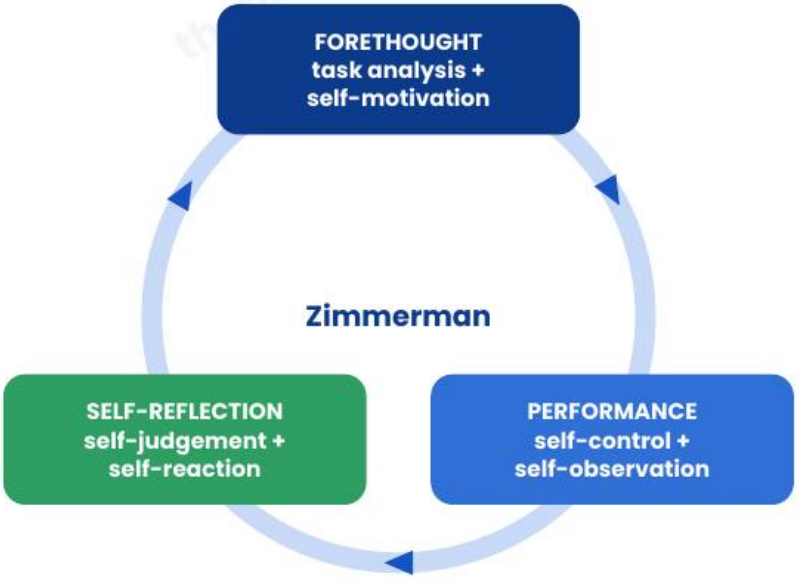


Fig 2.7 · Zimmerman's cyclical model of self-regulated learning – all six sub-processes are correct (2022)

Cycle of self-regulated learning (sequence asked 2024): Analysing the task → Setting goals → Devising plans → Enacting tactics and strategies → Regulating (monitoring and adapting) learning.

2.12 Personality



Fig 2.12 · Panchakosha – five sheaths of personality (Taittiriya Upanishad), outer to inner (asked 2026)

Approach	Examples
Projective techniques – indirect; person responds to ambiguous stimuli	Rorschach inkblot test, TAT (Thematic Apperception Test), CAT, sentence completion, word association
Self-descriptive inventories – person describes himself 2026	MMPI, Cattell's 16 PF, Eysenck's EPQ, Big Five (OCEAN)
Type theories	Hippocrates (4 temperaments), Sheldon (endomorph, mesomorph, ectomorph), Jung (introvert/extrovert)

Defence mechanisms (Freud): repression, rationalisation, projection, displacement, sublimation, regression, denial.

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Previous Year Questions · 49

All 49 PYQs from this topic, newest first, with official answers

2.1 2 January 2026 (Evening Shift) **Assertion–Reason**

Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Certain degree of intelligence is required for creative thinking.

Reason (R): Students with high intelligence are not necessarily creative.

In the light of the above statements, choose the most appropriate answer from the options given below:

(1) Both (A) and (R) are correct and (R) is the correct explanation of (A)

(2) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(3) (A) is correct but (R) is not correct

(4) (A) is not correct but (R) is correct

Answer: (2) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

Explanation: According to the threshold view, a minimum level of intelligence is needed for creativity, so (A) is correct. It is also true that high intelligence does not guarantee creativity, so (R) is correct. But (R) only shows intelligence is not sufficient; it does not explain why some intelligence is necessary. Hence both are correct but (R) is not the correct explanation of (A).

2.2 3 January 2026 (Evening Shift) **Assertion–Reason**

Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R

Assertion A: Intelligence is, to some extent, an inherited characteristic.

Reason R: Environment also has a significant influence on intelligence.

In the light of the above statements, choose the most appropriate answer from the options given below

(1) Both A and R are correct and R is the correct explanation of A

(2) Both A and R are correct but R is NOT the correct explanation of A

(3) A is correct but R is not correct

(4) A is not correct but R is correct

Answer: (2) Both A and R are correct but R is NOT the correct explanation of A

Explanation: Twin and adoption studies show that intelligence is partly heritable, so A is true. Environment (nutrition, schooling, stimulation) also strongly affects intelligence, so R is true. But the influence of environment does not explain why intelligence is inherited, so both are correct but R is not the explanation of A.

2.3 3 January 2026 (Evening Shift) **Direct**

Which of the following is NOT a correct statement?

(1) Operant behavior is emitted in the presence of discriminative stimuli.

(2) Learning is the encoding of information in long-term-memory.

(3) Language doesn't play any role in self-regulation.

(4) Respondent behavior is elicited in the presence of unconditioned stimuli.

Answer: (3) Language doesn't play any role in self-regulation.

Explanation: Statements 1, 2 and 4 are standard behaviourist/cognitive descriptions. Language plays a major role in self-regulation (Vygotsky's private speech, self-instruction), so the statement 'Language doesn't play any role in self-regulation' is incorrect.

2.4 3 January 2026 (Morning Shift) **Match**

Match List - I with List - II.

List - I (Type of Development)	List - II (Related with)
A. Psycho-sexual Development	I. Identity vs. Role Confusion
B. Psycho-social Development	II. Anal Stage
C. Cognitive Development	III. Hypothetical-deductive reasoning
D. Moral Development	IV. Resolving ethical dilemma

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Freud's psycho-sexual theory includes the anal stage (A-II); Erikson's psycho-social theory includes identity vs. role confusion (B-I); Piaget's formal operational stage of cognitive development shows hypothetico-deductive reasoning (C-III); Kohlberg studied moral development through ethical dilemmas (D-IV). Answer: A-II, B-I, C-III, D-IV.

2.5 3 January 2026 (Morning Shift) **Sequence**

Arrange the steps of creative thinking process in correct sequence:

A. Preparation

B. Evaluation

C. Illumination

D. Revision

E. Incubation

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Creative thinking begins with preparation (gathering information), followed by incubation (the problem is set aside and worked on unconsciously), illumination (the insight appears), evaluation (the idea is tested) and finally revision (it is refined). Sequence: A, E, C, B, D.

2.6 2 January 2026 (Evening Shift) **Direct**

As per the information processing approach of learning, which of the following statements is NOT correct?

(1) Learning is the construction of knowledge.

(2) Memory is the storage of knowledge.

(3) Thinking is the logical manipulation of knowledge.

(4) This approach doesn't categorize the types of knowledge.

Answer: (4) This approach doesn't categorize the types of knowledge.

Explanation: The information processing approach views learning as building knowledge, memory as its storage and thinking as its manipulation. It explicitly categorizes knowledge, e.g. declarative (knowing what), procedural (knowing how) and conditional (knowing when/why). So the statement 'This approach doesn't categorize the types of knowledge' is not correct.

2.7 2 January 2026 (Evening Shift) **Sequence**

Arrange the following sheaths of personality from lower order to higher order:

A. Anandmaya Kosh (Blissful Sheath)

B. Pranmaya Kosh (Vital Sheath)

C. Annamay Kosh (Physical Sheath)

D. Vijnanmaya Kosh (Intellect Sheath)

E. Manomaya Kosh (Mental Sheath)

Choose the correct answer from the options given below:

(1) E, D, C, B, A **(2)** C, B, E, D, A

(3) B, E, D, C, A **(4)** E, D, A, C, B

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

Explanation: The Taittiriya Upanishad describes the five koshas from the grossest to the subtlest: Annamaya (physical) → Pranamaya (vital) → Manomaya (mental) → Vijnanamaya (intellect) → Anandamaya (bliss). Hence C, B, E, D, A.

2.8 3 January 2026 (Evening Shift) **Match**

Match the LIST-I with LIST-II

LIST-I (Schedule of Reinforcement)	LIST-II (Example)
A. Fixed ratio	I. Individuals are reinforced for the first response they make after various time intervals have passed.
B. Fixed interval	II. Responses occur a certain number of times before reinforcement.
C. Variable interval	III. The reinforcement may occur after any number of responses.
D. Variable ratio	IV. No reinforcement is given until a certain interval of time has elapsed.

Choose the correct answer from the options given below:

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

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

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

Explanation: Fixed ratio: reinforcement after a set number of responses (II). Fixed interval: none until a fixed time has passed (IV). Variable interval: first response after varying time intervals is reinforced (I). Variable ratio: reinforcement after an unpredictable number of responses (III). So A-II, B-IV, C-I, D-III.

2.9 3 January 2026 (Morning Shift) **Direct**

Which of the following is an example of biological motive?

(1) Achievement **(2)** Hunger

(3) Power **(4)** Affiliation

Answer: (2) Hunger

Explanation: Biological (primary/physiological) motives arise from bodily needs such as hunger, thirst and sleep. Achievement, power and affiliation are learned psycho-social motives. Answer: Hunger.

2.10 22 June 2026 (Evening Shift) **Sequence**

As per Maslow's hierarchy of needs, arrange the following needs from basic to self-fulfilment needs (Bottom to top):

A. Self actualization

B. Physiological needs

C. Belongingness and love needs

D. Safety needs

E. Esteem needs

Choose the correct answer from the options given below:

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

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

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

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

Answer: (1) B, D, C, E, A

Explanation: Maslow's hierarchy, bottom to top: Physiological → Safety → Belongingness and love → Esteem → Self actualization, i.e. B, D, C, E, A.

2.11 25 June 2025 (Evening Shift) **Direct**

The term Andragogy refers to :

(1) Childhood Learning theory

(2) Adolescence Learning theory

(3) Adult Learning theory

(4) Self-directed Learning theory

Answer: (3) Adult Learning theory

Explanation: Andragogy, a term popularised by Malcolm Knowles, is the art and science of helping adults learn, as against 'pedagogy' which deals with teaching children. Hence it is the Adult Learning theory. Self-direction is only one of its assumptions, not the meaning of the term itself.

2.12 26 June 2025 (Evening Shift) **Direct**

Which of the following is the strategy that supports motivation?

(1) Connections across the curriculum.

(2) Attributions to intellect rather than effort.

(3) Work that is too much difficult.

(4) Emphasis on finishing, not learning.

Answer: (1) Connections across the curriculum.

Explanation: Linking topics across the curriculum makes learning meaningful and relevant, which raises intrinsic motivation. Crediting ability instead of effort, giving excessively difficult work, and stressing completion over learning all lower motivation and encourage a fixed mindset.

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2.13 26 June 2025 (Evening Shift) **Multi-statement**

Which of the following are the characteristics of adolescent learners?

A. Increased emotional sensitivity

B. High level of self-discipline

C. Strong need for social belonging

D. Cognitive development for abstract thinking

E. Emotional validity

Choose the correct answer from the options given below:

(1) A and D Only **(2)** B and C Only

(3) D, C and E Only **(4)** A, C, D and E Only

Answer: (4) A, C, D and E Only

Explanation: Adolescence brings heightened emotional sensitivity (A), a strong need to belong to a peer group (C), and Piaget's formal-operational ability for abstract thinking (D); adolescents also seek validation of their feelings (E). A high level of self-discipline (B) is not typical of this stage, so the answer is A, C, D and E Only.

2.14 27 June 2025 (Morning Shift) **Direct**

Which of the following is true regarding extrinsic motivation?

(1) It is based on factors not related to the activity itself.

(2) It is the natural tendency to seek out personal interests.

(3) It is the natural tendency to conquer challenges.

(4) It motivates to do something when we don't need to do.

Answer: (1) It is based on factors not related to the activity itself.

Explanation: Extrinsic motivation comes from outside the task — marks, rewards, praise, avoidance of punishment — so it rests on factors not related to the activity itself. Options 2 and 3 (pursuing personal interests, mastering challenges) describe intrinsic motivation.

2.15 28 June 2025 (Morning Shift) **Direct**

While defining relationship between teachers and children, _____ use it as socially constructed development.

(1) Ainsworth **(2)** Vygotsky

(3) Bronfenbrenner **(4)** Dewey

Answer: (2) Vygotsky

Explanation: Vygotsky's socio-cultural theory treats development as socially constructed: learning occurs through interaction with a more knowledgeable other (the teacher) within the zone of proximal development. Ainsworth worked on attachment, Bronfenbrenner on ecological systems and Dewey on experiential, progressive education.

2.16 29 June 2025 (Evening Shift) **Direct**

'Verbal Association Learning' was proposed by:

(1) Melton **(2)** Thorndike

(3) Cronbach **(4)** Gagne

Answer: (4) Gagne

Explanation: Robert Gagne gave eight hierarchical types of learning — signal learning, stimulus-response learning, chaining, verbal association, discrimination learning, concept learning, rule learning and problem solving.

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2.17 29 June 2025 (Evening Shift) **Sequence**

Arrange the important events according to the Erickson's Eight Stages of Psychosocial development sequentially:

A. Toilet training

B. Feeding

C. Reflections and acceptance on one's life

D. Love relation

E. Peer relationships

Choose the correct answer from the options given below:

(1) A, C, B, D, E **(2)** C, A, B, D, E

(3) B, A, E, D, C **(4)** A, D, E, C, B

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

Explanation: Erikson's stages in order: trust vs mistrust in infancy — feeding (B); autonomy vs shame in early childhood — toilet training (A); industry vs inferiority in school age — peer relationships (E); intimacy vs isolation in young adulthood — love relation (D); ego integrity vs despair in old age — reflection on one's life (C). Hence B, A, E, D, C.

2.18 31 December 2025 (Morning Shift) **Multi-statement**

Choose the correct statements from the following:

A. The capacity to think about our own thinking is Metacognition.

B. Metacognition is instrumental in controlling our own cognitive and motivational processes.

C. Teaching people how to learn stems from the idea of fostering a sense of agency and responsibility within learners.

D. Metacognition anyhow does not help in teaching people how to learn.

E. Metacognition knowledge and self-regulation are related components.

Choose the correct answer from the options given below:

(1) A, D and E Only **(2)** A, C and D Only

(3) B, D and E Only **(4)** A, B, C and E Only

Answer: (4) A, B, C and E Only

Explanation: Metacognition is literally 'thinking about one's own thinking' (A) and it regulates both cognitive and motivational processes (B); metacognitive knowledge and self-regulation are its two related components (E). Teaching learners 'how to learn' does aim at agency and responsibility (C). Statement D is false, because metacognition is precisely what helps in learning-to-learn. Hence A, B, C and E only.

2.19 27 June 2025 (Evening Shift) **Multi-statement**

Find out the 'RIGHT' combinations below:

A. Learning a second language takes little time and efforts - Myth

B. All bilinguals easily maintain both languages - True

C. Learning a second language takes little time and efforts - True

D. All bilinguals easily maintain both languages - Myth

Choose the correct answer from the options given below:

(1) A and D Only **(2)** B and C Only

(3) A and B Only **(4)** C and D Only

Answer: (1) A and D Only

Explanation: Research on second-language acquisition shows that gaining academic proficiency takes several years of sustained effort, so "it takes little time and effort" is a myth (A is the right pairing). Likewise, bilinguals often lose fluency in one language without continued use — language attrition — so "all bilinguals easily maintain both languages" is also a myth (D is the right pairing). Hence A and D Only.

2.20 3 September 2024 (Evening Shift) **Multi-statement**

Which of the following are the characteristics of mental development of Adolescents?

(A) Increased ability to deal with abstraction

(B) Reviewing of hopes and aspirations

(C) Increased ability to understand

(D) Increased ability to generalize the facts

(E) Ability of problem solving

Choose the correct answer from the options given below:

(1) (B), (D) and (E) only **(2)** (A), (B) and (D) only

(3) (A), (C), (D) and (E) only **(4)** (C) and (E) only

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

Explanation: Mental (cognitive) development in adolescence – Piaget's formal operational stage – brings abstract thinking (A), greater understanding (C), ability to generalise facts (D) and systematic problem solving (E). Reviewing hopes and aspirations (B) belongs more to emotional/social development. Hence (A), (C), (D) and (E) only.

2.21 3 September 2024 (Evening Shift) **Direct**

Knowing the importance of metacognition, Richa decided she would try to focus her young students' attention on their own thinking skills. Richa knew by having her students "think" about their thinking they would eventually increase their metacognitive skills. Which one of the strategy should Richa employ?

(1) Overlearning **(2)** A KWL Chart

(3) Rote learning **(4)** An algorithm

Answer: (2) A KWL Chart

Explanation: A KWL chart asks learners what they already Know, what they Want to know and what they have Learned, making them monitor and reflect on their own thinking – a classic metacognitive strategy. Overlearning and rote learning are repetition-based, and an algorithm is a fixed step-by-step procedure. Answer: A KWL Chart.

2.22 3 September 2024 (Morning Shift) **Direct**

The style that involves a student's tendency to take more time to respond on the accuracy of answers is known as:

(1) Impulsive style
(2) Surface style
(3) Reflective style
(4) Manipulative style

Answer: (3) Reflective style
Explanation: In the impulsive–reflective cognitive style (Kagan), reflective learners take more time to respond and focus on accuracy, while impulsive learners respond quickly and make more errors.

2.23 4 September 2024 (Evening Shift) **Sequence**

Arrange the steps of the cycle of self regulated learning in logical order.

(A) Setting goals
(B) Regulating learning
(C) Enacting Tactics and Strategies
(D) Analysing the task
(E) Devising plans

Choose the correct answer from the options given below:

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

Answer: (3) (D), (A), (E), (C), (B)
Explanation: A self-regulated learner first analyses the task, then sets goals, devises plans to reach them, enacts tactics and strategies, and finally monitors and regulates the learning (adjusting as needed). Order: (D), (A), (E), (C), (B).

2.24 3 September 2024 (Evening Shift) **Direct**

Priya knows she did something embarrassing at her best friend's birthday party many years ago, but she cannot remember what it was. This is an example of:

(1) Repression
(2) Amnesia
(3) Implicit memory
(4) Interferences

Answer: (1) Repression
Explanation: Repression is motivated forgetting: painful, anxiety-provoking or embarrassing memories are pushed out of conscious awareness. Priya remembers that something embarrassing happened but the unpleasant content itself is blocked. Amnesia is memory loss from injury/illness and interference is forgetting caused by other learning. Answer: Repression.

2.25 3 September 2024 (Morning Shift) **Direct**

"If a student gets a part time job in an architect's office and applies what was learnt in geometry class to help the architect analyze a spatial problem that is quite different from any problem the student encountered in geometry class" is an example of learning?

(1) Near transfer
(2) Forward-reaching transfer
(3) Low-road transfer
(4) Far transfer

Answer: (4) Far transfer
Explanation: Applying learning to a situation that is quite different from the original learning context is far transfer. Near transfer occurs when the new situation closely resembles the original one.

2.26 3 September 2024 (Morning Shift) **Direct**

Which of the following is an example of positive-transfer of learning?

(1) Mastering algebra helps in understanding calculus.

(2) Learning to play piano makes it more difficult to learn the violin.

(3) Knowing how to drive a car makes it harder to learn how to ride a bicycle.

(4) Learning to speak French hinders learning Spanish.

Answer: (1) Mastering algebra helps in understanding calculus.
Explanation: Positive transfer occurs when earlier learning makes new learning easier: mastering algebra helps in understanding calculus. The other three options describe earlier learning hindering new learning, i.e. negative transfer.

2.27 4 September 2024 (Evening Shift) **Direct**

When the content that we have previously learned interferes with the recall of something newly learned then the interference is:

(1) Retroactive Inhibition

(2) Proactive Inhibition

(3) Attention Inhibition

(4) Response Inhibition

Answer: (2) Proactive Inhibition
Explanation: When old learning interferes forward with the recall of new learning, it is proactive inhibition. Retroactive inhibition is the reverse: new learning interferes with the recall of old learning.

2.28 4 September 2024 (Evening Shift) **Direct**

Anna sits at her kitchen table and is able to think about what she needs to buy from the grocery stores. She is using her ability to:

(1) Recognise

(2) Recite

(3) Recall

(4) Memorize

Answer: (3) Recall
Explanation: Anna retrieves the list from memory without any cue in front of her, which is recall. Recognition needs the item to be present (e.g. seeing it on a shelf); reciting and memorizing are different processes.

2.29 4 September 2024 (Morning Shift) **Multi-statement**

Which of the following are the sub-types of long term memory?

(A) Episodic memory

(B) Semantic memory

(C) Procedural memory

(D) Priming

(E) Class conditioning effects

Choose the correct answer from the options given below:

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

(2) (B), (D) and (E) Only

(3) (A), (B) and (C) Only

(4) (C), (D) and (E) Only

Answer: (1) (A), (B), (C), (D) and (E)
Explanation: Long-term memory has two branches. Explicit (declarative) memory covers episodic and semantic memory; implicit (non-declarative) memory covers procedural memory, priming and classical conditioning effects. So all five are sub-types.

2.30 11 October 2022 (Evening Shift) **Direct**

A child has learnt many things in his or her way with younger sibling by using physical intimidation. If he/she uses the same tactics on peer, this indicates

(1) Social learning
(2) Assimilation
(3) Equilibrium
(4) Accommodation

Answer: (2) Assimilation

Explanation: In Piaget's theory, assimilation means fitting a new situation into an existing mental scheme without changing the scheme. The child already has the scheme 'physical intimidation gets me my way' and simply applies it to a new target (a peer). Accommodation would mean changing the scheme when it fails, and equilibrium is the balance between the two.

2.31 12 October 2022 (Evening Shift) **Match**

Match List I with List II

List I (Name of Intelligence Test)	List II (Applicable to age group)
(A) WAIS-R	(I) for ages 3 to 7½
(B) WISC-R	(II) for ages 6 to 16
(C) WPPSI-R	(III) for ages 16 to 74
(D) Kaufman-ABC	(IV) for ages 2½ to 12½

Choose the correct answer from the options given below:

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

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

Explanation: WAIS-R is the adult scale, for ages 16 to 74 (A-III). WISC-R is the children's scale, for ages 6 to 16 (B-II). WPPSI-R is the pre-school and primary scale, for ages 3 to 7½ (C-I). Kaufman-ABC covers ages 2½ to 12½ (D-IV). Hence the correct match is (A)-(III), (B)-(II), (C)-(I), (D)-(IV).

2.32 13 October 2022 (Morning Shift) **Multi-statement**

Kohlberg's theory of moral development comprises of following stages –

(A) Obedience orientation

(B) Intellectual disability orientation

(C) Rewards / Exchange orientation

(D) Law and order orientation

(E) Social contract orientation

Choose the most appropriate answer from the options given below:

(1) (A), (B), (C), (D) only

(2) (A), (C), (D), (E) only

(3) (B), (C), (D), (E) only

(4) (A), (B), (D), (E) only

Answer: (2) (A), (C), (D), (E) only

Explanation: Kohlberg's six stages are: punishment–obedience orientation, instrumental (reward/exchange) orientation, 'good boy–nice girl' orientation, law-and-order orientation, social-contract orientation and universal ethical principles. So (A), (C), (D) and (E) are genuine stages, while (B) 'Intellectual disability orientation' is not a Kohlberg stage — hence option (A), (C), (D), (E) only.

2.33 13 October 2022 (Morning Shift) **Match**

Match List I with List II

List I (Child Development)	List II (Feature)
(A) Cliques	(I) Less intimate, more loosely organized groups
(B) Crowds	(II) General sense of oneself along with all their beliefs, emotions and attitudes
(C) Identity	(III) Exploration with a delay in commitment to personal and occupational choices
(D) Moratorium	(IV) Relatively small, friendship based groups

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Cliques are small, tightly knit friendship groups → (IV). Crowds are larger, less intimate and loosely organized → (I). Identity, in Erikson's sense, is the general sense of oneself with one's beliefs, emotions and attitudes → (II). Moratorium is the stage of exploring options while postponing commitment → (III). Hence (A)-(IV), (B)-(I), (C)-(II), (D)-(III).

2.34 14 October 2022 (Evening Shift) **Direct**

Which of the following developmental areas of individual differences will be affected, if a child opts for frequent outbursts and throws tantrums?

(1) Social
(2) Mental
(3) Emotional
(4) Physical

Answer: (3) Emotional
Explanation: Frequent outbursts and tantrums are expressions of uncontrolled feelings such as anger and frustration. They indicate poor regulation of affect, which belongs to the emotional area of development, not to the social, mental or physical areas.

2.35 14 October 2022 (Evening Shift) **Direct**

Which aspect indicates to be the most relevant in decision making process according to Kohlberg's theory of moral development?

(1) The age of the child
(2) Knowledge of law
(3) Influence of friends and siblings
(4) How the child arrives at conclusion

Answer: (4) How the child arrives at conclusion
Explanation: Kohlberg judged moral maturity not by the choice a child makes but by the reasoning used to reach that choice. He presented dilemmas such as the Heinz dilemma and classified responses by the justification given, so the process of arriving at the conclusion is the most relevant aspect.

2.36 14 October 2022 (Morning Shift) **Multi-statement**

Cyclical phases/subprocesses of self regulated learning model by Zimmerman operate as
(A) Task Analysis
(B) Self-motivation beliefs
(C) Self-control
(D) Self-observation
(E) Self-Judgement
(F) Self-Reaction
Choose the correct answer from the options given below:

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

Answer: (1) (A), (B), (C), (D), (E), (F)
Explanation: Zimmerman's model has three cyclical phases. Forethought: task analysis (A) and self-motivation beliefs (B). Performance: self-control (C) and self-observation (D). Self-reflection: self-judgement (E) and self-reaction (F). So the sequence is (A), (B), (C), (D), (E), (F).

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2.37 14 October 2022 (Morning Shift) **Two statements**

Given below are two statements:

Statement (I): Extrinsically motivated students are driven by rewards and praise.

Statement (II): Intrinsically motivated students engage with a subject for the personal satisfaction it brings.

In the light of the above statements, choose the correct answer from the options given below:

(1) Both Statement (I) and Statement (II) are true

(2) Both Statement (I) and Statement (II) are false

(3) Statement (I) is true but Statement (II) is false

(4) Statement (I) is false but Statement (II) is true

Answer: (1) Both Statement (I) and Statement (II) are true

Explanation: Extrinsic motivation comes from outside the learner – marks, rewards, praise – so Statement (I) is correct. Intrinsic motivation comes from within – interest, curiosity and personal satisfaction – so Statement (II) is also correct. Hence both statements are true.

2.38 21 October 2022 (Evening Shift) **Match**

Match List I with List II

List I (Activity/Area)	List II (Intelligence Type)
(A) Team work	(I) Development of Intelligence Quotient
(B) Self belief and happiness	(II) Development of Emotional Quotient
(C) Musical	(III) Development of Spiritual Quotient
(D) Application	(IV) Multiple Intelligence

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Team work depends on managing one's own and others' emotions – Emotional Quotient (II). Self-belief and inner happiness relate to meaning and purpose – Spiritual Quotient (III). Musical intelligence is one of Gardner's Multiple Intelligences (IV). Applying knowledge to problems reflects Intelligence Quotient (I). Hence (A)-(II), (B)-(III), (C)-(IV), (D)-(I).

2.39 21 October 2022 (Morning Shift) **Direct**

Due to which of the following disabilities, learners have difficulty in understanding concept of quantity and fractions?

(1) Dyslexia

(2) Dyspraxia

(3) Dysgraphia

(4) Dyscalculia

Answer: (4) Dyscalculia

Explanation: Dyslexia affects reading, dyspraxia affects motor coordination and dysgraphia affects writing. Difficulty with numbers, quantity and fractions is dyscalculia.

2.40 21 October 2022 (Morning Shift) **Direct**

Which of the following is usually NOT a characteristic of Adult learner?

(1) Self-learning
(2) Rote learning
(3) Time flexibility for learning
(4) Social learning

Answer: (2) Rote learning
Explanation: Adult learners (andragogy) are self-directed, need flexible timing and learn from experience and social interaction. They prefer meaningful, problem-centred learning, so rote learning is usually not their characteristic.

2.41 22 October 2022 (Evening Shift) **Direct**

In which of the following teaching models, the learner is mostly self directed and is responsible for his or her own learning?

(1) Andragogical model
(2) Pedagogy model
(3) Flip-classroom model
(4) Reflective teaching model

Answer: (1) Andragogical model
Explanation: Malcolm Knowles' andragogical model assumes that adult learners are self-directed and take responsibility for their own learning. In the pedagogical model the teacher decides what and how the learner learns. The flipped classroom also asks for pre-class self-study, but self-direction is the defining assumption of andragogy.

2.42 22 October 2022 (Morning Shift) **Match**

Match List I with List II

List I (Learning Disabilities)	List II (Symptoms in learners)
(A) Dyscalculia	(I) Difficulty in reading and writing words
(B) Dyslexia	(II) Difficulty in writing correct spellings
(C) Dysgraphia	(III) Difficulty in holding objects
(D) Dyspraxia	(IV) Trouble in counting

Choose the correct answer from the options given below:

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

Answer: (4) (A)-(IV), (B)-(I), (C)-(II), (D)-(III)
Explanation: Dyscalculia is difficulty with numbers and counting (IV). Dyslexia is difficulty reading and decoding words (I). Dysgraphia is difficulty with writing and spelling (II). Dyspraxia is a motor-coordination problem, such as trouble holding objects (III). So (A)-(IV), (B)-(I), (C)-(II), (D)-(III).

2.43 23 October 2022 (Evening Shift) **Direct**

A student is a slow learner. What strategy can a teacher employ for him/her?

(1) Provide video lecture of the topic
(2) No need to facilitate him/her
(3) Tell him/her to learn on his/her own
(4) Tell him/her to take private tuition

Answer: (1) Provide video lecture of the topic
Explanation: A slow learner needs extra support at his/her own pace. A video lecture can be paused and replayed as often as needed; the other options either deny help or shift the teacher's responsibility elsewhere.

2.44 23 October 2022 (Morning Shift) **Direct**

Dyslexia is associated with

(1) Writing disorder
(2) Reading text disorder
(3) Interpreting graphics disorder
(4) Mental disorder

Answer: (2) Reading text disorder
Explanation: Dyslexia is a specific learning disability in reading – difficulty in decoding words and reading text fluently, so it is a reading disorder. Writing disorder is dysgraphia.

2.45 14 October 2022 (Evening Shift) **Match**

Match List I with List IIList I

(Types of Learning)	List II
(Meaning)	
A. Factual Learning	I. This learning is used to organize information in logical structure
B. Association Learning	II. This learning is used to develop personality and think coherently
C. Conceptual Learning	III. This learning is used to organize sequence of activities to achieve a goal
D. Procedural Learning	IV. This learning is used to connect with information more deeply and accurately

Choose the correct answer from the options given below:

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

Answer: (1) A - II, B - IV, C - I, D - III
Explanation: Association learning links new material to what is already known, i.e. it connects with information more deeply and accurately (B–IV). Conceptual learning arranges information into a logical structure of concepts (C–I). Procedural learning is about ordering the steps of an activity to reach a goal (D–III). Factual learning is left with II, giving A-II, B-IV, C-I, D-III.

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2.46 Paper not recorded — **Match**

Match List - I with List - II

List - I (Learning style)	List - II (Strengths)
A. Convergent	I. Creating theoretical model
B. Divergent	II. Practical application of ideas
C. Assimilation	III. Carrying out plans and tasks that involves students in new experiences
D. Accommodative	IV. Imaginative ability and generation of ideas

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: In Kolb's learning-style model the converger's strength is the practical application of ideas (II), the diverger's is imaginative ability and generation of ideas (IV), the assimilator's is creating theoretical models (I) and the accommodator's is carrying out plans and tasks involving new experiences (III). Hence A-II, B-IV, C-I, D-III.

2.47 Paper not recorded — **Direct**

The study of how the mind creates knowledge has resulted in what are currently referred to as _____ view of Education.

(1) Pragmatic

(2) Idealistic

(3) Metacognitive

(4) Constructive

Answer: (4) Constructive

Explanation: The view that learners actively build (construct) knowledge in the mind rather than passively receive it is the constructivist view of education, associated with Piaget, Bruner and Vygotsky. Metacognition concerns thinking about one's own thinking, which is narrower than this whole view of education.

2.48 Paper not recorded — **Sequence**

Arrange the following Erickson's stages of development on the basis of order of their occurrence :

A. Generativity and Stagnation

B. Identity and Role Confusion

C. Autonomy and Shame

D. Industry and Inferiority

E. Integrity and Despair

Choose the correct answer from the options given below :

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

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

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

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

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

Explanation: Erikson's psychosocial stages in order are: trust vs mistrust (infancy), autonomy vs shame and doubt in early childhood (C), initiative vs guilt, industry vs inferiority at school age (D), identity vs role confusion in adolescence (B), intimacy vs isolation, generativity vs stagnation in middle adulthood (A) and integrity vs despair in old age (E). Of the given stages the order is therefore C, D, B, A, E.

2.49 Paper not recorded **Direct**

Spearman attributed in general factor of intelligence to _____, a concept that believed to be originated with Aristotle.

(1) Hemispheric energy
(2) Soul energy
(3) Internal energy
(4) Mental energy

Answer: (4) Mental energy
Explanation: In Spearman's two-factor theory the general factor 'g' was described as a pool of mental energy available to all intellectual tasks, an idea he traced back to Aristotle, while the specific factors 's' were the 'engines' using that energy.

Predicted Questions · 7

Written on the 2024–26 patterns. Try them first – answers and reasons are below.

P2.1

Arrange Piaget's stages of cognitive development in the order in which they occur: A. Concrete operational B. Sensorimotor C. Formal operational D. Pre-operational

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

P2.2

Match List I with List II: A. Zone of Proximal Development B. Operant conditioning C. Insight learning D. Hierarchy of needs — I. Wolfgang Köhler II. Abraham Maslow III. Lev Vygotsky IV. B. F. Skinner

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

P2.3

Arrange Gagne's types of learning from simple to complex: A. Concept learning B. Signal learning C. Chaining D. Problem solving E. Verbal association

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

P2.4

Rohan learnt to type on an old keyboard layout. Now, while learning a new layout, his old key positions keep coming back and slow him down. This is an example of:

(1) Retroactive inhibition
(2) Proactive inhibition
(3) Positive transfer
(4) Repression

P2.5

According to Malcolm Knowles, which of the following are characteristics of adult learners? A. They need to know why they should learn something B. They have a dependent personality C. Their experience is a resource for learning D. Their orientation to learning is problem-centred E. They are mainly motivated by external rewards

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

P2.6

Match List I (Theory of intelligence) with List II (Proponent): A. Triarchic theory B. Structure of intellect C. Two-factor theory D. Primary mental abilities — I. Charles Spearman II. L. L. Thurstone III. Robert Sternberg IV. J. P. Guilford

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

P2.7

Arrange the processes of observational learning given by Albert Bandura in the correct order: A. Motivation B. Attention C. Reproduction D. Retention

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

Answers – Predicted Questions

P2.1 → (3) B, D, A, C. Erikson's order was asked twice in 2025 and Maslow's in 2026. Piaget's order is the most likely next development sequence.

P2.2 → (1) A-III, B-IV, C-I, D-II. Theorist ↔ idea matching rose sharply in 2025–26 (Vygotsky, Gagne, Spearman, Maslow, Skinner all asked separately).

P2.3 → (4) B, C, E, A, D. Gagne's 'verbal association' was asked in 2025. His eight-type hierarchy is a ready-made sequence question.

P2.4 → (2) Proactive inhibition. Memory and forgetting gave five questions in 2024–26, mostly as scenarios (Priya – repression, Anna – recall). Proactive inhibition was asked as a definition; a scenario version is next.

P2.5 → (1) A, C and D only. Adult learners were asked in 2022 (twice) and 2025. A multi-statement on Knowles' assumptions matches the current format.

P2.6 → (3) A-III, B-IV, C-I, D-II. Intelligence gave four questions (Spearman 2025, EQ/SQ 2022, two test matches 2022). A theorist match is the obvious gap.

P2.7 → (2) B, D, C, A. Learning theories are rising and Bandura has not yet been asked; his four-step process fits the sequence trend exactly.

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3 Factors Affecting Teaching

10 PYQs (7%) | Trend: **falling** ▼ 12% → 2% | Formats: classroom situations, two statements, match

What NTA asks here: classroom situations (disturbance, maltreatment, punishment, rapport) · what effectiveness of teaching depends on · classroom layout · components of an effective learning environment · Biggs' 3P model · basis of curriculum · reducing bias in the classroom.

The syllabus groups the factors into six: **teacher, learner, support material, instructional facilities, learning environment and institution**. Learn the grouping – NTA gives a mixed list and asks which belong to one group.

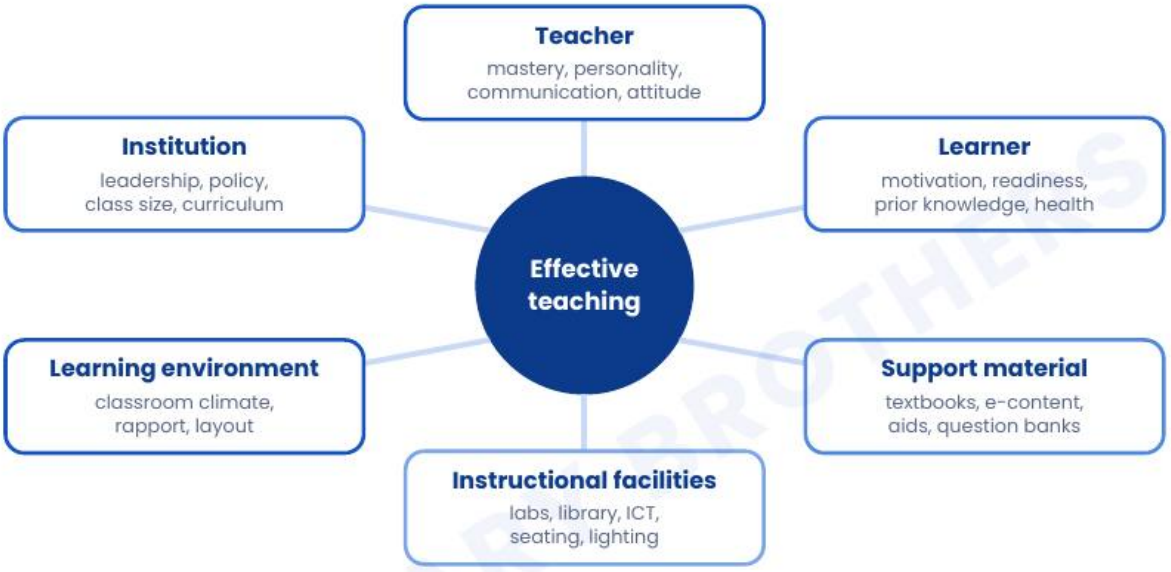


Fig 3.1 · Six groups of factors affecting teaching (syllabus wording)

3.1 Teacher-related factors

- subject mastery and preparation
- **ability to explain concepts** – the key to effectiveness 2022
- communication and questioning skills
- personality, enthusiasm, warmth, fairness
- attitude towards students (affective)
- classroom management and leadership style
- use of methods, aids and ICT
- professional growth and research

Classroom situations NTA keeps asking

Situation	Best response (official key)
Students create a disturbance during a lecture	**Talk to the students causing disturbance and motivate them** for learning 2022
A new teacher is maltreated in the first class	**Ignore the instance** and improve his/her qualities of explaining concepts 2022
Why not punish a student severely?	the student may develop a **negative attitude** towards studies, teachers and the institution 2022
How to build rapport	act as a **guide/facilitator with a desire to help** 2022

Rule for situation questions: choose the option that is **positive, student-friendly and professional**. Reject options that involve punishment, complaining to authorities, insulting, ignoring learning, or showing off authority.

3.2 Learner-related factors

Motivation (the most important), readiness, previous knowledge, intelligence and aptitude, interest, attention, health and nutrition, emotional state, family and socio-economic background, learning style and self-concept.

3.3 Support material and instructional facilities

Support material: textbooks, reference books, handouts, e-content, question banks, teaching aids. **Instructional facilities:** classrooms, laboratories, library, ICT labs, smart boards, internet, seating, lighting and ventilation.

3.4 Learning environment

- **Physical:** space, seating, light, noise, temperature, classroom layout.
- **Psycho-social:** democratic and warm climate, trust, freedom to ask, teacher–student rapport, peer culture.

Classroom layout 2022

Do **not** push all interest areas to the walls and leave a large **dead space** in the middle. **Do** keep related materials together – bookshelves next to the reading area and games equipment by the game table.

Building an effective learning environment 2025

Appropriate curriculum → Engaging pedagogy → Continuous formative assessment → Adequate student support → Suitable resources and infrastructure

Strategies to reduce bias in the classroom (Patricia Devine) 2026

Strategy	Example
Stereotype replacement	plan ahead to use non-stereotypic examples
Counter-stereotypic imaging	learn about a range of individuals from different social groups
Individuating	ask students to introduce significant things about themselves
Perspective-taking	build chances to learn the first-person perspective of students
Increasing contact	more interaction with members of other groups

Psychological effects in the classroom

- **Pygmalion (Rosenthal) effect:** high teacher expectations raise student performance. **Golem effect:** low expectations lower it.
- **Hawthorne effect:** people perform better when they know they are being observed.
- **Halo effect:** one good quality colours the judgement of everything else (a scoring bias).

3.5 Institutional factors

Leadership and administration, policies and rules, class size, timetable, academic culture, funding, curriculum, evaluation system, accreditation (NAAC), teacher workload. The basis of national curriculum design is the **constitutional and developmental imperatives** of the country (official key, 2022).

3.6 Biggs' 3P model of learning 2022

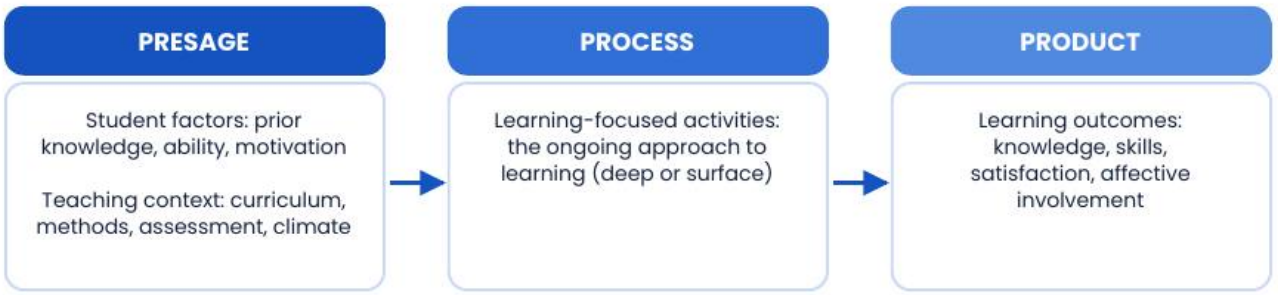


Fig 3.2 · Biggs' 3P model – Presage, Process, Product (match asked 2022)

John Biggs showed that teaching and learning are a system. **Presage** (before learning): student characteristics like **prior knowledge**, and the teaching context including **assessment**. **Process** (during): **learning-focused activities** – the student's ongoing approach to learning (deep or surface). **Product** (after): **learning outcome** – knowledge, skills, **satisfaction and affective involvement**.

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Previous Year Questions · 10

All 10 PYQs from this topic, newest first, with official answers

3.1 3 January 2026 (Evening Shift) — Match

Match the LIST-I with LIST-II

LIST-I (Strategies for mitigating bias in classroom)	LIST-II (Example)
A. Stereotype Replacement	I. Building opportunities to learn about first-person perspective of students in class
B. Counter-stereotypic Imaging	II. Learn about a range of individuals from different social groups
C. Individuating	III. Plan ahead in teaching to ensure non-stereotypic examples
D. Perspective-Taking	IV. Ask students to introduce significant things about themselves during class

Choose the correct answer from the options given below:

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

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

Explanation: Stereotype replacement means consciously replacing stereotyped responses – planning non-stereotypic examples (III). Counter-stereotypic imaging means bringing to mind varied, counter-stereotypic people from different groups (II). Individuating means seeing each student as an individual – students introduce themselves (IV). Perspective-taking means adopting the first-person view of others (I). So A-III, B-II, C-IV, D-I.

3.2 25 June 2025 (Morning Shift) — Sequence

Arrange the following components in the context of "Effective Learning Environment".

A. Continuous Formative Assessment

B. Adequate Students Support

C. Appropriate Curriculum

D. Engaging Pedagogy

E. Providing suitable resources and infrastructure

Choose the correct answer from the options given below:

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

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

Explanation: An effective learning environment is built in the order in which a teacher actually plans it: first decide the appropriate curriculum (C), then the engaging pedagogy to deliver it (D), then continuous formative assessment to track learning (A), then student support for those who need it (B), and finally the resources and infrastructure that sustain all of these (E). Hence C, D, A, B, E.

3.3 20 October 2022 (Evening Shift) **Direct**

By which of the following means can a teacher establish a good rapport with his/her students?

(1) Showing authority in class

(2) Impressing students by his/her knowledge and skill

(3) Playing the role of a guide/facilitator with a desire to help them

(4) Becoming a friend to the students

Answer: (3) Playing the role of a guide/facilitator with a desire to help them
Explanation: Rapport grows from trust built when the teacher genuinely guides and helps students. Showing authority creates distance, impressing with knowledge is self-centred, and becoming a mere friend weakens the professional role. Answer: playing the role of a guide/facilitator.

3.4 20 October 2022 (Morning Shift) **Direct**

Why should a student not be punished severely?

(1) He/she may leave the institution and join another.

(2) He/she may quarrel with the teacher.

(3) Parents of students may complain about the teacher.

(4) The student may develop a negative attitude towards his/her studies, teachers and institution.

Answer: (4) The student may develop a negative attitude towards his/her studies, teachers and institution.
Explanation: The educational reason against harsh punishment is its effect on the learner: it can create fear and a negative attitude towards studies, teachers and the institution. The other options are concerns about the teacher's convenience, not about learning.

3.5 21 October 2022 (Evening Shift) **Direct**

Effectiveness of teaching depends on

(1) Qualification of teacher

(2) Handwriting of teacher

(3) Personality of teacher

(4) Ability of teachers to explain the concept to the learners

Answer: (4) Ability of teachers to explain the concept to the learners
Explanation: Teaching is effective when learners actually understand; this depends most on the teacher's ability to explain concepts clearly to the learners. Qualification, handwriting and personality help but do not by themselves ensure learning. Hence ability of teachers to explain the concept to the learners.

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3.6 22 October 2022 (Morning Shift) **Direct**

While delivering a lecture, there is disturbance created by students in class. Which of the following measures should be taken by a teacher?

(1) Punish those causing disturbance.

(2) Ignore and continue.

(3) Leave the class and report to Head of the institution

(4) Talk to the students causing disturbance and motivate them for learning.

Answer: (4) Talk to the students causing disturbance and motivate them for learning.
Explanation: A good teacher deals with the cause of the disturbance calmly: talking to the students and motivating them to learn. Punishment builds fear, ignoring it lets the problem grow, and leaving the class means giving up the teacher's responsibility. The key shows C, which goes against accepted classroom-management practice.

3.7 23 October 2022 (Evening Shift) **Direct**

A newly joined teacher was maltreated in his/her first class by some students. Which of the following measures should be taken by him/her?

(1) Give punishment to the students.

(2) Ignore the instance and improve his/her qualities for explaining the concept in better way.

(3) Change his/her time-table to teach some other class.

(4) Inform the head of the institution for expelling the students.

Answer: (2) Ignore the instance and improve his/her qualities for explaining the concept in better way.
Explanation: A new teacher earns respect through competence and good teaching, not through punishment, escape or complaints. Ignoring the incident and improving the way he/she explains concepts wins the class over positively.

3.8 21 October 2022 (Morning Shift) **Direct**

What is the sole basis of designing the curriculum?

(1) Educational needs of the learner

(2) Commercial needs of the institution

(3) Constitutional and developmental imperatives of the country

(4) Socio-economic status of parents

Answer: (3) Constitutional and developmental imperatives of the country
Explanation: The official (coaching) key gives constitutional and developmental imperatives of the country: a national curriculum (e.g. NCF) is framed around constitutional values and national development goals. However, many experts regard the educational needs of the learner as the basic foundation of curriculum design, so option 1 is also a strong answer.

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3.9 14 October 2022 (Morning Shift) **Match**

Match List I with List IIList I

(Bigg's Presage-Process-Performance model of learning)	List II
(Factors)	
(A) Learning Outcome	(I) Prior Knowledge
(B) Learning Focused Activities	(II) Satisfaction, Affective involvement
(C) Student Characteristics	(III) Ongoing approach to learning
(D) Teaching Context	(IV) Assessment

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: In Biggs' 3P model, Presage covers student characteristics such as prior knowledge (C-I) and the teaching context including assessment (D-IV). Process is the student's ongoing approach to learning, i.e. learning-focused activities (B-III). Product (performance) is the learning outcome, which includes satisfaction and affective involvement (A-II). Hence (A)-(II), (B)-(III), (C)-(I), (D)-(IV).

3.10 12 October 2022 (Morning Shift) **Two statements**

Given below are two statements:

Statement I: It is not desirable to have all the interest areas around the outside of the classroom, leaving a large deadspace in the middle.

Statement II: It is not desirable to put bookshelves next to the reading area and games equipments by the game table.

In the light of the above statements, choose the most appropriate answer from the options given below:

(1) Both Statement I and Statement II are correct

(2) Both Statement I and Statement II are incorrect

(3) Statement I is correct but Statement II is incorrect

(4) Statement I is incorrect but Statement II is correct

Answer: (3) Statement I is correct but Statement II is incorrect

Explanation: Statement I is correct: pushing every interest area to the walls leaves a large unused 'dead space' in the centre, which wastes usable classroom area and weakens supervision and movement. Statement II is incorrect: placing bookshelves right next to the reading area and games equipment near the game table is exactly what good classroom organisation recommends, because related materials should be stored where they are used. Hence Statement I is correct but Statement II is incorrect.

Predicted Questions · 3

Written on the 2024–26 patterns. Try them first – answers and reasons are below.

P3.1

Which of the following are institution-related factors affecting teaching? A. Class size B. Learner's motivation C. Academic leadership D. Teacher's personality E. Evaluation policy

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

P3.2

A teacher believes that a group of students are highly capable and, over the term, their performance actually rises. This is known as:

(1) Hawthorne effect
(2) Halo effect
(3) Pygmalion effect
(4) Placebo effect

P3.3

In Biggs' 3P model of learning, the student's approach to learning (deep or surface) belongs to which stage?

(1) Presage
(2) Process
(3) Product
(4) Context

Answers – Predicted Questions

P3.1 → (4) A, C and E only. The syllabus groups factors into six types; a 'which belong to this group' question is the standard pattern for this topic.

P3.2 → (3) Pygmalion effect. Classroom-situation questions dominate this topic; teacher-expectation effects are a classic and have not been asked yet.

P3.3 → (2) Process. Biggs' 3P model was asked as a match in 2022; a direct question on one stage is the easier follow-up.

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4 Methods of Teaching in Institutions of Higher Learning: Teacher-centred vs Learner-centred, Offline vs Online

29 PYQs (19%) | Trend: **steady** ● 18% → 19% | Formats: classify, match method ↔ objective, statements

What NTA asks here: which methods are learner-centred · direct vs indirect instruction · lecture, demonstration, project, field trip – their objectives · inductive teaching · problem-solving steps · models of teaching (Joyce & Weil) · lesson planning · synchronous/asynchronous, blended, flipped · MOOC, SWAYAM.

4.1 Teacher-centred vs learner-centred



Fig 4.1 · Where each method sits

	Teacher-centred	Learner-centred
Focus	teaching, content coverage	learning, **skills** and understanding
Teacher	source of knowledge, authority	facilitator, guide; **recognises that all learners are unique and uses different teaching styles** 2022
Learner	passive receiver	active, responsible, collaborates
Strategies	direct	**indirect** 2026
Assessment	mostly summative, recall	continuous, authentic, self and peer

Einstein's line – "I never teach my pupils; I only attempt to provide the conditions in which they can learn" – fits the **learner-centred** model 2022. **Inquiry approach** is outside the teacher-centric methods 2022. Learner-centred strategies: cooperative learning, laboratory projects, pair-share discussions – **not** team teaching or lecturing with PowerPoint 2020.

Wrong statements about the learner-centred approach (2026): "centred on needs pre-decided by parents", "depends on the teacher's training", "only for private schools".

Direct vs indirect instruction asked

Direct instruction (teacher-led)	Indirect instruction (learner-led)
guided student practice · presenting material in **small, easy steps** · explicit teaching · drill · lecture	**concept acquisition through question-answer** · **problem-based** presentation · **participatory and collaborative** moves · inquiry · case study · discovery

4.2 Main methods and their objectives

Method	Main objective / feature
Lecture	**presenting facts**; gives new information, can share the teacher's own research not found in textbooks, can dramatise concepts and share personal insights 2025 ×2. Limitation: one-way, passive learners.
Demonstration	**showing manipulations of operations** – how something is done
Field trip	providing **direct experiences**
Project (W. H. Kilpatrick, based on Dewey)	providing **purposeful activities** in a real setting
Discussion	critical analysis, sharing views, problem solving
Seminar	one person presents a paper; others discuss under a chair
Symposium	several experts speak on different aspects of one topic
Panel discussion	4–8 experts discuss informally in front of an audience; a moderator
Workshop	hands-on, learning by doing, produces a product
Brainstorming (Alex Osborn)	free flow of ideas, no criticism, quantity first
Case study (Harvard)	analysing a real situation to decide or solve
Role play / simulation	acting out real situations safely
Heuristic (H. E. Armstrong)	learner discovers like a researcher
Dalton plan (Helen Parkhurst)	individual assignments, contract system
Programmed instruction (B. F. Skinner)	small steps, active response, immediate feedback, self-pace

Inductive teaching and problem solving

- **Inductive teaching**: students are **first presented with challenges** (problems, cases, observations) and reach the general rule afterwards 2022. Examples: inquiry, problem-based, case-based, discovery learning. **Deductive**: rule first, then examples.
- **Problem-solving steps** 2025: Define the problem → Generate many possible solutions → Evaluate each solution → Make a decision → Implement and evaluate the result.
- **Experiential learning** (Dewey, Kolb): to get educational value from an experience one must extract its meaning through **reflection** 2025.
- **Scaffolding**: the teacher poses questions to students as they attempt a task 2025.
- **Making classroom teaching effective** 2022: suitable aids, effective communication, classroom discussion, multimedia tools – **not** "asking students to write and memorise".

4.3 Models of teaching – Joyce & Weil (1972)

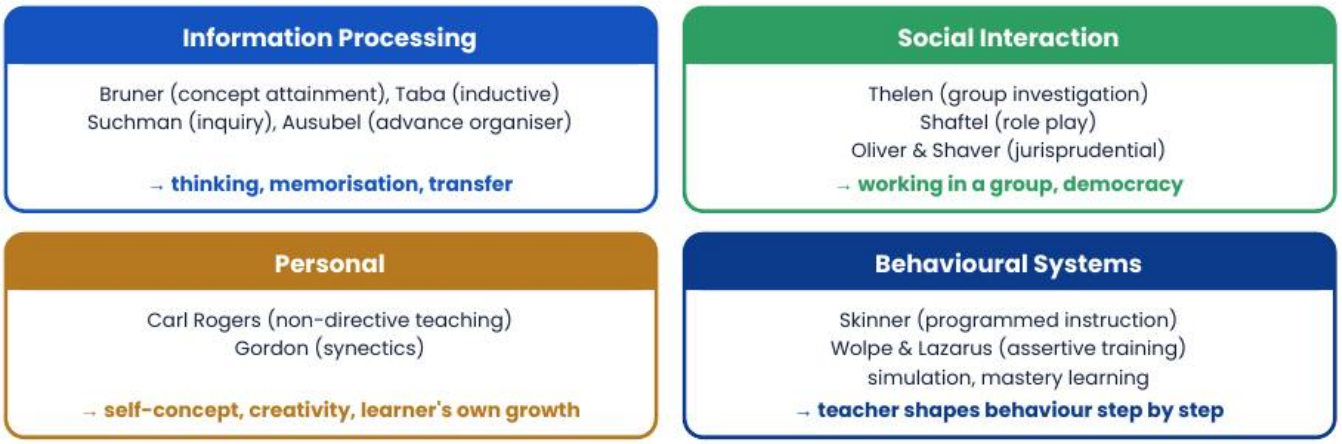


Fig 4.2 · Joyce & Weil's four families of models of teaching (1972)

NTA's name for the family	Feature asked in 2026
Personal (basis) model	instruction based on **human relations**, self-development
Social interaction model	**working in a group**
Behaviour altering (behavioural systems) model	the **teacher as the main figure** in class
Information development (processing) model	**memorisation, practice and transfer** of learning

Behavioural systems family – exponents 2025

Anxiety reduction (desensitisation)	Rinn & Wolpe
Assertive training	Wolpe & Lazarus
Direct training	Lumsdaine
Programmed instruction	B. F. Skinner

Simulation model – the teacher's four roles are **explaining**, refereeing, coaching and discussing 2025. The first role asked: **explaining**.

Every model has four elements: **syntax** (phases), **social system** (roles), **principles of reaction** (how the teacher responds) and **support system** (materials).

4.4 Lesson planning

Lesson plan sequence (2025):

Pre-planning ▶ Lesson opening ▶ Lesson layout ▶ Extended practice ▶ Closure

5E lesson plan = Constructivist (Bybee, BSCS):

E1 · Engage ▶ E2 · Explore ▶ E3 · Explain ▶ E4 · Elaborate ▶ E5 · Evaluate

Fig 4.4 · Two lesson-plan sequences NTA asks

Plan / tool	Approach it belongs to 2026
Concept mapping	graphical tool for organising and representing knowledge (Joseph Novak)
5E lesson plan	**constructivist** approach
Stimulus–response based lesson plan	**behaviourist** approach
Unit plan	systematic arrangement of subject matter
Herbartian plan	5 steps: preparation, presentation, association, generalisation, application

4.5 Offline vs online teaching

Mode	Meaning	Examples
Offline	face-to-face in a physical classroom	**chalk and board** 2022, lecture, lab, field work
Online – **synchronous**	same time, live; **active discussion and immediate feedback** 2022	live class, video conferencing, chat
Online – **asynchronous**	any time, self-paced, delayed feedback	recorded videos, e-mail, discussion boards, MOOCs
Blended / hybrid	combines elements of **face-to-face and online** 2022	video through LMS + classroom discussion
Flipped classroom	learners **explore the lesson at home before** the teacher describes it; class time is used for higher-order work	watch video at home, solve problems in class

Asked 2022: in the **traditional** model, analysis, application, creativity and evaluation happen **outside class** (homework). The flipped model brings them inside. **Online methods** (2022): LMS, video-conferencing tools, SWAYAM and Swayam Prabha – not chalk-and-talk or field activity.

MOOCs and SWAYAM



SWAYAM · launched 9 July 2017 · Ministry of Education
Free to learn; fee only for the proctored exam
Credit transfer: up to 40% of a programme's courses per semester (UGC SWAYAM Regulations, 2021)

MOOC = Massive Open Online Course
Anyone · Anytime · Anywhere · Any number of times

Fig 4.3 · SWAYAM's four quadrants – asked as 'four quadrants of learning' (2025)

- **MOOC** = Massive Open Online Course (term coined in 2008). MOOCs are **learner-centric** and follow the philosophy of **anyone, anytime, anywhere, any number of times**. They can be taken without a teacher being present, and they are **not all 4-credit courses** – credits vary 2022 ×2.
- **cMOOC** = connectivist (learner networks); **xMOOC** = instructor-led (Coursera, edX, Udacity).
- **SWAYAM** (Study Webs of Active-Learning for Young Aspiring Minds) – Government of India MOOC platform, Ministry of Education, launched 9 July 2017; courses from Class 9 to post-graduation.

- **SWAYAM national coordinators:** NPTEL (engineering), UGC (PG non-technical), CEC (UG), NCERT and NIOS (school), IGNOU (out-of-school), IIM Bangalore (management), NITTTR (teacher training), AICTE (self-paced and international).
- **Swayam Prabha**: free **DTH** educational TV channels (started 2017 with 32 channels), run through BISAG-N, with the portal maintained by INFLIBNET – for learners without internet.
- **Other platforms:** NPTEL (IITs + IISc) · e-PG Pathshala (UGC–INFLIBNET) · Shodhganga (theses) · NDLI (IIT Kharagpur) · DIKSHA (school, NCERT) · Virtual Labs · Spoken Tutorial (IIT Bombay) · PM eVIDYA (2020) · Coursera (Stanford professors) · edX (Harvard & MIT) · Udemy (paid marketplace) · Khan Academy.

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Previous Year Questions · 29

All 29 PYQs from this topic, newest first, with official answers

4.1 2 January 2026 (Evening Shift) — Direct

Being a constructivist teacher, you will NOT do what?

(1) Making your learner more active.

(2) Giving opportunity to learners to integrate what is presented and what they already know.

(3) Considering learners as sense makers who construct knowledge.

(4) Giving study materials to learners to recall the contents proficiently.

Answer: (4) Giving study materials to learners to recall the contents proficiently.
Explanation: Constructivism treats learners as active sense-makers who build new knowledge on prior knowledge, so options 1–3 are constructivist practices. Handing out material merely to be memorised and recalled is a rote, transmission approach, so a constructivist teacher would not give study materials just to recall the contents.

4.2 22 June 2026 (Evening Shift) — Multi-statement

Select characteristics of the Learner Centered Approach:

A. It is centered on the needs of the learner as predecided by her parents

B. It lays emphasis on skills

C. It lays emphasis on indirect strategies

D. It is dependent on the training the teacher has gone through

E. It can be used in privately managed schools only

Choose the correct answer from the options given below:

(1) A and E only

(2) B and C only

(3) D and E only

(4) A, B, D and E only

Answer: (2) B and C only
Explanation: The learner-centered approach is built around the learner's own needs (not parent-decided), emphasises skills and indirect/facilitative strategies, and is not restricted to private schools or dependent on a fixed teacher-training format — so only B and C are genuine characteristics.

4.3 22 June 2026 (Evening Shift) **Match**

Match the LIST-I (Teaching Model) with LIST-II (Feature):

LIST-I	LIST-II
A. Personal Basis Model	I. Working in a group
B. Social Interaction Model	II. Teacher as the main figure in class
C. Behaviour Altering Model	III. Memorization, practice and transfer of learning
D. Information Development Model	IV. Instruction based on human relations

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: The Personal (humanistic) model centres on the learner's human relations and self-development (IV); the Social Interaction model centres on group work (I); the remaining two features — teacher-centred instruction (II) and memorisation/practice (III) — go with the Behaviour Altering and Information Development models respectively. So A-IV, B-I, C-II, D-III.

4.4 2 January 2026 (Morning Shift) **Match**

Match the LIST-I with LIST-II

LIST-I	LIST-II
A. Concept Mapping	I. Graphical tools for organizing and representing knowledge
B. Five E based Lesson Planning	II. Constructive Approach
C. Stimulus-response based lesson planning	III. Systematic arrangement of subject matter
D. Unit Plan	IV. Behaviourist Approach

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Concept maps are graphical tools for organising knowledge (A-I); the 5E model (Engage, Explore, Explain, Elaborate, Evaluate) is constructivist (B-II); stimulus-response planning follows the behaviourist approach (C-IV); a unit plan systematically arranges subject matter (D-III). Answer: A-I, B-II, C-IV, D-III.

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4.5 2 January 2026 (Morning Shift) **Direct**

Which of the following is NOT the criticism of behaviourist model of teaching?

(1) It doesn't take into account important internal processes that take place in mind.

(2) It is not appropriate for higher order learning.

(3) It is not appropriate for lower order learning.

(4) Learning is sometimes beyond the association between stimulus and response.

Answer: (3) It is not appropriate for lower order learning.
Explanation: Behaviourism is criticised for ignoring mental processes, for being weak at higher-order learning and for reducing learning to S-R bonds. It actually works well for lower-order learning (drill, habit formation), so 'It is not appropriate for lower order learning' is not a criticism.

4.6 25 June 2025 (Morning Shift) **Direct**

The role of a teacher in supporting experiential learning can't be of a/ the _____.

(1) Coach **(2)** Mentor

(3) Tutor **(4)** Technology

Answer: (4) Technology
Explanation: In experiential learning the teacher acts as a facilitator – a coach, a mentor and a tutor who guides reflection on experience. Technology is a tool or medium used in teaching, not a human role a teacher can perform.

4.7 26 June 2025 (Morning Shift) **Direct**

The role of a teacher in the simulation model is that of

(1) Explaining **(2)** Designing

(3) Describing **(4)** Choosing activity

Answer: (1) Explaining
Explanation: In Joyce and Weil's simulation (simulation training) model the teacher takes four roles — explaining, refereeing, coaching and discussing. The teacher first explains the simulation, its rules and the roles, then referees participation, coaches with hints and finally leads the debriefing discussion.

4.8 27 June 2025 (Evening Shift) **Sequence**

Arrange the following in sequence as they are introduced in increasing order of age of the students:

A. Taxonomy of Educational Objectives

B. Team Teaching

C. Personalised system of Instructions

D. Concept of Interaction model of Teaching

Choose the correct answer from the options given below:

(1) A, D, B, C **(2)** B, A, D, C

(3) C, A, D, B **(4)** C, D, A, B

Answer: (2) B, A, D, C
Explanation: Taken in order of the year each idea was introduced: Team Teaching came out of the Harvard school experiments of the mid-1950s (B); Bloom's Taxonomy of Educational Objectives was published in 1956 (A); Flanders' Interaction model of classroom analysis belongs to the early 1960s (D); and Keller's Personalised System of Instruction appeared in 1968 (C). Hence B, A, D, C.

4.9 29 June 2025 (Morning Shift) **Direct**

The teaching which involves the teacher posing questions to students as they attempt a task, is known as :

(1) Co-operative Teaching
(2) Peer tutoring
(3) Scaffolding
(4) Directed teaching

Answer: (3) Scaffolding
Explanation: Scaffolding, derived from Vygotsky's zone of proximal development, is the temporary support a teacher gives while the learner attempts a task – prompts, hints and questions that are gradually withdrawn as competence grows. Co-operative teaching and peer tutoring involve teaching by colleagues or fellow students, and directed teaching is teacher-controlled instruction. Hence the answer is Scaffolding.

4.10 25 June 2025 (Evening Shift) **Sequence**

Rearrange the sequence to write a lesson plan

A. Lesson opening
B. Preplanning
C. Lesson Layout
D. Closure of Lesson
E. Extended practice

Choose the correct answer from the options given below:

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

Answer: (4) B, A, C, E, D
Explanation: A lesson plan begins with preplanning (B), then the lesson is opened or introduced (A), the body or layout of the lesson is developed (C), learners are given extended practice (E), and finally the lesson is closed with a summary and assignment (D). Hence the order is B, A, C, E, D.

4.11 28 June 2025 (Morning Shift) **Match**

Match List - I with List - II (match models with their exponents)

List - I	List - II
A. Anxiety Reduction	I. Wolpe and Lazarus
B. Assertive training	II. B. F. Skinner
C. Direct training	III. Rinn and Wolpe
D. Programmed instruction	IV. Lumsdaine

Choose the correct answer from the options given below:

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

Answer: (3) A-III, B-I, C-IV, D-II
Explanation: In the behavioural systems family of teaching models, anxiety reduction / desensitization is credited to Rinn and Wolpe (A-III), assertive training to Wolpe and Lazarus (B-I), direct training to Lumsdaine (C-IV) and programmed instruction to B. F. Skinner (D-II). Hence A-III, B-I, C-IV, D-II.

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4.12 25 June 2025 (Evening Shift) **Multi-statement**

When a teacher uses Lecture Method, then

A. It provides new information to the students.

B. It provides original research to the students which are generally not found in text books.

C. It can dramatize important concepts and share personal insights.

D. It is less effective method for promoting thought and changing students attitudes.

E. It deals with critical analysis and problem solving.

Choose the correct answer from the options given below:

(1) A, B and C Only

(2) B, C and E Only

(3) A, B, C and E Only

(4) A, D and E Only

Answer: (1) A, B and C Only

Explanation: The question asks what the lecture method does when a teacher uses it. A lecture conveys new information (A), can bring in the teacher's own research not available in textbooks (B), and allows the teacher to dramatize concepts and share personal insights (C). Critical analysis and problem solving (E) belong to discussion and problem-solving methods, and statement D is a limitation rather than something the method does. Hence A, B and C only.

4.13 26 June 2025 (Morning Shift) **Sequence**

Arrange the problem-solving strategy.

(A) Generate many possible solutions

(B) Determine how to implement the solution and evaluate the success of the solution

(C) Make a decision

(D) Evaluate each solution

(E) Define the problem

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: The standard problem-solving sequence starts by defining the problem (E), then generating many possible solutions (A), evaluating each solution (D), making a decision (C) and finally implementing it and judging its success (B). Hence the order is E, A, D, C, B.

4.14 28 June 2025 (Evening Shift) **Match**

Match List - I with List - II

List - I (Methods)	List - II (Objectives)
A. Lecturing	I. Providing direct experiences
B. Demonstration	II. Presenting facts
C. Field trip	III. Providing purposeful activities
D. Project	IV. Showing manipulations of operations

Choose the correct answer from the options given below :

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

Answer: (2) A-II, B-IV, C-I, D-III
Explanation: The lecture method is mainly used to present facts and information to a large group (A-II). Demonstration shows learners how an operation is actually manipulated or performed (B-IV). A field trip takes learners to the real setting and so provides direct, first-hand experience (C-I). The project method engages learners in purposeful, self-directed activity (D-III). Hence A-II, B-IV, C-I, D-III.

4.15 4 September 2024 (Morning Shift) **Direct**

A relationship in which a less-experienced learner acquires knowledge and skills under the guidance of an expert is known as:

(1) Cloud computing
(2) Cognitive load
(3) Cognitive apprenticeship
(4) Collective monologue

Answer: (3) Cognitive apprenticeship
Explanation: In cognitive apprenticeship (Collins, Brown and Newman), an expert models, coaches and scaffolds a novice until the learner can work independently. Cognitive load refers to demands on working memory, and collective monologue is Piaget's term for young children talking in a group without real exchange.

4.16 11 October 2022 (Evening Shift) **Direct**

In which mode of learning, learners participate in active discussion and get immediate feedback from the teachers?

(1) Synchronous mode of learning
(2) Asynchronous mode of learning
(3) Spatial mode of learning
(4) Relativist mode of learning

Answer: (1) Synchronous mode of learning
Explanation: In synchronous learning the teacher and the learners are present at the same time (live class, video conference, chat), so discussion is live and feedback is immediate. Asynchronous learning (recorded lectures, e-mail, discussion boards) is time-shifted, so feedback is delayed. 'Spatial' and 'relativist' are not modes of learning delivery.

4.17 13 October 2022 (Morning Shift) **Direct**

In a learner centered teaching environment, teachers

(1) recognise that all learners are unique and utilise different teaching styles

(2) do not provide structure and direction

(3) make decisions about how and what learners will learn

(4) do not facilitate learner's decision making process

Answer: (1) recognise that all learners are unique and utilise different teaching styles
Explanation: Learner-centred teaching begins from learner diversity, so the teacher recognises that every learner is unique and uses different teaching styles. Options 2, 3 and 4 describe a teacher-centred class — withholding structure, deciding everything for the learner and blocking the learner's own decision making.

4.18 14 October 2022 (Evening Shift) **Direct**

Which of the following is outside the Teacher-Centric Method?

(1) Demonstration **(2)** Team teaching

(3) Inquiry approach **(4)** Lecture method

Answer: (3) Inquiry approach
Explanation: Demonstration, team teaching and the lecture method all keep the teacher as the main transmitter of content. In the inquiry approach the learner frames questions, investigates and constructs knowledge, so it is learner-centric and falls outside teacher-centric methods.

4.19 20 October 2022 (Evening Shift) **Assertion–Reason**

Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R

Assertion A: MOOCs are learner-centric courses.

Reason R: MOOCs can only be accessed by a learner in the presence of his/her teacher.

In light of the above statements, choose the most appropriate answer from the options given below

(1) Both A and R are correct and R is the correct explanation of A

(2) Both A and R are correct but R is NOT the correct explanation of A

(3) A is correct but R is not correct

(4) A is not correct but R is correct

Answer: (3) A is correct but R is not correct
Explanation: MOOCs are learner-centric: learners study online at their own pace, anytime and anywhere. They do not need a teacher to be physically present, so R is false. Answer: A is correct but R is not correct.

4.20 23 October 2022 (Morning Shift) **Direct**

"I never teach my pupils; I only attempt to provide the conditions in which they can learn" – Albert Einstein. The above quote can be best fitted for which of the following models of teaching-learning?

(1) Learner Centered **(2)** Teacher Centered

(3) Parents Centered **(4)** Placement Centered

Answer: (1) Learner Centered
Explanation: The teacher does not transmit knowledge but creates conditions in which learners learn by themselves. The learner is at the centre and the teacher is a facilitator – the learner-centred model.

4.21 11 October 2022 (Morning Shift) **Direct**

In which of the learner-centered methods students are first presented with challenges?

(1) Self learning
(2) Active learning
(3) Inductive teaching and learning
(4) Cooperative learning

Answer: (3) Inductive teaching and learning
Explanation: In inductive teaching and learning the teacher begins with a challenge — a problem, a case or a set of observations — and the general principle is reached only afterwards from those particulars. The other methods describe how learners work (alone, actively or in groups), not the challenge-first sequence.

4.22 20 October 2022 (Evening Shift) **Direct**

Which of the following phrases best describes blended learning?

(1) It involves two teachers teaching the class
(2) It involves online interactions only through LMS
(3) It combines elements of face-to-face and online
(4) It involves older students teaching younger students through a mentoring approach

Answer: (3) It combines elements of face-to-face and online
Explanation: Blended learning mixes classroom (face-to-face) teaching with online/ICT-based learning. Two teachers is team teaching, older students teaching younger is peer tutoring, and LMS-only is fully online learning. Answer: combination of face-to-face and online/ICT tools.

4.23 21 October 2022 (Morning Shift) **Multi-statement**

Which of the following strategies can be used for making classroom teaching effective?
(A) Use of suitable teaching aids
(B) Effective Communication Skills
(C) Asking students to write and memorise
(D) Discussion in classroom
(E) Using multimedia tools
Choose the correct answer from the options given below:

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

Answer: (3) (A), (B), (D) and (E) only
Explanation: Suitable teaching aids, effective communication, classroom discussion and multimedia tools all increase understanding and participation. Asking students to write and memorise promotes rote learning, not effective teaching. Hence (A), (B), (D) and (E) only.

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4.24 23 October 2022 (Evening Shift) **Assertion–Reason**

Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R:

Assertion A: MOOCs have philosophy of Anyone, Anytime, Anywhere and Any number of times.

Reason R: MOOCs are 4 credit courses.

In light of the above statements, choose the most appropriate answer from the options given below:

(1) Both A and R are correct and R is the correct explanation of A

(2) Both A and R are correct but R is NOT the correct explanation of A

(3) A is correct but R is not correct

(4) A is not correct but R is correct

Answer: (3) A is correct but R is not correct

Explanation: A is correct: MOOCs (e.g. on SWAYAM) are open online courses that anyone can take anytime, anywhere, and revisit any number of times. R is not correct: MOOCs are not fixed at 4 credits – SWAYAM courses carry different credits depending on their length (commonly 2, 3 or 4). Hence A is correct but R is not correct.

4.25 23 October 2022 (Morning Shift) **Multi-statement**

Which of the following are online methods of teaching?

(A) Using LMS

(B) Using video conferencing tools

(C) Chalk and Talk

(D) SWAYAM & Swayam Prabha

(E) Field based activity

Choose the correct answer from the options given below:

(1) A, B and C Only

(2) A, B and D Only

(3) B and D Only

(4) B, D and E Only

Answer: (2) A, B and D Only

Explanation: LMS, video conferencing and SWAYAM/Swayam Prabha are all technology-based online methods. Chalk and talk and field-based activity are offline methods. So the answer is A, B and D only.

4.26 22 October 2022 (Evening Shift) **Direct**

Where do the important aspects of learning including analysis, application, creativity and evaluation take place as per the traditional model of classroom teaching?

(1) Outside class

(2) Inside class

(3) During summative assessment

(4) On rote learning

Answer: (1) Outside class

Explanation: In the traditional model, class time is used for lecturing – the lower levels of Bloom's taxonomy (remembering, understanding). The higher-order work of application, analysis, evaluation and creation is left to homework, i.e. outside class. The flipped classroom reverses this by bringing that work into the class.

4.27 1 October 2020 (Morning Shift) **Multi-statement**

Identify those teaching strategies which are learner-centred:

a. Cooperative learning

b. Team teaching

c. Laboratory based projects

d. Pair-share discussions

e. Lecturing with PowerPoint presentations

Choose the correct answer from the options given below:

(1) a, b and c only **(2)** b, c and d only

(3) a, c and d only **(4)** c, d and e only

Answer: (3) a, c and d only

Explanation: In learner-centred strategies the students do the work: cooperative learning, lab projects and pair-share discussions all need active learner participation. Team teaching and PowerPoint lectures are teacher-centred, because the teacher(s) deliver the content.

4.28 Paper not recorded **Direct**

To experience the educational value, one must extract its net meaning through:

(1) Reflections **(2)** Communication

(3) Consequences **(4)** Decisions

Answer: (1) Reflections

Explanation: Educational value is not simply transmitted or observed in outcomes; it has to be internalised. This happens through reflection — the learner thinking back over experience and drawing out its meaning, as Dewey described in reflective thinking. Communication, consequences and decisions may follow, but the net meaning is extracted by reflecting.

4.29 Paper not recorded **Multi-statement**

From the following, identify those features which are associated with 'Indirect Instructional Strategies':

a. Guided student practice

b. Focus on concept acquisition through question-answer sessions

c. Presenting the stimulus material in small, easy to take steps

d. Problem based presentation

e. Participatory and collaborative moves stressed

Choose the correct answer from the options given below:

(1) b, d and e only **(2)** a, b and c only

(3) b, c and d only **(4)** c, d and e only

Answer: (1) b, d and e only

Explanation: Indirect instruction is student-centred: learners discover concepts through questioning (b), work on problems (d) and collaborate (e). Guided practice (a) and small-step presentation (c) belong to direct instruction.

Predicted Questions · 5

Written on the 2024–26 patterns. Try them first – answers and reasons are below.

P4.1

Which of the following are indirect instructional strategies? A. Concept mapping B. Drill and practice C. Inquiry D. Case study E. Explicit lecture

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

P4.2

Match List I (Method) with List II (Associated with): A. Project method B. Heuristic method C. Dalton plan D. Brainstorming — I. Helen Parkhurst II. W. H. Kilpatrick III. Alex Osborn IV. H. E. Armstrong

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

P4.3

Arrange the phases of the 5E constructivist lesson plan in the correct order: A. Elaborate B. Engage C. Evaluate D. Explore E. Explain

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

P4.4

Assertion (A): In a flipped classroom, class time is used for higher-order activities like analysis and problem solving. Reason (R): Students go through the content (videos, readings) before coming to class.

(1) Both (A) and (R) are true and (R) is the correct explanation of (A)
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(3) (A) is true but (R) is false
(4) (A) is false but (R) is true

P4.5

As per UGC regulations, a student may earn credits through SWAYAM courses for up to what share of the total courses offered in a semester?

(1) 20%
(2) 30%
(3) 40%
(4) 50%

Answers – Predicted Questions

P4.1 → (3) A, C and D only. Direct vs indirect and learner-centred classification gave seven questions; this is the most stable pattern of Topic 4.

P4.2 → (1) A-II, B-IV, C-I, D-III. Method ↔ objective was matched in 2025 and model ↔ exponent in 2025. Method ↔ originator completes the set.

P4.3 → (4) B, D, E, A, C. The 5E plan was matched to constructivism in 2026 and lesson-plan order was asked in 2025. The 5E order itself is the next step.

P4.4 → (1) Both (A) and (R) are true and (R) is the correct explanation of (A). Flipped and traditional models were asked in 2022 (twice). Assertion–reason on online methods (MOOC) has also appeared.

P4.5 → (3) 40%. SWAYAM, MOOCs and NEP-linked credit questions appear regularly; the 40% limit is the most quoted SWAYAM fact.

5 Teaching Support System: Traditional, Modern and ICT-based

13 PYQs (8%) | Trend: **slightly falling ▼** 11% → 6% | Formats: match, multi-select tools, assertion–reason

What NTA asks here: classify a support system as traditional, modern, ICT-based or blended · LMS · digital tools for quizzes and polls · OER and Creative Commons · educational vs instructional technology · linear vs branching programmes · concept maps · NEP 2020 terms.

5.1 The three (plus one) types

Traditional	Modern	ICT-based	Hybrid / blended
talk and chalk, sharing notes, blackboard, textbook, charts, maps, models, globe, flannel board	new **methods**: case-study discussion, seminars, team teaching, OHP, radio, TV, film, language lab	projector + presentation, smart board, LMS, video conferencing, e-books, simulations, virtual labs, MOOCs, AI tools	**video through LMS + face-to-face discussion**

Exact match asked in 2022: Video through LMS and face-to-face discussion → **Hybrid/Blended** · Talk and chalk and sharing notes → **Traditional** · Case-study discussions → **Modern** · Projector in class for presentation → **ICT based**.

Classifying aids

- **Audio**: radio, podcast, audio recording · **Visual**: chart, map, model, slides · **Audio-visual**: TV, film, video, smart class.
- **Projected**: OHP, LCD, slide projector · **Non-projected**: blackboard, chart, model, globe.
- Aids are **supplementary**: they support the teacher, they do not replace the teacher.

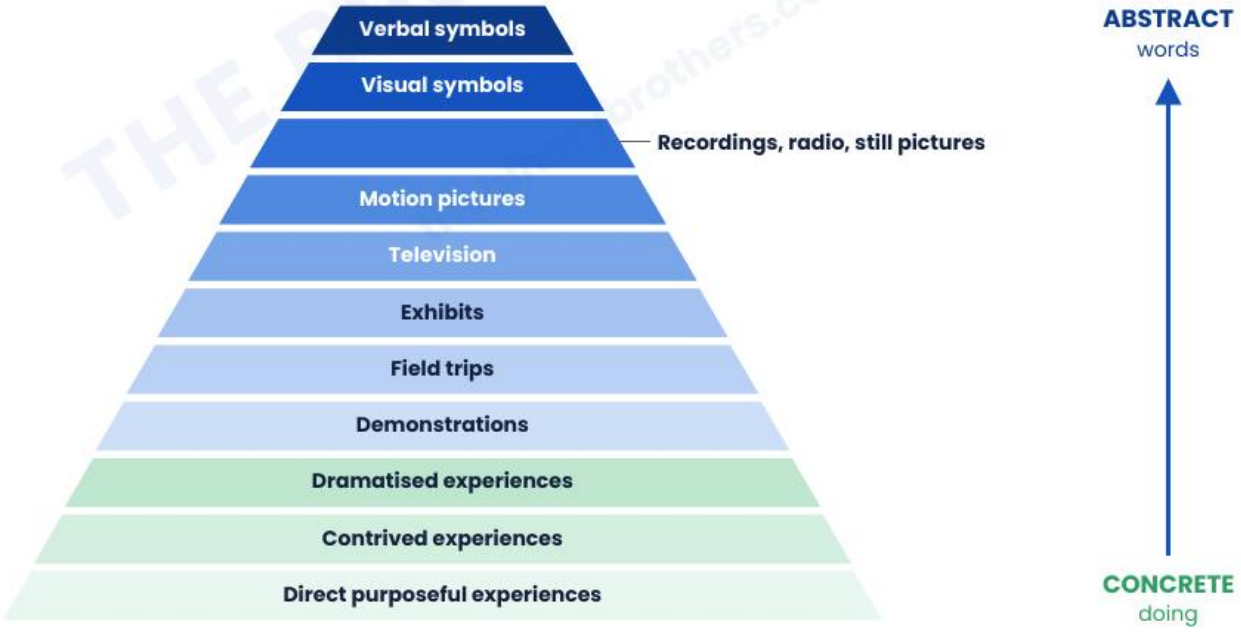


Fig 5.1 · Edgar Dale's Cone of Experience (1946)

Edgar Dale's idea: the more concrete the experience and the more senses involved, the longer the learning lasts. **Direct experience** is at the base, **verbal symbols** at the top.

5.2 Educational technology

Term	Level / meaning
Educational technology	widest, system level – goals decided in the context of the **needs of a nation** 2025
Instructional technology	classroom / lesson level – **feedback obtained at the local level**
Modern teaching technology	new practices like **team teaching**
Traditional teaching technology	**same time for all students** to finish a task

Three approaches: ET-1 **hardware** (machines – projector, computer) · ET-2 **software** (methods, programmed learning) · ET-3 **systems approach** (input → process → output with feedback).

Programmed instruction

Type	Given by	Fits
Linear (extrinsic) – fixed small steps, same path for all	B. F. Skinner (1954)	memory level
Branching (intrinsic) – answer decides the next frame; errors explained	Norman Crowder (1960)	**understanding level** 2025
Mathetics – backward chaining (last step taught first)	Thomas Gilbert (1962)	complex skills

5.3 ICT tools teachers use

Purpose	Tools
LMS – online content, assessments, seamless virtual interaction; works for blended and online learning 2022 ×2	Moodle (open source), Google Classroom, Canvas, Blackboard
Interactive quizzes with **immediate feedback** 2024	**Google Forms, Kahoot**, Quizizz, Socrative
Real-time polls and opinion surveys 2024	**Poll Everywhere, Strawpoll, SurveyMonkey, Mentimeter**
Screen recording and video editing	Camtasia, OBS
Audio editing	Audacity
Graphic design	Adobe Illustrator, Canva
Statistical analysis software 2025	**PSPP** (free), SPSS, R
Video conferencing	Zoom, Google Meet, Microsoft Teams

> **Trap:** Camtasia, Audacity and Adobe Illustrator are **content-creation** tools – they cannot make interactive quizzes or live polls.

- **Concept map**: a drawing that charts the relationships among ideas (Joseph Novak) 2022. **Mind map** (Tony Buzan): radial notes around one central idea; a **self-learning tool**.
- **Gamification**: learning through game elements like quizzes, points, badges. **Virtual reality**: an ICT-based immersive method.
- **YouTube**: an example of a **multisensory** (audio + visual) approach to learning.

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Match asked 2025: Multisensory approach → YouTube · Four quadrants of learning → MOOC (SWAYAM) · Academic Bank of Credit → NEP 2020 · Statistical software → PSPP.
Match asked 2022: Mind maps → self-learning tools · Gamification → learning through quizzes · Flipped classroom → students explore the lesson before the teacher describes it · ICT-based method → virtual reality.

5.4 Open Educational Resources and Creative Commons

- **OER** (term adopted by UNESCO, 2002): teaching and learning materials that are **free and openly licensed** for anyone to use, adapt and share. The philosophy is to provide freely accessible text and media for teaching, learning and research 2022.
- **Creative Commons** – the symbol **(cc)** 2022. Licence elements: **BY** (attribution), **SA** (share alike), **NC** (non-commercial), **ND** (no derivatives). CC0 = public domain.
- The 5 Rs of OER (David Wiley): Retain, Reuse, Revise, Remix, Redistribute.

NEP 2020 terms linked to teaching support

Academic Bank of Credits (ABC) – digital storage of credits for multiple entry and exit · **National Educational Technology Forum (NETF)** · **DIKSHA** – one nation, one digital platform · blended learning promoted · up to **40%** of a semester's courses can be taken through SWAYAM (UGC, 2021).

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Previous Year Questions · 13

All 13 PYQs from this topic, newest first, with official answers

5.1 27 June 2025 (Evening Shift) — Match

Match List - I with List - II

List - I	List - II
A. Goals are decided in the context of the needs of a nation	I. Modern Teaching Technology
B. Feedback is obtained at local level	II. Traditional Teaching Technology
C. Team Teaching	III. Instructional Technology
D. Time for completion of a task is same for all students	IV. Educational Technology

Choose the correct answer from the options given below:

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

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

Explanation: Setting goals in the light of national needs is the broadest, system-level concern of Educational Technology (A-IV). Feedback obtained at the local classroom or lesson level belongs to Instructional Technology (B-III). Team teaching is a newer classroom practice, i.e. Modern Teaching Technology (C-I). Fixing the same completion time for every student regardless of individual pace is a feature of Traditional Teaching Technology (D-II).

5.2 29 June 2025 (Morning Shift) — Direct

____ is the 'RIGHT' instructional technology for the understanding level of teaching.

(1) Branching
(2) Linear
(3) Programmed instruction
(4) Self instruction

Answer: (1) Branching

Explanation: In programmed instruction, Skinner's linear programme suits the memory level of teaching because it moves in small fixed steps, whereas Crowder's branching (intrinsic) programme suits the understanding level, since the learner's response decides the branch and the wrong answers are diagnosed and explained. Hence the right technology for the understanding level is Branching.

5.3 29 June 2025 (Morning Shift) **Match**

Match List - I with List - II :

List - I	List - II
A. An example of multisensory approach of learning	I. MOOC
B. Four quadrants of learning	II. PSPP
C. Academic Bank of Credit	III. YouTube
D. An example of software package on statistical analysis	IV. NEP-2020

Choose the correct answer from the options given below :

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

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

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

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

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

Explanation: YouTube presents content through sight and sound together, so it illustrates the multisensory approach (A-III). The four-quadrant approach – e-tutorial, e-content, discussion forum and self-assessment – is the design prescribed for MOOCs on SWAYAM (B-I). The Academic Bank of Credit was introduced under NEP-2020 (C-IV). PSPP is free software for statistical analysis, an alternative to SPSS (D-II). Hence A-III, B-I, C-IV, D-II.

5.4 4 September 2024 (Evening Shift) **Multi-statement**

In a biology class, a teacher wants to conduct a formative assessment to gauge students' understanding of cell structure and function. Which of the following tools would be most effective for creating interactive quizzes with immediate feedback?

(A) Google forms

(B) Adobe Illustrator

(C) Kahoot

(D) Audacity

(E) Camtasia

Choose the correct answer from the options given below:

(1) (B), (C) and (E) Only

(2) (A), (C), (D) and (E) Only

(3) (A) and (C) Only

(4) (B), (D) and (E) Only

Answer: (3) (A) and (C) Only

Explanation: Google Forms (quiz mode with auto-grading) and Kahoot (game-based live quizzes) give interactive quizzes with instant feedback. Adobe Illustrator is a graphics tool, Audacity an audio editor and Camtasia a screen-recording/video editor. Answer: (A) and (C) Only.

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5.5 3 September 2024 (Evening Shift) **Multi-statement**

A sociology professor wants to gather students' opinions on a controversial social issue discussed in class. Which tools allow the professor to create polls and analyze responses in real-time?

(A) Poll Everywhere

(B) Camtasia

(C) Strawpoll

(D) Survey Monkey

(E) Mentimeter

Choose the correct answer from the options given below:

(1) (A), (B) and (D) only

(2) (A), (C), (D) and (E) only

(3) (B) and (E) only

(4) (B), (C) and (D) only

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

Explanation: Poll Everywhere, Strawpoll, SurveyMonkey and Mentimeter are all online polling/survey tools that collect and display responses instantly. Camtasia is screen-recording and video-editing software, not a polling tool. Hence (A), (C), (D) and (E) only.

5.6 20 October 2022 (Evening Shift) **Direct**

For effective integration of ICT in teaching-learning, the following should be used for providing online content, assessments, and for seamless virtual interaction of teachers with learners.

(1) WhatsApp

(2) Content Management System

(3) Learning Management System

(4) Facebook

Answer: (3) Learning Management System

Explanation: A Learning Management System (e.g. Moodle, Google Classroom) delivers course content, conducts and grades assessments, tracks progress and supports teacher–learner interaction in one place. A CMS only manages web content, and WhatsApp/Facebook are social media tools. Answer: Learning Management System.

5.7 23 October 2022 (Morning Shift) **Direct**

Which of the following is used in offline mode of teaching?

(1) Chalk and board

(2) Video conferencing tools

(3) LMS

(4) Digital resources

Answer: (1) Chalk and board

Explanation: Offline teaching is face-to-face classroom teaching, where chalk and board is the typical aid. Video conferencing, LMS and digital resources are used in online teaching.

5.8 13 October 2022 (Evening Shift) **Two statements**

Given below are two statements

Statement I: Learning Management System (LMS) is used to provide a virtual environment for teachers and students.

Statement II: LMS can be used for blended learning as well as for online learning.

In light of the above statements, choose the most appropriate answer from the options given below:

(1) Both Statement I and Statement II are correct

(2) Both Statement I and Statement II are incorrect

(3) Statement I is correct but Statement II is incorrect

(4) Statement I is incorrect but Statement II is correct

Answer: (1) Both Statement I and Statement II are correct

Explanation: An LMS such as Moodle or Google Classroom does create a virtual teaching-learning environment for teachers and learners, so Statement I is correct. An LMS is equally usable for fully online courses and for blended (face-to-face plus online) courses, so Statement II is also correct. Hence both statements are correct.

5.9 22 October 2022 (Evening Shift) **Match**

Match List I with List II

List I (Methodology of Teaching)	List II (Teachers support system)
(A) Video through LMS and face to face discussions	(I) Traditional
(B) Use of Talk and Chalk and Sharing of notes	(II) Modern
(C) Case-study discussions	(III) ICT based
(D) Use of projector in class for delivering presentation	(IV) Hybrid or Blended

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Online video plus face-to-face discussion is hybrid/blended (A-IV); talk-and-chalk with notes is traditional (B-I); case-study discussion is a modern method (C-II); a projector presentation is ICT based (D-III).

5.10 14 October 2022 (Morning Shift) **Direct**

A drawing that charts the relationships among ideas is known as

(1) Divergent thinking

(2) Concept map

(3) Episodic memory

(4) Embodied cognition

Answer: (2) Concept map

Explanation: A concept map is a graphic organiser in which concepts are shown in boxes or circles and the linking lines/phrases show how the ideas relate to one another. Divergent thinking is generating many ideas, episodic memory is memory of personally experienced events, and embodied cognition is a theory that cognition depends on the body.

5.11 20 October 2022 (Evening Shift) **Assertion–Reason**

Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R

Assertion A: Open Educational Resources (OERs) are available for free.

Reason R: The basic philosophy behind OERs is to provide freely accessible, openly licensed text and media to all, that are useful for teaching and learning.

In light of the above statements, choose the most appropriate answer from the options given below

(1) Both A and R are correct and R is the correct explanation of A

(2) Both A and R are correct but R is NOT the correct explanation of A

(3) A is correct but R is not correct

(4) A is not correct but R is correct

Answer: (1) Both A and R are correct and R is the correct explanation of A

Explanation: OERs are free teaching-learning materials. They are free precisely because their philosophy is to make openly licensed, freely accessible content available to everyone. So both A and R are correct and R explains A.

5.12 23 October 2022 (Evening Shift) **Direct**

The symbol (cc) (the letters 'cc' inside a circle) stands for

(1) Copyright

(2) Copied Component

(3) Creative Component

(4) Creative Commons

Answer: (4) Creative Commons

Explanation: The 'cc' in a circle is the logo of Creative Commons, whose licences let creators share their work openly on stated terms (attribution, non-commercial etc.). Copyright is shown by (c) ('c' in a circle).

5.13 Paper not recorded **Match**

Match List I with List II

List I	List II
(A) Mind Maps	(I) Allow student to explore the lesson before the teacher describes
(B) Gamifications	(II) Virtual Reality
(C) Flipped Classrooms	(III) Use of self-learning tools
(D) ICT based teaching method	(IV) Learning through using quizzes

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: A mind map is a self-learning tool a learner builds on his own (A-III). Gamification teaches through quizzes, points and game elements (B-IV). In a flipped classroom the content is explored at home before the teacher explains it in class (C-I). Virtual reality is a typical ICT based teaching method (D-II). Hence (A)-(III), (B)-(IV), (C)-(I), (D)-(II).

Predicted Questions · 4

Written on the 2024–26 patterns. Try them first – answers and reasons are below.

P5.1

Match List I (Tool) with List II (Use): A. Moodle B. Mentimeter C. Audacity D. Kahoot — I. Live polls and word clouds II. Open-source learning management system III. Game-based quizzes IV. Audio recording and editing

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

P5.2

In a Creative Commons licence, which element means that others may use the work but NOT for commercial purposes?

(1) BY
(2) SA
(3) NC
(4) ND

P5.3

Arrange the following experiences in Edgar Dale's Cone of Experience from the most concrete to the most abstract: A. Demonstrations B. Verbal symbols C. Direct purposeful experiences D. Motion pictures E. Field trips

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

P5.4

The branching (intrinsic) style of programmed instruction, suited to the understanding level of teaching, was developed by:

(1) B. F. Skinner
(2) Norman A. Crowder
(3) Thomas F. Gilbert
(4) Robert Glaser

Answers – Predicted Questions

P5.1 → (2) A-II, B-I, C-IV, D-III. Two 2024 questions asked which tools make quizzes or polls. A tool ↔ use match is the natural evolution.

P5.2 → (3) NC. OER and the (cc) symbol were asked in 2022. Licence elements are the next level of detail.

P5.3 → (1) C, A, E, D, B. Dale's cone is a core teaching-aid concept and a perfect sequence item; with sequence questions at 19% it is overdue.

P5.4 → (2) Norman A. Crowder. Branching was asked in 2025 as the right technology for the understanding level; its originator is the companion fact.

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6 Evaluation Systems: Elements and Types, Evaluation in CBCS, Computer-based Testing, Innovations

24 PYQs (16%) | Trend: **slightly falling ▼** 20% → 14%, but scenarios are new

Formats: scenario, match, sequence, assertion–reason

> **What NTA asks here:** formative vs summative vs placement vs diagnostic · authentic and performance assessment in classroom scenarios · steps of evaluation · qualities of a test and the error each controls · NRT vs CRT · aptitude, intelligence and personality tests · curriculum evaluation models · assessment literacy · feedback.

6.1 Measurement, assessment and evaluation

Measurement	Assessment	Evaluation
gives a **number** (quantitative) – "she scored 72"	collecting evidence of learning by many methods	**value judgement** using measurement + other evidence – "she has mastered the unit"; the widest term

Evaluation = Measurement + Value judgement. Its elements form a triangle: **objectives → learning experiences → evaluation** (Bloom's tripolar view).



Fig 6.4 · Process of evaluation (sequence asked 2022: C, A, B, D)

The main focus in designing any assessment should be the **learning outcomes** 2022.

6.2 Types of evaluation



Fig 6.1 · When each type of evaluation happens

Type	When	Purpose
Placement	before instruction	checks aptitude and entry behaviour; e.g. an **entrance exam**
Formative	**during** the in-progress teaching–learning session 2020, 2022	gives feedback to the learner for improvement and improves the teaching–learning process; can be **informal** 2025
Diagnostic	during, when a learner fails again and again	finds the **causes** of persistent learning difficulty → remedial teaching
Summative	end of course or term	gives **grades, marks, credits**, certifies, promotes 2022

Assessment OF, FOR and AS learning: OF = summative (to judge) · FOR = formative (to improve) · AS = learner assesses himself (self-assessment, metacognition).

Feedback: self-generated feedback comes from monitoring one's own work – **previewing, retracing, observation**. **Assurance** comes from another person, so it is not self-generated 2025.

6.3 Authentic and performance assessment – the new favourite

Type	Meaning	Scenario asked
Authentic assessment	students apply knowledge to **real-world tasks**; checks real-time progress	design and conduct an experiment on plant growth (2024); a multimedia presentation analysing a novel (2024)
Performance assessment	students **carry out an activity or produce a product** to show learning 2025	lab practical, speech, model, project
Performance **in context**	**portfolios** and **exhibitions** 2022	—

- **Assessment instruments** (the tools that collect evidence): **tests, examinations, worksheets, quizzes** 2025. A **rubric** is a **scoring guide**, not an instrument.
- **Length of a classroom test** depends on the purpose of the test, the kinds of items used, the age and ability of the pupils, and the instructional objectives tested – not on the teacher's knowledge 2022.

6.4 Qualities of a good test

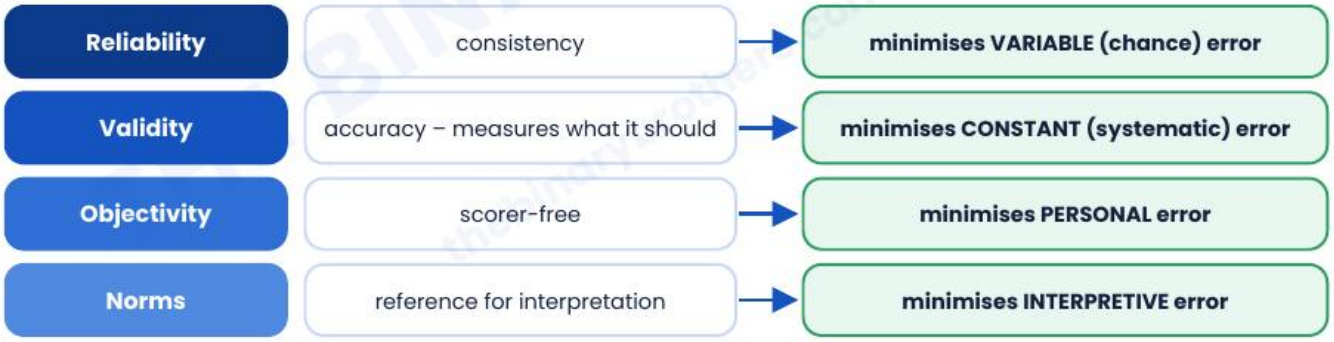


Fig 6.3 · Qualities of a good test and the error each one controls (match asked 2025)

- **Validity** – measures what it is meant to measure. Types: content, construct, criterion-related (concurrent, predictive), face.
- **Reliability** – consistency. Methods: test–retest, parallel forms, split-half, Kuder–Richardson, Cronbach's alpha.
- **Objectivity** – the same score whoever marks it.
- **Usability** – easy to give, score and interpret; low cost.
- **Discrimination** – separates high and low achievers.
- A valid test is always reliable; a reliable test may not be valid.

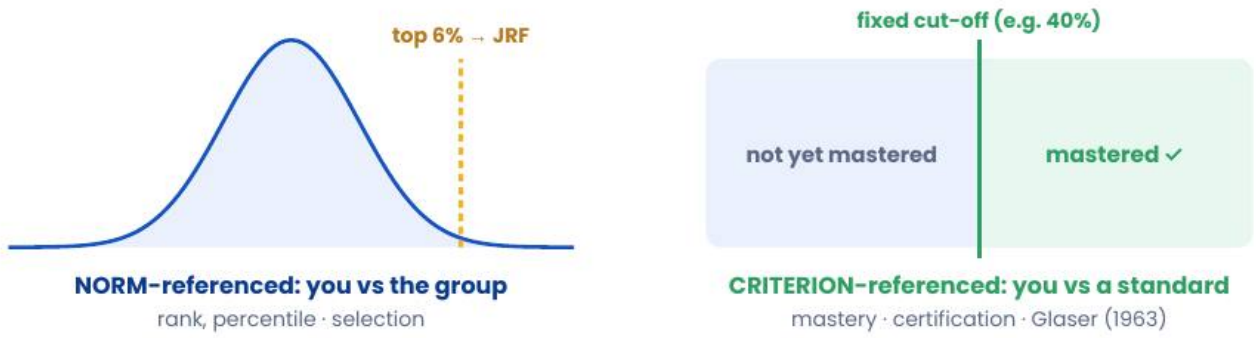


Fig 6.2 · Norm-referenced vs criterion-referenced testing

Asked 2025: "Useful in testing the relative position of an individual in a group" is NOT a feature of criterion-referenced testing – that is norm-referenced testing.

6.5 Standardised tests

Kind	Examples
General aptitude / ability 2022	Test of Cognitive Skills (TCS), Otis–Lennon School Ability Test (OLSAT), Boehm Test of Basic Concepts–Revised, DAT (Differential Aptitude Test)
Achievement – measures what has been learnt	Metropolitan Achievement Test (MAT)
Intelligence	Stanford–Binet, Wechsler scales, Kaufman-ABC (see Topic 2.5)
Personality	projective (Rorschach, TAT) vs self-descriptive inventories (MMPI, 16 PF) 2026

6.6 Curriculum evaluation models

Model	Key idea
Ralph Tyler (1949) – objectives model	three sources of objectives: **students, society, subject matter**, screened through philosophy of education and psychology of learning 2022
Stufflebeam – CIPP	Context, Input, Process, Product – for decision-making
Robert Stake – countenance / responsive	description and judgement; responds to stakeholders
Michael Scriven – goal-free	judges actual effects, not stated goals
Kirkpatrick – training evaluation	Reaction → Learning → Behaviour → Results

6.7 Assessment literacy and learning-oriented assessment

Assessment literacy – knowledge of...	Means
Purpose of assessment	the educator's purpose with the assessment
What to assess	tied to the purpose and rooted in values and principles
Assessment strategies	how the educator assesses learning and content knowledge

Interpretation and action-taking	the educator's intention with the assessment data

Learning-oriented assessment principles (asked 2025): deep approaches → programme-wide task design · learning-oriented summative and formative assessment → variety of assessment for motivation · dialogic feedback → feedback embedded in assessment · personal student investment → greater ownership.

6.8 Evaluation in the Choice Based Credit System (CBCS)

- Course types: **Core**, **Elective** (discipline-specific, generic), **Ability Enhancement** (AECC compulsory, SEC skill enhancement).
- **1 credit** = 1 hour of lecture or tutorial per week, or 2 hours of practical per week, for a semester.
- Semester system, continuous internal assessment plus end-semester exam, letter grades.

Grade	O	A+	A	B+	B	C	P	F	Ab
Meaning	Outstanding	Excellent	Very good	Good	Above average	Average	Pass	Fail	Absent
Point	10	9	8	7	6	5	4	0	0

SGPA = Σ(credits × grade points) ÷ Σ credits for one semester. **CGPA** = Σ(credits × SGPA) ÷ Σ credits over all semesters. Example: 4-credit course with A (8) and 2-credit course with B (6) → SGPA = (32 + 12) ÷ 6 = 7.33.

6.9 Computer-based testing and innovations

- **CBT**: test taken on a computer (NTA conducts UGC NET this way). Benefits: fast and accurate scoring, item banks, randomised papers, quick results, analytics. Limits: infrastructure, technical failures, digital divide.
- **Computer Adaptive Testing (CAT)**: the next question becomes harder or easier based on the previous answer (GRE, GMAT).
- **Innovations:** grading instead of marks · continuous and comprehensive evaluation · open-book and online exams · online proctoring · on-screen marking · rubrics · e-portfolios · peer and self-assessment · 360° holistic report card (NEP 2020) · Academic Bank of Credits · AI-assisted evaluation.

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Previous Year Questions · 24

All 24 PYQs from this topic, newest first, with official answers

6.1 3 January 2026 (Morning Shift) — **Assertion–Reason**

Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): The projective techniques offer an approach to the measurement of the personality, which is different from the self-descriptive inventories.

Reason (R): Self-descriptive inventories require the subject to describe himself/herself while assessing personality.

In the light of the above statements, choose the most appropriate answer from the options given below:

(1) Both (A) and (R) are correct and (R) is the correct explanation of (A)

(2) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(3) (A) is correct but (R) is not correct

(4) (A) is not correct but (R) is correct

Answer: (1) Both (A) and (R) are correct and (R) is the correct explanation of (A)

Explanation: Both statements are true. Projective tests (Rorschach, TAT) assess personality indirectly through responses to ambiguous stimuli, whereas self-report inventories ask the person to describe himself/herself directly; R states the feature from which projective techniques differ, so it can be read as explaining A. NTA's final key accepted both option 1 and option 2; option 1 is shown here.

6.2 25 June 2025 (Morning Shift) — **Direct**

Which of the following is not considered as self-generated feedback?

(1) Assurance

(2) Previewing

(3) Retracing

(4) Observation

Answer: (1) Assurance

Explanation: Self-generated feedback is the information a communicator or learner gets from monitoring his or her own performance – previewing what is about to be said or done, retracing what has already been done, and observing one's own actions and their effect. Assurance comes from another person, so it is other-generated, not self-generated feedback.

6.3 25 June 2025 (Evening Shift) — **Direct**

_____ is the assessment which may also be seen as informal.

(1) Summative Assessment

(2) Formative Assessment

(3) Subject reviews Assessment

(4) Observation Assessment

Answer: (2) Formative Assessment

Explanation: Formative assessment is carried on continuously during teaching through questioning, discussion and observation, without formal marks or certification, so it is commonly described as informal assessment. Observation assessment is also informal, and the official key therefore accepted both option 2 and option 4; summative assessment is formal and end-of-course.

6.4 25 June 2025 (Evening Shift) **Match**

Match the LIST-I with LIST-II

LIST-I (Types of knowledge)	LIST-II (Assessment Literacy)
A. The purpose of assessment	I. An educator assesses student learning and content specific knowledge
B. What to assess	II. Educators' intention with assessment data
C. Assessment strategies	III. relates to the educator's purpose with the assessment
D. Interpretation and Action-taking	IV. associated with the purpose of assessment and deep rooted in the values and principles

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: The purpose of assessment (A) is about why the educator assesses, i.e. it relates to the educator's purpose with the assessment (III). What to assess (B) is decided from the purpose of assessment and is rooted in values and principles (IV). Assessment strategies (C) are the ways an educator actually assesses student learning and content specific knowledge (I). Interpretation and action-taking (D) concerns what the educator intends to do with the assessment data (II). Hence A-III, B-IV, C-I, D-II.

6.5 25 June 2025 (Morning Shift) **Multi-statement**

What among the following are known as Assessment Instruments?

A. Tests

B. Examinations

C. Rubrics

D. Worksheets

E. Quizzes

Choose the correct answer from the options given below:

(1) A, B and E Only

(2) B, C, D and E Only

(3) D and E Only

(4) A, B, D and E Only

Answer: (4) A, B, D and E Only

Explanation: Tests, examinations, worksheets and quizzes are tools through which evidence of learning is actually collected, so they are assessment instruments. A rubric is a scoring guide – a set of criteria used to judge the evidence collected – and is therefore classified as a scoring device, not an instrument. Hence A, B, D and E Only.

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6.6 25 June 2025 (Morning Shift) **Match**

Match the LIST-I with LIST-II

LIST-I (Principle)	LIST-II (Implication)
A. Encouraging student's deep approaches to learning	I. Feedback should be embedded within assessment practices.
B. The summative and formative assessments to be learning oriented	II. Task design should be approached from a program-wide perspective.
C. Facilitating dialogic forms of feedback	III. Greater sense of ownership by students.
D. Involving some personal student investment	IV. A variety of assessment for student motivation.

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Deep approaches to learning are encouraged when tasks are designed across a whole programme rather than one course (A-II). Making summative and formative assessment learning oriented calls for a variety of assessment that motivates students (B-IV). Dialogic feedback works only when feedback is built into assessment practice itself (C-I). Personal student investment produces a greater sense of ownership (D-III). Hence A-II, B-IV, C-I, D-III.

6.7 27 June 2025 (Morning Shift) **Direct**

Which of the following assessment types would require to carry out an activity or produce a product in order to demonstrate learning?

(1) Formative Assessment

(2) Portfolio Assessment

(3) Summative Assessment

(4) Performance Assessment

Answer: (4) Performance Assessment

Explanation: Performance assessment judges learning from what the learner actually does — performing a task or creating a product — rather than from answers on a test. Formative and summative describe when assessment happens, and a portfolio is a collection of already-completed work.

6.8 31 December 2025 (Morning Shift) **Match**

Match the LIST-I with LIST-II

LIST-I	LIST-II
A. Reliability	I. Minimization of Personal Error
B. Validity	II. Minimization of Constant Error
C. Objectivity	III. Minimization of Variable Error
D. Norms	IV. Minimization of Interpretive Error

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Reliability is consistency of scores, so it minimizes variable (chance) error (III). Validity removes the systematic or constant error that makes a test measure something other than intended (II). Objectivity removes the personal error of the scorer (I). Norms supply a reference frame so that scores are not misinterpreted, minimizing interpretive error (IV). Hence A-III, B-II, C-I, D-IV.

6.9 31 December 2025 (Morning Shift) **Direct**

Which of the following is NOT correct about the Criterion-Referenced Testing?

(1) It is also called Domain-Referenced Testing.

(2) It is also called Objective-Referenced Testing.

(3) Its principal uses are in mastery tests.

(4) It is useful in testing the relative position of an individual in a group.

Answer: (4) It is useful in testing the relative position of an individual in a group.

Explanation: Criterion-referenced testing compares a learner's performance with a fixed standard or domain of content, so it is also called domain-referenced or objective-referenced testing and is used mainly for mastery testing. Comparing an individual's relative position within a group is the purpose of norm-referenced testing, so statement 4 is not correct about criterion-referenced testing.

6.10 3 September 2024 (Evening Shift) **Direct**

A science teacher assigns students a project where they design and conduct an experiment to investigate the effects of environmental factors on plant growth in real time. This assessment is an example of?

(1) Summative Assessment

(2) Authentic Assessment

(3) Ipsative Assessment

(4) Peer Assessment

Answer: (2) Authentic Assessment

Explanation: Authentic assessment asks learners to apply knowledge and skills to real-world, meaningful tasks – here, actually designing and conducting an experiment. Summative assessment judges learning at the end of a unit, ipsative compares a learner with his/her own earlier performance, and peer assessment is done by classmates. Answer: Authentic Assessment.

6.11 4 September 2024 (Morning Shift) **Direct**

An English teacher asks students to create a multimedia presentation analysing a novel's themes, characters, and literary devices. Which assessment method is most suitable to check the real time progress of students?

(1) Authentic Assessment
(2) Summative Assessment
(3) Norm-referenced Assessment
(4) Ipsative Assessment

Answer: (1) Authentic Assessment
Explanation: Creating a presentation is a real-world performance task, and judging students while they carry out such tasks is authentic assessment. Summative assessment comes only at the end, norm-referenced assessment ranks students against each other, and ipsative assessment compares a learner only with his or her own earlier performance.

6.12 12 October 2022 (Evening Shift) **Multi-statement**

For classroom testing, the length of the test will vary depending upon
(A) Purpose of test
(B) Kinds of items used
(C) Knowledge of subject teacher
(D) Age and ability of the pupils tested
(E) Instructional objective tested
Choose the most appropriate answer from the options given below:

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

Answer: (3) (A), (B), (D), (E) only
Explanation: Test length depends on features of the test and the testees: its purpose (A), the kinds of items used (B) — objective items take less time than essay items, the age and ability of the pupils (D), and the instructional objectives being tested (E). The teacher's own knowledge of the subject (C) does not decide how long the test should be, so the answer is (A), (B), (D), (E) only.

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6.13 11 October 2022 (Morning Shift) **Match**

Match List I with List II

List I	List II
(A) Formative Evaluation	(I) The purpose is to check the aptitude of a candidate for the course or subject. Entrance exam can be conducted for the same.
(B) Placement Evaluation	(II) It provides the student with feedback regarding his/her success or failure in attaining the instructional objectives.
(C) Summative Evaluation	(III) This evaluation provides an explanation for the possible causes for problems in learning.
(D) Diagnostic Evaluation	(IV) It is a method of judging the worth of a programme at the end of programme activities.

Choose the correct answer from the options given below:

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

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

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

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

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

Explanation: Formative evaluation runs during teaching and gives feedback on progress towards instructional objectives (A-II). Placement evaluation judges a candidate's aptitude before a course, as in an entrance test (B-I). Summative evaluation judges the worth of the programme at its end (C-IV). Diagnostic evaluation locates the causes of learning difficulties (D-III). Hence (A)-(II), (B)-(I), (C)-(IV), (D)-(III).

6.14 11 October 2022 (Morning Shift) **Sequence**

Put the following in correct sequence in the light of process of Evaluation systems.

(A) Development and use of measurement instruments.

(B) Interpretation of Data.

(C) Setting objectives and criterion.

(D) Formulation of judgements and taking of appropriate action.

Choose the correct answer from the options given below:

(1) (A), (B), (C), (D)

(2) (B), (C), (A), (D)

(3) (C), (A), (B), (D)

(4) (A), (C), (B), (D)

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

Explanation: Evaluation begins by fixing the objectives and the criterion of success (C). Only then can suitable measuring tools be developed and administered (A). The data so collected are then interpreted (B), and finally judgements are formed and follow-up action taken (D). Hence the order is (C), (A), (B), (D).

6.15 12 October 2022 (Evening Shift) **Direct**

The Kaufman Assessment Battery for children contains P subtests across the various ages, but a maximum of Q subtest is administered to any one child, where (P, Q) =

(1) (10, 5)
(2) (12, 8)
(3) (16, 13)
(4) (20, 15)

Answer: (3) (16, 13)
Explanation: The Kaufman Assessment Battery for Children (K-ABC) contains 16 subtests in all, covering ages 2½ to 12½ years, but no single child is given more than 13 of them, because the battery administered depends on the child's age. Hence (P, Q) = (16, 13).

6.16 12 October 2022 (Evening Shift) **Multi-statement**

Which among the following are used as General Aptitude Tests?
(A) Test of Cognitive Skills (TCS)
(B) Otis – Lennon School Ability Test (OLSAT)
(C) Metropolitan Achievement Test (MAT)
(D) Boelim test of Basic Concepts-Revised (Boelim–R)
(E) Thurstone test
Choose the correct answer from the options given below:

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

Answer: (2) (A), (B), (D) only
Explanation: The Metropolitan Achievement Test (C) measures what has already been learnt, so it is an achievement test, not an aptitude test — that rules out options 1, 3 and 4. The remaining group (A), (B) and (D) — TCS, OLSAT and the Boehm test of Basic Concepts–Revised — are used to assess general cognitive ability or readiness rather than subject achievement.

6.17 12 October 2022 (Morning Shift) **Multi-statement**

Identify the approaches to assessment that require performance in context.
(A) Priming
(B) Portfolios
(C) Think-Pair-Share
(D) Exhibitions
(E) Token reinforcement
Choose the most appropriate answer from the options given below:

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

Answer: (1) (B) and (D) only
Explanation: Performance-based (authentic) assessment judges a learner on real tasks produced or displayed in a meaningful context. Portfolios (a curated collection of the learner's actual work over time) and Exhibitions (a public demonstration or display of accomplishment) are both such approaches. Priming and token reinforcement are learning/behaviour-management techniques, and Think-Pair-Share is a cooperative teaching strategy, not assessment approaches requiring performance in context.

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6.18 13 October 2022 (Evening Shift) **Direct**

Which of the following models for curriculum evaluation considers three primary sources of curriculum namely students, society and subject matter reflecting the philosophy of education and psychology of learning?

(1) CIPP model
(2) Stake's model
(3) Tyler's model
(4) Scriven's model

Answer: (3) Tyler's model
Explanation: Tyler's rationale (1949) begins with three sources of educational objectives — the learner (students), contemporary life outside the school (society) and subject specialists (subject matter) — which are then screened through the philosophy of education and the psychology of learning. Stufflebeam's CIPP is a management-oriented model, Stake's is a countenance/responsive model and Scriven's is goal-free. Hence the answer is Tyler's model.

6.19 13 October 2022 (Evening Shift) **Direct**

Which of the following types of assessment is done for giving grades/marks/credits to the students?

(1) Formative
(2) Integrative
(3) Diagnostic
(4) Summative

Answer: (4) Summative
Explanation: Summative assessment is carried out at the end of a course or term and its purpose is to certify achievement — that is, to award grades, marks or credits. Formative assessment is for improving ongoing learning, diagnostic assessment locates learning difficulties, and integrative assessment combines learning across areas. Hence the answer is Summative.

6.20 21 October 2022 (Evening Shift) **Direct**

Which of the following types of evaluation is done during the teaching – learning process?

(1) Summative
(2) Integrative
(3) Formative
(4) Diagnostic

Answer: (3) Formative
Explanation: Formative evaluation is carried out continuously while teaching-learning is going on, to give feedback and improve learning. Summative evaluation comes at the end of a unit or course, and diagnostic evaluation identifies specific learning difficulties. Hence Formative.

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6.21 22 October 2022 (Morning Shift) **Assertion–Reason**

Given below are two statements: One is labelled as Assertion A and the other is labelled as Reason R.

Assertion (A): Formative assessments are used for providing feedback to the learner for improvement.

Reason (R): Formative assessments improve teaching-learning process.

In the light of the above statements, choose the correct answer from the options given below:

(1) Both (A) and (R) are true and (R) is the correct explanation of (A)

(2) Both (A) and (R) are true but (R) is NOT the correct explanation of (A)

(3) (A) is true but (R) is false

(4) (A) is false but (R) is true

Answer: (1) Both (A) and (R) are true and (R) is the correct explanation of (A)

Explanation: Formative assessment happens during instruction and gives feedback so that learners can improve, so (A) is true. The same feedback also helps the teacher adjust teaching, so it improves the teaching-learning process and (R) is true too. Feedback is given precisely because it improves teaching and learning, so the answer is both true and (R) explains (A). The key shows C ((R) false), but (R) is a standard textbook fact.

6.22 23 October 2022 (Evening Shift) **Direct**

The main focus of the teacher in designing assessments should be on

(1) activities

(2) learning outcomes

(3) attendance

(4) his/her behaviour

Answer: (2) learning outcomes

Explanation: Assessment should check whether the intended learning has taken place, so it must be aligned with the learning outcomes (constructive alignment). Activities, attendance and behaviour are not the main target of assessment design.

6.23 1 October 2020 (Morning Shift) **Direct**

Which of the following assessment procedures is conducted during an in-progress teaching-learning session?

(1) Summative

(2) Formative

(3) Norm-referenced

(4) Criterion-referenced

Answer: (2) Formative

Explanation: Formative assessment happens during teaching, to give feedback and improve learning while it is in progress. Summative assessment happens at the end of a unit or course.

6.24 1 October 2020 (Morning Shift) **Two statements**

Given below are two statements:

Statement I: The use of ICT in organizing teaching-learning programmes in the universities has the potential to optimize learning outcomes.

Statement II: Formative assessment provides support to enhancing the quality of teaching-learning sessions.

In light of the above statements, choose the most appropriate answer from the options given below:

(1) Both Statement I and Statement II are correct

(2) Both Statement I and Statement II are incorrect

(3) Statement I is correct but Statement II is incorrect

(4) Statement I is incorrect but Statement II is correct

Answer: (1) Both Statement I and Statement II are correct
Explanation: Both are true. ICT (e-content, LMS, simulations) can improve learning outcomes. Formative assessment gives ongoing feedback that improves teaching-learning quality.

Predicted Questions · 5

Written on the 2024–26 patterns. Try them first – answers and reasons are below.

P6.1

In the middle of a lesson, a teacher gives a short ungraded online quiz to find out which students have understood the concept and then re-explains the difficult parts. This is an example of:

(1) Formative assessment
(2) Summative assessment
(3) Placement assessment
(4) Norm-referenced assessment

P6.2

Match List I (Quality of a test) with List II (Meaning): A. Reliability B. Validity C. Objectivity D. Usability — I. Scoring is free from the examiner's bias II. Consistency of results III. Measures what it intends to measure IV. Ease of administration and low cost

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

P6.3

Arrange the components of Stufflebeam's CIPP model of evaluation in the correct order: A. Product B. Input C. Context D. Process

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

P6.4

Which of the following are features of criterion-referenced tests? A. A learner is compared with a fixed standard B. Learners are ranked within a group C. They are used to judge mastery D. Items are chosen for the maximum spread of scores E. They are used for certification

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

P6.5

In a CBCS semester a student earns grade A+ in a 3-credit course, B in a 3-credit course and O in a 2-credit course. Her SGPA is about:

(1) 8.13 **(2)** 8.33

(3) 7.88 **(4)** 8.00

Answers – Predicted Questions

P6.1 → (1) Formative assessment. Assessment questions are turning into scenarios (2024: three scenario questions). Formative assessment is the most asked type.

P6.2 → (3) A-II, B-III, C-I, D-IV. Qualities of a test were matched to types of error in 2025; matching them to plain meanings is the simpler variant.

P6.3 → (4) C, B, D, A. Curriculum evaluation models were asked in 2022 (Tyler). CIPP is the most famous model and its name gives a sequence.

P6.4 → (2) A, C and E only. CRT was asked in 2025 as 'which is NOT correct'. The positive multi-statement version is the next likely form.

P6.5 → (1) 8.13. CBCS is in the syllabus wording but has not been asked as a calculation since 2020 – a numerical question would surprise many students. (3×9 + 3×6 + 2×10) ÷ 8 = 65 ÷ 8 = 8.125.

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★ Last-Day Revision: Every Name, Number and Order

Orders to remember (sequence questions)

1. **Bloom 1956:** Knowledge → Comprehension → Application → Analysis → Synthesis → Evaluation
2. **Bloom revised 2001:** Remember → Understand → Apply → Analyse → Evaluate → Create
3. **Affective:** Receiving → Responding → Valuing → Organisation → Characterisation
4. **Simpson:** Perception → Set → Guided response → Mechanism → Complex overt response → Adaptation → Origination
5. **Dave:** Imitation → Manipulation → Precision → Articulation → Naturalisation
6. **Levels:** Memory → Understanding → Reflective
7. **Herbart:** Preparation → Presentation → Association → Generalisation → Application
8. **Phases:** Pre-active → Interactive → Post-active
9. **Glaser:** Goals → Entering behaviour → Procedure → Performance assessment
10. **Action research:** Plan → Act → Observe → Reflect → Follow up
11. **Piaget:** Sensorimotor → Pre-operational → Concrete → Formal
12. **Erikson:** Trust → Autonomy → Initiative → Industry → Identity → Intimacy → Generativity → Integrity
13. **Kohlberg:** Obedience → Exchange → Good boy/girl → Law & order → Social contract → Universal principles
14. **Maslow:** Physiological → Safety → Belonging → Esteem → Self-actualisation
15. **Gagne:** Signal → S–R → Chaining → Verbal association → Discrimination → Concept → Rule → Problem solving
16. **Wallas:** Preparation → Incubation → Illumination → Evaluation → Revision
17. **Kolb:** Concrete experience → Reflective observation → Abstract conceptualisation → Active experimentation
18. **SRL cycle:** Analyse task → Set goals → Devise plans → Enact strategies → Regulate
19. **Panchakosha:** Annamaya → Pranamaya → Manomaya → Vijnanamaya → Anandamaya
20. **Problem solving:** Define → Generate → Evaluate → Decide → Implement
21. **Lesson plan:** Pre-planning → Opening → Layout → Extended practice → Closure
22. **5E:** Engage → Explore → Explain → Elaborate → Evaluate
23. **Evaluation process:** Objectives → Tools → Interpret → Judge
24. **Learning environment:** Curriculum → Pedagogy → Formative assessment → Support → Resources
25. **Dale's cone:** Direct experience (base) … Verbal symbols (top)

Pairs to remember (match questions)

Bipolar / Tripolar	Adams / Dewey
Memory / Understanding / Reflective	Herbart / Morrison / Hunt
Phases of teaching	P. W. Jackson
Micro-teaching	Allen, Stanford 1963
FIACS	Flanders – 10 categories
Andragogy	Malcolm Knowles
Heutagogy	Hase & Kenyon
ZPD, social constructivism	Vygotsky
g factor = mental energy	Spearman
Multiple intelligences	Gardner (1983)
Metacognition	Flavell (1976)
KWL chart	Donna Ogle
Self-regulated learning	Zimmerman
Reflective vs impulsive	Kagan
Field dependent / independent	Witkin
3P model	Biggs
Models of teaching	Joyce & Weil
Assertive training / Direct training	Wolpe & Lazarus / Lumsdaine
Anxiety reduction	Rinn & Wolpe
Linear / Branching / Mathetics	Skinner / Crowder / Gilbert
Project / Heuristic / Dalton	Kilpatrick / Armstrong / Parkhurst
Brainstorming	Alex Osborn
Concept map	Joseph Novak
Formative & summative	Scriven (1967)
NRT & CRT	Glaser (1963)
Students–society–subject	Tyler's model
CIPP	Stufflebeam
Reliability / Validity	variable error / constant error
Objectivity / Norms	personal error / interpretive error
Dyslexia / Dysgraphia	reading / writing
Dyscalculia / Dyspraxia	maths / motor
WPPSI / WISC / WAIS	3–7½ / 6–16 / 16–74 yrs
K-ABC	2½–12½ yrs · 16 subtests, max 13
Lecture / Demonstration	facts / manipulations
Field trip / Project	direct experience / purposeful activity
Simulation teacher role	explaining
Kahoot, Google Forms	quizzes with feedback
Mentimeter, Poll Everywhere	live polls
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SWAYAM credit transfer	up to 40%
CBCS grade points	O10 A+9 A8 B+7 B6 C5 P4

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