Test Booklet No. _____ This booklet consists of 100 questions and __ printed pages.

RGUCET/2025/04



RGUCET 2025 Common Entrance Test, 2025 MASTER OF ARTS IN EDUCATION

Full Marks: 100

Time: 2 Hours

Roll No.

Day and Date of Examination:

Signature of Invigilator(s)

| Signature of Candidate | |
|------------------------|--|
| | |

General Instructions:

PLEASE READ ALL THE INSTRUCTIONS CAREFULLY BEFORE MAKING ANY ENTRY.

- 1. DO NOT OPEN THIS TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO.
- 2. Candidate must write his/her Roll Number on the space provided.
- 3. This Test Booklet contains 100 Multiple Choice Questions (MCQs) from the concerned subject. Each question carries 1 mark. There shall be negative marking of 0.25 against each wrong attempt.
- 4. Please check the Test Booklet to verify that the total pages and total number of questions contained in the test booklet are the same as those printed on the top of the first page. Also check whether the questions are in sequential order or not.
- 5. Candidates are not permitted to enter into the examination hall after the commencement of the entrance test or leave the examination hall within one hour thirty minutes.
- 6. Making any identification mark in the OMR Answer Sheet or writing Roll Number anywhere other than the specified places will lead to disqualification of the candidate.
- 7. Candidates shall maintain silence inside and outside the examination hall. If candidates are found violating the instructions mentioned herein or announced in the examination hall, they will be summarily disqualified from the entrance test.
- 8. In case of any dispute, the decision of the Entrance Test Committee shall be final and binding.
- 9. The OMR Answer Sheet consists of two copies, the Original copy and the Student's copy.

| 1 | <i>'Tomfool'</i> does not | mean: | | | | Relish |
|---|---|---------------------------|---------------------------|---------------------------|--------------------------|-------------------------|
| | a) Inane | b) Imbecilic | | c) Cretinous | d) Relish | d |
| 2 | 2 Which of the following statement(s) is/are false? A. After a spate of scams, many investors have leery of late. B. The word 'Wraith' means 'Chary'. C. The latest movie shows hobgoblins like creatures as main destructor of the universe. D. Due to his terminal illness his parents always keep watchful eyes on him. Choose the correct answer from the options given below. | | | | | |
| | a) A only | b) B only | | c) A & C | d) B & D | b |
| 3 | Match the followin A. Unflagging B. Easeful C. Equivocal D. Lethargic | | i. Se ii. Si iii. T | dulous | | A-i B-iii C- iv D-ii |
| | a) A- i B-iii C- iv D-ii | b) A-i B-iv C-iii D-ii | | c) A-iv B-iii C-ii D-i | d) A-ii B-iv C-ii D-i | a |
| 4 | Which of the follow | wing is the Gli | ding | Consonant? | | /j/ |
| | a) / v / | b) / j / | | c)/ k / | d)/ g / | b |
| 5 | Which of the follow A. He is vague abo B. His cack-hande C. The word 'Yob D. The elephanting process ineffect Choose the correct | C only | | | | |
| | a) D only | b) A & C | | c) B & D | d) C only | d |
| 6 | Choose the correct "a man had opened entered the forg that the blacksr | QPRS | | | | |
| | a) RQPS | b) QPRS | | c) PRQS | d) SPQR | b |
| 7 | In which state "Ko | lukkumalai Te | a Esta | ate", a tourist plac | ee, is located? | Tamilnadu |

| | a) Assam | b) Meghalya | c) Tamilnadu | d) Karnataka | | | | | |
|----|--|---------------------|---------------------------|----------------------|-------------------------|--|--|--|--|
| | | | | , | (c) | | | | |
| 0 | | | | | | | | | |
| 8 | Match the following diseases with their pathogens. | | | | | | | | |
| | 1. Chikungunya | 1-C | | | | | | | |
| | 2. Malaria | A) P B) B | 2-A 3-B | | | | | | |
| | 3. Plague | | C) Virus | | | | | | |
| | 4. Tungiasis | D) E | ctoparasite | | 4-D | | | | |
| | | | | | | | | | |
| | a) 1-C, 2-A, 3-D, | | | d)1-D, 2-A, 3-C, | (b) | | | | |
| 0 | 4-B | 4-D | 4-C | 4-B | | | | | |
| 9 | Among the followi | ng statements wh | ich are false. | | | | | | |
| | A. World Health O | rganisation was e | stablished in 1948 | | | | | | |
| | | | l site in Indian state of | 2 | | | | | |
| | Assam. | C | | | B & D | | | | |
| | C. Mawsmai Falls | Ū. | • | | | | | | |
| | D. Salim Ali Bird S | Sanctuary is locat | ed in Tamilnadu. | | | | | | |
| | a) A & B | b) B & D | c) C & A | | | | | | |
| 10 | | 0) B & D | $C) C \alpha A$ | d) A & D | (b) | | | | |
| 10 | For Assertion (A) a | and Justification (| B) below, choose the | correct alternative: | Both (A) | | | | |
| | | | , , | | and (B) are correct and | | | | |
| | A: Eye contains a s | smooth dome call | ed Cornea help in seei | ng object. | (B) is the | | | | |
| | | | | | correct | | | | |
| | | | light rays pass through | it unhindered and | explanation | | | | |
| | focus sharply o | n the retina. | | | of (A) | | | | |
| | | | | | | | | | |
| | a) Both (A) and | b) Both (A) and | c) (A) is correct | d) (A) is false | | | | | |
| | (B) are | (B) are | and (B) is | and (B) is | | | | | |
| | correct and | correct and | false | correct | | | | | |
| | (B) is the | (B) is the no | t | | (a) | | | | |
| | correct | correct | | | | | | | |
| | explanation $of(A)$ | explanation $of(A)$ | | | | | | | |
| | of (A) | of (A) | | | | | | | |
| 11 | Cities and their coo | ordinates are give | n. Match the correct p | airs | | | | | |
| _ | | | | | | | | | |
| | A Itanagar | A-IV, B-I, | | | | | | | |
| | B Shillong | C-III, D-II | | | | | | | |
| | C Guwahati | | I 26.1158° N, 91.7086 | | | | | | |
| | D Gangtok | | / 27.0844° N, 93.6053 | | | | | | |
| | a) A-IV, B-I, C- | b) A-IV, B-I, C- | | d) A-III, B-I, | (a) | | | | |
| 12 | III, D-II In which state Satis | II, D-III | D-IV Centre (SDSC-SHAF | CIII, D-IV | Andhra | | | | |
| 12 | In which state Salls | sii Dhawan Space | Culue (SDSC-SHAP | () 15 IUCAICU ? | Pradesh | | | | |
| | | | | | 1 1000511 | | | | |

| | a)Telangana | b) Kerala | | c) Tamil Nadu | d) Andhra Pradesh | (d) | | |
|----|---|--|------------------------------|---|--|--|--|--|
| 13 | U U | Statistics & Publ | | nformation System (| HESPIS), a plan of | 2025-26 | | |
| | a) 2025-26 | b)2024-26 | | c)2024-2027 | d) 2023-2028 | (a) | | |
| 14 | Match the followin | g sports and spo | ortsp | ersons associated w | ith it. | | | |
| | Manu Bhakar Neeraj Chopra Sunil Chhetri Mary Kom | 1-C 2-A 3-B 4-D | | | | | | |
| | a) 1-C,2-A,3-D, 4-B | b)1-C, 2-A,3-B 4-D | 8, | c)1-A,2-D,3-B, 4-C | d)1-D,2-A,3-C, 4-B | (b) | | |
| 15 | | | | | | | | |
| | a)1 & 3 | b) 2 & 3 | | c) 3 & 4 | d) 1 & 4 | (b) | | |
| 16 | A: Sachin Tendulk B: Dronacharya aw 1. Both (A) and (I 2. Both (A) and (I 3. (A) is False ar 4. (A) is false and | ar is Dronachary vard is given for 3) are correct and 3) are correct and at (B) is also fals d (B) is correct | va av bes d (E d (E | t performance in any 3) is the correct expl 3) is the not correct e | y sport. anation of (A) explanation of (A) | (A) is False and (B) is also false | | |
| 15 | a) 1. | b) 2. | | c) 3. | d) 4. | (c) | | |
| 17 | Match the followin A. Established B. First Launch C. PSLV-C6/EOS D. Chanderyan | i i -09 Mission i | . 1 i. 2 | 975 023 025 | | A-IV, B-I, C-III, D-II | | |
| | a) A-IV, B-I, C- III, D-II | b) A-IV, B-I, C II, D-III | | c) A-I, B-II, CIII, D-IV | d) A-III, B-I, CIII, D-IV | (a) | | |
| 18 | Who was invited a 2025 ? | s chief guest for | Rep | bublic Day Celebrati | on on 26 th January | Prabowo Subianto | | |
| | a) Giorgia Meloni | b) Rishi Sunak | K | c) Emmanuel Macron | d) Prabowo Subianto | (d) | | |

| 19 | Choose false stater A. Indus water trea B. Arunachal Prade C. Han Kang won D. Brahmos missile | Brahmos missile of India can reach up to the speed of Mac 10 | | | | | | |
|----|---|---|----------------------------|---|---|---|--|--|
| | a) A | | | | | | | |
| 20 | Match the current (A. Shri Manohar B. Shri Kiren Riji C. Shri Shivraj Si D. Shri Piyush Go | Lal ju ngh Chouhan oyal | i. ľ ii. iii. iv. | Minority Affairs Commerce and Indu Agriculture Housing and Urban | Affairs | A-IV, B-I, C—III, D-II | | |
| | a) A-iv, B-i, C-ii, D-iii | b) A-i, B-iv, C D-ii | -iii, | c) A-iv, B-i, C-iii, D-ii | d) A-iv, B-iii, C-i, D-ii | (c) | | |
| 21 | The formula to cale | | · (P) | | , | 2πr | | |
| | a)P= $2\pi r^2$ | b) P=π <i>r</i> ² | | c)P=2 <i>π</i> r | d)P=1/2 πr^2 | (c) | | |
| 22 | Match the followin 1. $\sin 0^{\circ}$ 2. $\cos 0^{\circ}$ 3. $\sin 30^{\circ}$ 4. $\sin 270^{\circ}$ | A) 1 B) 1/2 C) 0 D) -1 | | vaiut. | | 1-C 2-A 3-B 4-D | | |
| | a) 1-C,2-A,3-D, 4-B | b)1-C, 2-A, 3- 4-D | B, | c)1-A,2-D,3-B, 4-C | d)1-D,2-A,3-C, 4-B | (b) | | |
| 23 | 4-B4-D4-C4-BAmong the following choose the false statements.A. Perpendicular ² = Base ² - Hypotenuse ² B. Hypotenuse ² = Base ² + perpendicular ² C. Perpendicular ² = Hypotenuse ² - Base ² D. Perpendicular ² = Base ² + Hypotenuse ² | | | | | Perpendicul $ar^2 = Base^2$ - Hypotenuse ² and Perpendicul $ar^2 = Base^2$ + Hypotenuse ² | | |
| | a) A & B | b) B & C | | c) C & D | d) A & D | (d) | | |
| 24 | For Assertion (A) and Justification (B) below, choose the correct alternative: A: 7 can be divided either by 1 or 7. B: 7 is not a prime number. | | | | | If (A) is correct and (B) is false | | |
| | a) Both (A) and (B) are correct and (B) is the correct | b) Both (A) an (B) are correct and (B) is the n correct | l | c) If (A) is correct and (B) is false | d) If (A) is false and (B) is correct | (c) | | |

| | 1 | 1 | | | | 1 |
|----|---|-------------------|------------|------------------------|--|----------------|
| | explanation | explanation | n | | | |
| | of (A) | of (A) | | | | |
| | | | | | | |
| 25 | Mathematicians and | d their birth pla | aces a | are given. Match the | correct pairs | |
| | A RamanujaniKusumapuraB AryabhataiiKanpur | | | | | |
| | | | | | | |
| | B Aryabhata | A-IV, B-I, | | | | |
| | C Brahmagupta | | iii B | hillamala | | C-III, D-II |
| | D Harish Chandra | L | iv E | rode | | |
| | | | | | | |
| | a) A-IV, B-I, C- | b) A-IV, B-I, | C _ | c) A-I, B-II, CIII, | d) A-III, B-I, | |
| | III, D-II | II, D-III | C- | D-IV | CIII, D-IV | (a) |
| 26 | | | + + | | | |
| 26 | | | | 1 left and walks 6 me | e | G 1 |
| | | | | ght. If he starts walk | ing straight Find | South |
| | out the direction | • | towa | | | |
| | a)North | b)West | | c)East | d)South | (d) |
| 27 | Play way approach | of teaching is | basec | l upon whose philos | ophical idea ? | H. Caldwell |
| | | | | | | Cook |
| | a) Maria | b) Albert Coo | k | c)Thomas Cook | d) H.Caldwell | |
| | Montessori | | | c) momus cook | Cook | (d) |
| | 110110050011 | | | | COOK | (4) |
| 28 | Match the followin | a Indian philos | onhi | es/ teaching and pers | on associated with | |
| 20 | it. | g mutan pintos | opin | cs/ waching and pers | son associated with | |
| | 11. | | | | | 1-C |
| | 1 Comolation A | D-4 | | | | |
| | |) Patanjali | | | | 2-A |
| | |) Gautam Muni | l | | | 3-B |
| | ••• |) Kapila | | | | 4-D |
| | 4. Vaisheshika D |) Kanada | | | | |
| | | | | | | |
| | a) 1-C,2-A,3-D, | b)1-C,2-A,3-I | 3, | c)1-A,2-D,3-B, | d)1-D,2-A,3-C, | (b) |
| | 4-B | 4-D | | 4-C | 4-B | (-) |
| 29 | Match the correct p | pairs of philoso | phies | and their underpinn | ing idea. | |
| | | | | | | |
| | A. Behaviourism | i. Menta | | | | A-IV, B-I, |
| | B. Cognitivism | | | growth and well bein | ng | C-III, D-II |
| | C. Constructivism | iii. Const | ruct l | Knowledge | | C-III, D-II |
| | D .Humanism | | | behaviour | | |
| | | 1 | | | | |
| | a) A-IV, B-I, C- | b) A-IV, B-I, | C- | c) A-I, B-II, CIII, | d) A-III, B-I, | |
| | III, D-II | II, D-III | | D-IV | CIII, D-IV | (a) |
| 30 | | | out tu | utorial method of te | • | Students |
| | choose the wrong | Statement db | sut t | avor ur momou or u | ······································ | with |
| | 1 Tutorial method | of teaching is t | each | er centric method of | teaching | different |
| | 2. Students are grow | abilities and | | | | |
| | 6 | * | | cher who provides in | | challenges |
| | - | ko witti ulliele | | ener who provides h | nuiviuuai | are mixed in |
| | guidance. | fforant chilitian | and | ahallangas are mina | tin a group | |
| | a)1 | b)2 | and | challenges are mixed | d) 4 | a group (d) |
| | | D)/ | | 1 014 | | 1 (1) |

| 31 | Which kind of teac | hing aid Epidi | Which kind of teaching aid Epidiascope is? | | | | | | |
|----------|--|--|--|---------------------------------------|----------------------------|------------------------------------|--|--|--|
| <u> </u> | a) Audio | b) Visual | | c) Audio- Visual | d) None | (b) | | | |
| 32 | The book titled ' <i>Th</i> written by: | | | hing: Decisions, Pla | ns and Methods' is | McNeil and Wiles | | | |
| | a) McNeil and Wiles | b) Kourilsky Quarantee | | c) Everston and Emmer | d) Crocker and Brooker | a | | | |
| 33 | Academic learning time takes: A. Available time and engaged time B. Allotted time and engaged time C. Transition time and allotted time D. Transition time and available time Choose the correct answer from the options given below. | | | | | | | | |
| | a)A only | b) B & D | | c)B only | d) A & C | c | | | |
| | 4 Match the following pairs based on learning resources: A. Film strips i. Print B. CCTV ii. Non-Projected C. Puppets iii. Projected-Motion D. Clippings from published work iv. Projected-Still | | | | | | | | |
| | a) A-iv B-iii C-ii D-i | b) A-iii B-ii (D-i | C-iv | c) A-ii B-iii C-iv D-i | d) A-i B-iii C-iv D-ii | a | | | |
| 35 | Analyzing socio-cu | lltural context | is a p | art of: | | Pre-active phase of teaching | | | |
| | a) Pre-active phase of teaching | b) Interactive phase of teaching | ; | c)Post-active phase of teaching | d)At any phase of teaching | a | | | |
| 36 | Which of the follow | wing option is | not re | elated to process of | questioning? | Specificity | | | |
| | a) Style | b) Pause | | c) Specificity | d) Voice | с | | | |
| 37 | Which of the follow A. Teacher moves example of teac B. While reading a teacher gesture. C. Teacher looks c D. While demonst observe and arr example of cha | B only | | | | | | | |

| | Choose the correct | answer from the op | ptions given below. | | | |
|----|---|--|---|--|--|--|
| | b) A only | b) B only | c) A & C | d) B & D | b | |
| 38 | Which of the follow | | | (d) B & D | Skill of writing instructional objectives | |
| | a) Skill of response management | b) Skill of writing instructional objectives | c) Skill of questioning | d) Skill of stimulus variation | b | |
| 39 | Match the followin | g pairs based on m | odification of teachin | g behaviour: | | |
| | A. Reading B. Feedback C. Integration D. Simulation | ii. k iii. ' | ocial Skill Training Knowledge Acquisitic Transfer Skill Acquisition | on | A-ii B-iv C-iii D-i | |
| | a) A-iv B-iii C-ii D-i | b) A-iv B-iiC-iii D-i | c) A-ii B-iv C-iii D-i | d) A-i B-iii C-iv D-ii | с | |
| 40 | A. Learning by do B. Immediate feed C. Rehearsal after D. Providing safe Choose the correct | ing back and reinforce connecting real cla platform for practic | ss room e | | C only | |
| | b) A only | b) C&D | c) B & D | d) C only | d | |
| 41 | According to Bloom equations: | m's Taxonomy, cho | ose the correct option | n of the following | Arts+ Knowledge = Abilities | |
| | a) Arts+ Knowledge = Abilities | b) Arts+ Abilities = Skills | c) Arts+ Attitudes = Abilities | d) Arts+ Values = Real Knowledge | a | |
| 42 | 6 | | | | | |
| | c) D only | b) A only | c) A & C | d) B & D | b | |
| 43 | | | is labelled as A and c | | A and B are systematized | |

| | A: Teacher provide B: Teacher provide | - | | - | | | by ordered statements. |
|----|--|-----------------------------------|---------------|---|--------------|-------------------------------------|--|
| | In the light of abov options given b | | choos | e the most appropria | te answ | er from the | |
| | a) A is an explanation of B. | b) B is an explanation of A. | on | c) A and B are systematized by ordered statements. | co | nd B are ntext-based tements. | с |
| 44 | Match the followin educational obj | | on Re | vised Bloom's taxor | nomy of | | |
| | A Differentiating B Checking C Inferring D Planning | | iii U iv A | valuate Inderstand nalyze | | | A-iv B-ii C-iii D-i |
| | a) A-iv B-ii C-iii D-i | b) A-ii B-iii (D-i | C-iv | c) A-iii B-i C-ii D-iv | d) A-i D- | B-iii C-iv ii | a |
| 45 | Revised Bloom's ta A. Psychological B. Logical C. Descriptive D. Philosophical Choose the correct | | | ptions given below. | | | D) Philosophica l |
| | b) C only | b) D only | | c)B&C | d) C & | k D | b |
| 46 | · • | ly physical, co | gnitiv | e, and social change | s throug | ghout the | Developmen tal Psychologist s |
| | a) Psychologists | b) Developn al Psycholog | | c) Psychological Scientists | · | navioural ychologists | (b) |
| 47 | The period of deve | lopment from | conce | eption to birth is call | ed | | Prenatal |
| | a) Natal | b) Zygote | | c)Embryo | d)Prer | natal | (d) |
| 48 | | | | | | | A. Mental development is influenced by maturation. |

| | | | | | B. Mental development | |
|-----|--|--|---|-----------------------------------|------------------------------|--|
| | | | | | is influenced by learning | |
| | | | 1 | 1 | | |
| | a) All of the above | b) A, C, D | c) A,B. | d) B,C,D | (c) | |
| 49 | | | s labelled as Assertic | on (A) and the | | |
| | | l as Reason (R). | levelopment emerge | d as a new | Both (A) | |
| | | • • | our changes during t | | and (R) are | |
| | and throughout | - | | | true and (R) | |
| | C C | | | | is the correct explanation | |
| | | | nained a separate and | d distinct field | of (A) | |
| | | of life-span develop | | | () | |
| | a) Both (A) and (R) are true | b)) Both (A) and (\mathbf{P}) are true | c) (A) is true but (R) is false | d)(A) is false but (R) is true | | |
| | and (R) is the | (R) are true, but(R) is not | (R) is faise | (R) is true | | |
| | correct | the correct | | | (a) | |
| | explanation | explanation | | | | |
| | of (A) | of (A) | | | | |
| 50 | Educational psychol | ology is a branch of | psychology, that is: | | | |
| | | | | | Applied psychology | |
| | a) General | b) Applied | c) Social | d) Comparative | | |
| | psychology | psychology | psychology | psychology | (b) | |
| 51 | | | psychology which of | deals with teaching | | |
| | and learning'. T | This definition is giv | en by | | Skinner | |
| | a) Skinner | b) Crow and | c) C. V. Good | d) J. B. Watson | (a) | |
| | | Crow | | | (u) | |
| 52 | | | | | | |
| 1 1 | | | ogy is essential for t | eacher as it helps | | |
| | the teacher to u | nderstand: | | eacher as it helps | | |
| | the teacher to u A. ICT skills and i | nderstand: ts uses for children' | s development | eacher as it helps | B,C,D | |
| | the teacher to u A. ICT skills and i B. The developme | nderstand: ts uses for children' ntal characteristics of | s development | eacher as it helps | B,C,D | |
| | the teacher to u A. ICT skills and i B. The developme C. Individual diffe | nderstand: ts uses for children' ntal characteristics of | s development of learner | eacher as it helps | B,C,D | |
| | the teacher to u A. ICT skills and i B. The developme C. Individual diffe | nderstand: ts uses for children' ntal characteristics or rences | s development of learner | d) A,B | B,C,D | |
| | the teacher to u A. ICT skills and i B. The developme C. Individual diffe D. The relative im | nderstand: ts uses for children' ntal characteristics o prences portance of heredity | s development of learner and environment | _ | B,C,D (c) | |
| 53 | the teacher to u A. ICT skills and i B. The developme C. Individual diffe D. The relative im a) All of the above | nderstand: ts uses for children' ntal characteristics of prences portance of heredity b) A,B,C. | s development of learner and environment c) B,C,D. | _ | | |
| 53 | the teacher to u A. ICT skills and i B. The developme C. Individual diffe D. The relative im a) All of the above | nderstand: ts uses for children' ntal characteristics o prences portance of heredity | s development of learner and environment c) B,C,D. | _ | | |
| 53 | the teacher to u A. ICT skills and i B. The developme C. Individual diffe D. The relative im a) All of the above | nderstand: ts uses for children' ntal characteristics of prences portance of heredity b) A,B,C. | s development of learner and environment c) B,C,D. | _ | (c) All of the | |

| 54 | Educational psycho because its prin | Understandi ng and improvemen t of education. | | | | |
|----|---|---|--|--|----------|--|
| | a) Understanding and improvement of education. | b) To develop teaching skills. | c) To produce good students. | d) Understanding and improvement of classroom. | (a) | |
| 55 | 55 What is the primary focus of Howard Gardner's Theory of Multiple Intelligences? | | | | | |
| | a)Intelligence is a single, general ability measured by IQ tests. | b)Intelligence consists of multiple independent abilities, such as linguistic and spatial intelligence | c)Intelligence is determined solely by biological factors. | d)Intelligence is fixed and cannot be developed over time. | b | |
| 56 | is responsible for a) Ego | or mediating betwee | heory, which compo n the id and supereg c) Superego | o? d) Conscious | Ego a | |
| 57 | Non-verbal intellig cognitive abiliti | 1 V | rely on language-ba | | False | |
| | a) True | b) False | c) Partially True | d) Cannot be determined | b | |
| 58 | | | | | | |
| | a) Memory, Reasoning, Creativity | b) Content, Operations, Products | c) Verbal, Nonverbal, Performance | d) General, Specific, Fluid | b | |

| 59 | Thurston's Multifa several indepen | True | | | |
|----|---|--|--|----------------------------------|-------------------|
| | a) True | b) False | c) Partially True | d) Cannot be determined | а |
| 60 | Maslow's hierarch before basic ph | n can be achieved | False | | |
| | a)True | b) False | c) Partially True | d) Cannot be determined | b |
| 61 | | ort's Trait Theory, with the second sec | hich type of trait is r | nost pervasive and | Cardinal Trait |
| | a) Central Trait | b) Secondary Trait | c) Cardinal Trait | d) Surface Trait | с |
| 62 | In a personality ass motivation is ev but they lack a unmet? | Love and Belonging Needs | | | |
| | a) Physiological Needs | b) Safety Needs | c) Love and Belonging Needs | d) Esteem Needs | с |
| 63 | Assertion (A): Cat factors using fa Reason (R): Th patterns of beha | ifies 16 personality | A is true, but R is false | | |
| | a) Both A and R are true, and R is the correct explanation of A. | b) Both A and R are true, but R is not the correct explanation of A. | c) A is true, but R is false. | d)A is false, but R is true. | с |
| 64 | Assertion (A): Fre Reason (R): The realistic ways. | ciple. I and Superego in | Both A and R are true, and R is the correct explanation of A. | | |
| | a) Both A and R are true, and R is the | b) Both A and R are true, but R is not the | c) A is true, but R is false. | d) A is false, but R is true. | a |

| | correct | correct | | | |
|-----|--------------------|----------------------|------------------------|---------------------|---------------|
| | explanation | explanation | | | |
| | of A. | of A. | | | |
| | | | | | |
| 65 | What is the highe | est level in Maslow' | s Hierarchy of Nee | ds? | |
| | | | | | Self- |
| | | | | | actualization |
| | a) Safety needs | | c) Self- | d) Belongingness | |
| | • | b) Esteem needs | actualization | and love | с |
| | | | | needs | |
| 66 | • • | • | tified in Cattell's Fa | ctor-theory of | |
| | Personality der | rived through factor | analysis ? | | 16 |
| | a) 10 | b) 12 | c) 14 | d)16 | d |
| 67 | The concept of neg | gative education was | , | , | |
| | | - | | | Naturalists |
| | a) Pragmatists | b) Naturalists | c) Idealists | d) Realists | b) |
| 68 | Who said, "Educat | tion is the unfoldme | nt of what is already | enfolded"? | Froebel |
| | | | | | |
| | | | | | |
| (0) | a) Froebel | b) Pestalozzi | c) Plato | d) Panini | a) |
| 69 | The most influenti | Rousseau | | | |
| | | Kousseau | | | |
| | a)John Dewey | b)August Comte | c)Rousseau | d)None of these | c) |
| 70 | | as the father of 'Ex | | | Soren |
| | | Kierkegaad | | | |
| | a) Camus | b) Soren | c) Heidegger | d) John Dewey | |
| | | Kierkegaad | •) 1101008801 | | b) |
| | | | | | |
| 71 | Teacher centric ed | ucation is mostly be | lieved by the: | | Idealists |
| | a) Pragmatists | b) Naturalists | c) Realists | d) Idealists | d) |
| 72 | | | ling to Swami Vivek | ananda are correct. | , |
| | A. Education is th | | | | |
| | B. Education is th | | | | |
| | C. Education is th | | A & C only | | |
| | D. Educationis the | | | | |
| | | | | | |
| | a) A & B only | b) A & C only | c) B & D only | d) A & D only | b) |
| 73 | The Latin word 'E | | · · · · · | | The act of |
| | | | | | teaching |
| | a)The act of | b) To train | c)To Lead out | d)To Draw out | a) |
| | teaching | | | | a) |

| 74 | Match List: I withI | List:II: | | | | |
|----|--|-------------------------------|---------------------------------|---------------------------------|--------------------------------|-----------------------|
| | List: I | | | List: II | | |
| | A. Monism | | | aturalism | A-iv, B- iii, | |
| | B. Dualism C. Pluralism | | | Manifold nature of R | | C- ii & D- i |
| | | | | Dual nature of Realit | ty | |
| | D. Materialism | | 1V. I | Reality is one | | |
| | a) A- iii, B- ii, | b) A-iv, B- iii | i. | c) A- iii, B-ii, C- | d) A-iv, B-iii, C- | b) |
| | C- i & D- iv | C- ii & D- i | -, | iv &D- i | ii &D-iii | ~) |
| 75 | Naturalists suggest | Pupil-centric | | | | |
| | a) Pupil-centric | b) Teacher- | | c) Both (a) and | d) Neither (a) and | |
| | | centric | | (b) | (b) | a) |
| 76 | Sri Aurobindo's co | ntribution to e | ducat | ion is: | · · · · · | Integral Education |
| | a) Integral Education | b) Basic Education | 1 | c) Negative Education | d)Man making Education | a) |
| 77 | 'Truth, Beauty and | Goodness as i | the ai | ms of education' was | emphasized by: | Idealists |
| | a) Pragmatists | b) Naturalists | 5 | c) Realists | d) Idealists | d) |
| 78 | Match List: I with | | | | | |
| | List: I | | | | | |
| | A. Naturalismi. No final realityB. Idealismii. Utility | | | | | A- iii, B-iv, |
| | B. Idealism | C-i & D- ii | | | | |
| | C. Pragmatism | | | | | |
| | D. Realism | | | | | |
| | a) A- iii, B- iv, C- ii & D- i | b) A-iv, B- i C- i & D- ii | ii, | c) A- iii, B-iv, C-i & D- ii | d) A-iv, B-iii, C- ii & D-i | c) |
| 79 | The theory of cultu | Ogburn | | | | |
| | | ogouin | | | | |
| | a) MacIver | b) Ogburn | | c) Davis | d) Parson | (b) |
| 80 | Which among thes | | Increasing caste rigidity | | | |
| | a) Industrializati on | b) Urbanizati | | c) Increasing caste rigidity | d) All of these | (c) |
| 81 | Which of the following statements are true?A. Culture consists of patterns, explicit and implicit.B. Culture is continuous.C. Culture is accumulative.D. All the above | | | | | D. All the above |

| | a) A & C | b) B & C | c) B & D | d) D | (d) | |
|----|---|---|---|-----------------------------|--------------------|--|
| 82 | The book "Deling | | ra of the Gong" was | writton hu | | |
| 82 | The book Dennqu | ient Boys: The cultu | re of the Gang" was | written by. | Cohen | |
| | a) Durkheim | b) Cohen | c) Mertom | d) Clinard | (b) Cohen | |
| 83 | The process by wh | Socialisation | | | | |
| | a) Internalisation | b) Sanskritisation | c) Socialisation | d) Modernization | (c) | |
| 84 | What is the purpose of establishing UDISE+ by the Government of India? | | | | | |
| | a) Online uploading of data at school level | b) Online submission of fee by students | c) Providing information about various schemes lments of students ir | d) All of the Above | (a) | |
| | schools by soci 1. General 2. Scheduled Cas 3. Scheduled Tri 4. Other Backwar | U U | 1-C 2-A 3-B 4-D | | | |
| | a) 1-C,2-A,3-D, 4-B | b)1-C,2-A,3-B, 4-D | c)1-A,2-D,3-B, 4-C | d)1-D,2-A,3-C, 4-B | (b) | |
| 86 | With reference to 0 school educatio Pradesh as per | A-IV, B-I, | | | | |
| | A. Foundational S B. Preparatory St C. Middle Stage D. Secondary Sta | age ii. 5 iii. 9 | 02.7 % 9.7 % 92.9 % 71.3 % | | C-III, D-II | |
| | B. Preparatory St C. Middle Stage | age ii. 5 iii. 9 | 9.7 % 92.9 % | d) A-iii, B-i, Cii, D-iv | | |
| 87 | B. Preparatory StC. Middle StageD. Secondary Staa) A-iv, B-i, C-iii,D-iiName the tribe of State | age ii. 5 iii. 9 ge iv. 7 b) A-iv, B-i, C-ii, D-iii | 9.7 % 92.9 % 71.3 % c) A-i, B-ii, C-iii, D-iv nu who was sworn in | D-iv | C-III, D-II | |
| 87 | B. Preparatory StC. Middle StageD. Secondary Staa) A-iv, B-i, C-iii,D-iiName the tribe of Second of Indianaa) Munda | age ii. 5 iii. 9 ge iv. b) A-iv, B-i, C-ii, D-iii Smt. Droupadi Murn | 9.7 % 92.9 % 71.3 % c) A-i, B-ii, C-iii, D-iv nu who was sworn in c) Garo | D-iv | C-III, D-II (a) | |

| | A. RTE Act 2009 p education till co school. B. RTE Act came i C. RTE Act clarifie is obligation of particular type o D. Section 21 of R² | | | | | | | |
|----|--|---|--------------|--|-----------------------------|--------------|--|--|
| | a) A & B | (c) | | | | | | |
| 89 | SC, ST welfare | | | Constitution with re | eference to with | | | |
| | A. Article 341 | | | l Tribe Definition | | A-IV, B-I, | | |
| | B. Article 342 | | section of | n of Education of w of Society | eaker | C—III, D-II | | |
| | C. Article 16(4) | | | n for Reservation | | | | |
| | D. Article 46 | | iv. Schedule | ed Caste Definition | | | | |
| | a) A-IV, B-I, C— II, D-III | | | | | | | |
| 90 | A school designs p students. This p | Vygotsky's social development theory | | | | | | |
| | a) Piaget's b) Freud's c) Maslow's self- d) Vygotsky's individual psychosexual cognitive theory development theory compared to the ory theory b) Freud's psychosexual actualization development theory b) Freud's psychosexual actual a | | | | | (d) | | |
| 91 | In Thorndike's theo | Responses followed by satisfaction are strengthened | | | | | | |
| | a) Learning occurs by insight | fo sa ar sti | rengthened | c) Repetition always leads to learning | d) Intelligence is fixed | (b) | | |
| | The process of emp psychological c | psychothera py | | | | | | |
| 92 | a) Psychoanalysis | b) psy | chotherapy | c) psychiatry | d) None of the above | (b) | | |
| | When a baby searc | Presence of object permanence | | | | | | |

| 93 | a) Presence of object permanence | b) Lack of cognitive development | c) Egocentrism | d) Reflex action | (a) | | | |
|----|---|---|--|--------------------------------|---------------------------|--|--|--|
| | Maslow's hierarch | safety needs? | Love & belongingne ss | | | | | |
| 94 | a) Esteem needs | b) Physiological needs | c) Self- actualization | d) Love & belongingness | (d) | | | |
| | Assertion (A): Motivation guarantees learning success. Reason (R): Without appropriate strategy, even motivated learners may fail. Choose the correct code | | | | | | | |
| 95 | a) Both A and R are true and R is the correct explanation of A | b) Both A and R are true but R is not the correct explanation of A | c) A is false but R is true | d) A is true but R is false | (c) | | | |
| 96 | What is called the | key of the keyboar | rd from F1 to F12? | | Function Key | | | |
| | a) Space Key | b) Special Key | c) Delete Key | d) Function Key | (d) | | | |
| 97 | VDU stands for | · | I | I | Visual Display Unit | | | |
| | a) Video Device Unit | b) Vision Display Unit | c) Visual Display Unit | d) Visual Device Unit | (b) | | | |
| 98 | True or False : a) A firewall is a ty b) A scanner is an of c) The quickest wa highlight the ro d) One system can system. | a=False, b=False, c=True, d =True | | | | | | |
| | A)a=False, b=False, c=True, d=True | B) a=True, b=False, c=False, d=True | C) All are False | D) All are True | А | | | |
| 99 | Match the followi i. Information T ii. Police iii. Education iv. Defense Choose the corr | Echnology A. B. C. D. | Concurrent List Union List State List Residuary Subjects coption given below | : | i-D, ii-C, iii-A, iv-B | | | |
| | a) i-D, ii-C, iii-A, iv-B | b) i-C, ii-D, iii-A, iv-B | c) i-D, ii-A, iii-C, iv-B | d) i-D, ii-B, iii-A, iv-C | a) | | | |

| 100 | Match the following columns: | | | | | | |
|-----|------------------------------|------------------|----------------------------------|-------------------------------|--------------------------|-------|---------------|
| | a) Read Only Mer | nory | i. Means o | f communication | | | a) iv |
| | b) Operating System | | ii. Groups of commands | | | | b) i c) ii |
| | c) Program | | iii. Information in its raw form | | | | |
| | d) Data | | iv. Change | s cannot be made to | the original | | d) iii |
| | | | inform | ation in this memory | y | | |
| | A) | B) | | C) | D) | | |
| | a)-ii, b)-i c)-iv, d)-iii | a)-i, b) d)-i | -iv, c)-ii, iii | a)-iv, b)-i, c)-ii, d)-iii | a)-iii, b)-iv, d)-iii | c)-i, | C |