| 1 | The most crucial  | in scientific thinking                                       | g is:  |   |   |  |
|---|---|--|--|---|---|--|
|   | a) The Scope  | b) The Method  | c) The<br>Hypothesis<br>d) The<br>Problem                                      | d) The<br>Problem   | b | The Method   |
| 2 | Which of the following  | lowing statement is r  | not correct?   |   |   |  |
|   | a) one tailed<br>test is used for<br>testing<br>directional<br>hypothesis | b) one tailed test<br>is used for testing<br>null hypothesis | c) Two tailed<br>test is used for<br>testing<br>question form<br>of hypothesis | One tailed test<br>and two tailed<br>are tested at .05<br>and .01 level of<br>significance. | С | Two tailed test is used for testing question form of hypothesis. |
| 3 | Degree of Freedo  |  |  |   |   |  |
|   | a) df=N-1   | b) df= (c-1)( r-1)   | c) df=N-3  | d)N=1   | b | df= (c-1)( r-<br>1)  |
| 4 | Research for exp<br>in specific situation                                 |  |  |   |   |  |
|   | a) Fundamental<br>Research  | b) Applied Research  | c) Action<br>Research  | d) Both b & c   | b | Applied<br>Research  |
| 5 | "Null hypothesis  | is rejected when it i  | s true". It indicate   | es:   |   |  |
|   | a) Type-I Error   | b) Standard Error  | c) Sampling<br>Error   | d) Type-II Error  | d | Type-II<br>Error   |
| 6 | Which of the following  | lowing in not a meas   | ure of dispersion  | ?   |   | ı  |
|   | a) Range  | b) Mode  | c) Average<br>Deviation  | d) Standard<br>Deviation  | b | Mode   |
| 7 | When a research willingly availab   |  |  |   |   |  |

|    | a) Simple<br>Random<br>Sampling  | b) Quota<br>Sampling  | c) Snow Ball<br>Sampling         | d) Incidental<br>Sampling      | d | Incidental<br>Sampling    |
|----|--|---|----------------------------------|--------------------------------|---|---------------------------|
| 8  | A t-test is to test  | the significance of d   | lifference betweer               | 1:                             |   |                           |
|    | a) Two means   | b) Multiple and partial correlation   | c) Two<br>standard<br>deviations | d) All the above               | a | Two means                 |
| 9  | The quality of questions in a test is ascertained by using the method of : |   |                                  |                                |   |                           |
|    | a) Task<br>analysis  | b) ) Content<br>analysis  | c) Item<br>analysis              | d) Blue-Print                  | С | Item<br>analysis          |
| 10 | a correct : (1) Co (2) In (3) Id (4) D: (5) D:                             | eorganise the follow<br>sequence:<br>ollection and process<br>terpretation of result<br>entification of a prol<br>rawing conclusions<br>rafting of the report<br>ormulation of hypoth | sing of data<br>ts<br>blem       | ipuve researen in              |   |                           |
|    | a) 3 6 1 2 4 5   | b) 4 2 5 1 3 6  | c) 6 5 4 3 2 1                   | d) 1 2 3 4 5 6                 | a | 361245                    |
| 11 | The UGC Appro<br>Ph.D. Thesis is:  | ved software for dete   | ecting plagiarism                | % rate in the                  |   |                           |
|    | a)Turnitin   | b)URKUND-<br>Ouriginal  | c) Grammarly                     | d) SPSS                        | b | URKUND-<br>Ouriginal      |
| 12 |  | n a face to face<br>than the subjects,  |                                  |                                |   |                           |
|    | a) An<br>Inventory   | b) A Schedule   | c) A<br>Questionnaire            | d) A Test                      | b | A Schedule                |
| 13 | •  | tics analysis is used t   | to inferring:                    |                                |   |                           |
|    | a)The nature of<br>the sampling<br>distribution                            | b) The nature of statistics   | c)The population parameters      | d) The nature of sample itself | С | The population parameters |
| 14 | Which type of sa probability samp  |   | not fall under the               | e category of                  |   |                           |
|    | a)Random<br>Sampling   | b)Stratified<br>Random  | c)Multistage<br>Sampling         | d) Sequential Sampling         | d | Sequential Sampling       |

| Sampling |  |          |  |  |
|----------|--|----------|--|--|
|          |  | Sampling |  |  |

| 15 | Research ethics d                        | lo not include:                               |   |                             |     |                                  |
|----|--|---|---|-----------------------------|-----|----------------------------------|
|    | a) Honesty                               | b) Subjectivity                               | c) Integrity                              | d) Objectivity              | b   | Subjectivity                     |
| 16 | The variable which dependent variable    | ch impacts the relation le is known as:       | onship between ar                         | independent varia           | ble | and a                            |
|    | a) Antecedent variable                   | b) Precedent variable                         | c) Predictor<br>variable                  | d) Control<br>variable      | d   | Control variable                 |
| 17 | Sampling error do                        | ecreases with the:                            |   |                             |     |                                  |
|    | a) Decrease in sample size               | b) Increase in sample size                    | c) Process of randomization               | d) Process of analysis      | b   | Increase in sample size          |
| 18 |  | terested in studying<br>hould he/she prefer f | or the study?                             |                             | paı | rty in an urban                  |
|    | a) Rating Scale                          | b) Interview                                  | c) Questionnaire                          | d) Schedule                 | С   | Questionnaire                    |
| 19 | Ex-Post Facto Ro                         | esearch could be:                             |   |                             |     |                                  |
|    | a) Philosophical                         | b) Ethnographical                             | c) Casual and comparative                 | d) Historical               | С   | Casual and comparative           |
| 20 | Survey research s                        | studies:                                      | -   |                             |     |                                  |
|    | a) Events                                | b) Population                                 | c) Processes                              | d)<br>Circumstances         | b   | Population                       |
| 21 | Which of the follo                       | owing is related to Fi                        | eld study?                                |                             |     |                                  |
|    | a) Laboratory<br>experiment<br>situation | b) Real life<br>situation                     | c) Classroom<br>experiment                | d) Reviewing the literature | b   | Real life situation              |
| 22 | Attributes of obje                       | cts, events or things                         | which can be mea                          | asured are called:          |     |                                  |
|    | a)Score                                  | b)Raw data                                    | c) Test score                             | d) Variables                | d   | Variables                        |
| 23 | Which of the follo                       | owing is an example                           | of scientific know                        | vledge?                     |     |                                  |
|    | a) Authoritative<br>knowledge            | b) Religious text<br>and scriptures           | c) Laboratory<br>and field<br>experiments | d) Grounded<br>theory       | С   | Laboratory and field experiments |
|    | 1 1                                      | pulation of 1000, a reght representative of t |   | •                           | sas |                                  |

|    | a) He/she is good   | b) He/she wants to | c) The        | d) The population | d | The           |  |  |  |
|----|---|--------------------|---------------|-------------------|---|---------------|--|--|--|
|    | researcher  | conclude his work  | population ss | is homogeneous    |   | population is |  |  |  |
|    |   | very fast          | heterogeneous |                   |   | homogeneous   |  |  |  |
| 25 | Which of the following is an example of non-probability sample? |                    |               |                   |   |               |  |  |  |
|    |   |                    |               | -                 |   |               |  |  |  |
|    | a) Quota sampling   | b) Stratified      | c) Simple     | d) Snowball       | d | Snowball      |  |  |  |
|    |   | random sampling    | stratified    | sampling          |   | sampling      |  |  |  |
|    |   |                    | sampling      |                   |   |               |  |  |  |

|    | A<br>Criterion<br>reference                    | B<br>Diagnostic   | C<br>Norm<br>reference                    | D<br>Prognostic                                   | С        | Norm<br>reference  |  |  |  |
|----|--|---|---|---|----------|--|--|--|--|
| 27 | Good distracter is basically that which:       |   |   |   |          |  |  |  |  |
|    | A Attracts equally high and low achievers      | B<br>Attracts high<br>achievers<br>more than low<br>achievers | C<br>Does not attract<br>any one          | D Attracts low achievers more than high achievers | D        | Attracts low<br>achievers<br>more than<br>high achievers |  |  |  |
| 28 | An ability test includes the following:        |   |   |   |          |  |  |  |  |
|    | A Achievement, aptitude, and attitude          | B<br>Attitude,<br>interest, and<br>intelligence               | C Achievement, aptitude, and intelligence | D<br>Aptitude,<br>Attitude, and<br>interest       | С        | Achievement, aptitude, and intelligence                  |  |  |  |
| 29 | Kuder-Richards                                 | on method is gen  | erally used to estin                      | nate:   |          | l  |  |  |  |
| 30 | A Objectivity If the correlation whole test is | B<br>Usability<br>n coefficient betw                          | C Reliability reen two halves of          | D<br>Validity<br>a test is 0.62, the              | C en the | Reliability ereliability of                              |  |  |  |
|    | A<br>0.72                                      | B<br>0.76   | C<br>0.82                                 | D<br>0.86   | В        | 0.76   |  |  |  |
| 31 | The standard er                                | ror of measureme  | nt is:                                    |   |          |  |  |  |  |
|    | A  | В   | С   | D   | Α        | An error of  |  |  |  |

|    | an error of the standard deviation.                                    | an error of the standardized test. | an index of the error in that estimate. | an error<br>related to the<br>error in the<br>measurement |   | the standard deviation. |  |  |
|----|--|------------------------------------|---|---|---|-------------------------|--|--|
|    |  |                                    |   | tool.   |   |                         |  |  |
| 32 | The quality of questions in a test is assessed by using the method of: |                                    |   |   |   |                         |  |  |
|    | A  | В                                  | С                                       | D   | C | Item Analysis           |  |  |
|    | Trend  | Content                            | Item Analysis                           | Task Analysis   |   |                         |  |  |
|    | Analysis   | Analysis                           |   |   |   |                         |  |  |

| 33 | "The same species that invented war is capable of inventing peace." This is the conclusion of:  |  |                                     |   |       |   |  |  |
|----|---|--|-------------------------------------|---|-------|---|--|--|
|    | A The Hague Appeal for Peace  | B<br>Peace<br>Education<br>Commission<br>(PEC) | C The Seville Statement on Violence | D International Congress on Peace in the Minds of Men | С     | The Seville<br>Statement on<br>Violence |  |  |
| 34 | The word 'Environment' is derived from::  |  |                                     |   |       |   |  |  |
|    | A<br>Envirner   | B<br>Environr                                  | C<br>Environ                        | D<br>Environner                                       | D     | Environner                              |  |  |
| 35 | Quality Educa   | ation is emphasi                               | sed by 2030 Agen                    | da for Sustainab                                      | le De | velopment in :                          |  |  |
|    | A<br>GOAL 2.  | B<br>GOAL 4.                                   | C<br>GOAL 10.                       | D<br>GOAL 12.   | В     | GOAL 4                                  |  |  |
| 36 | It is the deterioration of the environment through depletion of resources such as air, water and soil; the destruction of ecosystems; habitat destruction; the extinction of wildlife is: |  |                                     |   |       |   |  |  |
|    | A<br>Bio<br>degradation   | B<br>Genetic<br>degradation                    | C<br>Environmental<br>degradation   | D<br>Pollution  | С     | Environmental degradation               |  |  |
| 37 | UDHR stands   | for:   |                                     |   |       |   |  |  |

| A           | В           | A              | A         | A | Universal      |
|-------------|-------------|----------------|-----------|---|----------------|
|             |             |                |           |   | Declaration of |
| Universal   | Union       | Universal      | Universal |   | Human Rights   |
| Declaration | Declaration | Development of | Demand of |   | _              |
| of Human    | of Human    | Human Rights   | Human     |   |                |
| Rights      | Rights      |                | Rights    |   |                |
|             |             |                | Ü         |   |                |

| 38 | Networking of lib       | raries through ele      | ectronic media is   | known as:                                      |       |  |
|----|-------------------------|-------------------------|---|--|-------|--|
|    | a) Inflibnet            | b) Libinfnet            | c) Internet   | d) HTML  | a     | Inflibnet  |
| 39 | The 'brain' of a co     | omputer which k         | eeps peripherals u  | inder its control is                           | s cal | led:   |
|    | a) Common<br>Power Unit | b) Common<br>Processing | c) Central Power<br>Unit  | d) Central<br>Processing Unit                  | d     | Central<br>Processing<br>Unit                                    |
| 40 | RAM means:              |                         |   |  |       |  |
|    | 7                       |                         | c) Rapid Access<br>Memory   | d) Revolving<br>Access Memory                  | a     | Random<br>Access<br>Memory                                       |
| 41 | What is blog?           |                         |   |  | •     | •  |
|    | a) Online music         | b) Intranet             | c) A personal or<br>corporate<br>website in the<br>form of an<br>online journal | d) A personal<br>or corporate<br>Google search | С     | A personal or corporate website in the form of an online journal |
| 42 | Which is the large      | est unit of storage     | e among the follow  | wing?  |       | ,  |
|    | a) Terabyte             | b) Megabyte             | c) Kilobyte   | d) Gigabyte                                    | a     | Terabyte   |
| 43 | Which one of the        | following is an e       | xample of Operat  | ing System?                                    |       |  |
|    | a) Microsoft<br>Word    | b) Microsoft<br>Excel   | c) Microsoft<br>Access  | d) Microsoft<br>Windows                        | d     | Microsoft<br>Windows   |

| 44 | Which one of the  | e following is no                                   | ot a boundary of teac   | cher education?  |   |   |
|----|---|---|---|--|---|---|
|    | a) Teacher<br>education at<br>different level of<br>education | b) Triangular<br>aspects of<br>teacher<br>education | c) Aspects of<br>teacher education                            | d) Teacher<br>Education for<br>Politician                | d | Teacher<br>Education for<br>Politician          |
| 45 | Which one of the  | e following is no                                   | t an objective of tea   | acher education?   |   |   |
|    | a)Provide<br>opportunity for<br>understanding<br>self         | b) Provide<br>opportunity for<br>doing own<br>work  | c) Provide<br>opportunity to<br>develop<br>professional skill | d) Provide opportunity to examine disciplinary knowledge | b | Provide<br>opportunity<br>for doing own<br>work |
| 46 | Which one of the  | following is no                                     | ot an objective of in-  | service training?  |   |   |
|    | a) To develop<br>interest in stories                          | b) To update<br>their skills                        | c) Familiarize with code of conduct                           | d) Developing<br>professionalism                         | a | To develop interest in stories                  |
| 47 | NEP 2020 empha  | asizes on introdu                                   | action of:  |  | ı |   |
|    | a) ITEP   | b) 1 year B.Ed<br>Program                           | c) 1 year M.Ed<br>Program                                     | d) B.Ed through<br>ODL                                   | a | ITEP  |

| 48 | Culture is:  |                      |                        |  |   |                |  |  |
|----|--|----------------------|------------------------|--|---|----------------|--|--|
|    | a) Hereditary  | b) Acquired<br>trait | c) Religious<br>belief | d) Non-<br>grouping<br>behaviour of the<br>society | b | Acquired trait |  |  |
| 49 | Eklavya Model Residential Schools (EMRS) was started in the year 1997-98 to: |                      |                        |  |   |                |  |  |
|    | a) Impart  | <b>b)</b> To promote | <b>c)</b> To provide   | <b>d</b> ) To provide                              | a | Impart         |  |  |
|    | quality  | education in         | archery                | education for all                                  |   | quality        |  |  |

|    | education to ST<br>children in<br>remote areas | slum areas          | Training                          |                    |  | education to<br>ST children<br>in remote |
|----|--|---------------------|-----------------------------------|--------------------|--|--|
|    | Temote areas                                   |                     |                                   |                    |  | areas                                    |
| 50 | Who is known as                                | Father of educati   | onal Sociology?                   |                    | ı  |  |
|    | a) August                                      | b) George           | c) Herbert                        | d) Emile           | b  | George                                   |
|    | Comte  | Payne               | Spencer                           | Durkheim           |  | Payne                                    |
| 51 | The Book Future                                | Shock was writte    | n by:                             |                    | 1  |  |
|    | a) E.F.  | b) Khushwant        | c) Alvin                          | d) Leopld Kohr     | c  | Alvin Toffler                            |
|    | Schumacher                                     | Singh               | Toffler                           |                    |  |  |
| 52 | Educational insti                              | tution in India dep | ends maximum                      | on:                |  |  |
|    | a) State                                       | b) Public           | c)<br>Community                   | d) Businessman     | a  | State                                    |
| 53 | Auguste Comte v                                | was a sociologist b | pelongs to:                       |                    | <u>                                     </u> |  |
|    | a) Germany                                     | b) France           | c) United<br>States of<br>America | d) Italy           | b  | France                                   |
| 54 | Social position in                             | n a society is know | /n as:                            | -                  | 1  |  |
|    | a) Caste                                       | b) Class            | c) Status                         | d) Function        | c  | Status                                   |
| 55 | Sarva Shiksha Al                               | biyan was started   | in the year:                      |                    | 1  |  |
|    | a)1995   | b) 2001             | c) 2005                           | d) 2009            | b  | 2001                                     |
| 56 | Everything which                               | h socially learned  | and shared is:                    | I                  |  | <u> </u>                                 |
|    | a) Culture                                     | b) Friendship       | c) Behaviour                      | d) Social change   | a  | Culture                                  |
|    |  | •<br>               |                                   |                    |  |  |
| 57 | The study of the                               | origin and develor  | oment of the univ                 | verse is known as: |  |  |
|    | a)Ontology                                     | b)Cosmology         | c)Theology                        | d)Axiology         | b) (   | Cosmology                                |

| 58 | "God is dead" is                 | stated by:                                 |                         |                             |      |                        |
|----|----------------------------------|--|-------------------------|-----------------------------|------|------------------------|
|    | a)Schopenhauer                   | b)Popper                                   | c)Sartre                | d)Nietzsche                 | d)   | Nietzsche              |
| 59 | Who rejected the                 | idea of Metaphysi                          | cs as meaningle         | ess:                        | •    | •                      |
|    | a)Logical<br>positivists         | b)Rationalists                             | c)Idealists             | d)Spiritualists             | a)   | Logical<br>positivists |
| 60 |                                  | d train men to mak<br>are never perfect, t |                         | •                           |      |                        |
|    | a)Existentialism                 | b)Naturalism                               | c)Realism               | d)Pragmatism                | a)   | Existentialism         |
| 61 | "The first princip<br>slogan of: | le is that– nothing                        | can be taught, b        | out everything can          | be l | learnt" is the         |
|    | a) R.N<br>Tagore                 | b)M.K Gandhi                               | b) Sri<br>Aurobi<br>ndo | c) Swami<br>Vivekanan<br>da | c)   | Sri Aurobindo          |
| 62 | Laboratory school                | ol is the concept of                       | :                       |                             |      | •                      |
|    | a) Idealism                      | b) Naturalism                              | c) Pragmatism           | d) Realism                  | c)   | Pragmatism             |

| 63         | Choose the First<br>Impairment | st IAS officer in In | n with Visual              |                |   |               |
|------------|--------------------------------|----------------------|----------------------------|----------------|---|---------------|
|            | a) Suhas L.<br>Y.              | b) Pranjal Patil     | c) Subhash K.<br>Y.        | d) Samyak Jain | b | Pranjal Patil |
| <i>C</i> 4 |                                |                      | · ·                        | C , D D        |   |               |
| 64         | -                              | -                    | tion admissible as o       |                |   |               |
|            | in admission                   | ns to Govt. Higher   | <b>Educational Institu</b> | tions of the   |   |               |
|            | country?                       | _                    |                            |                |   |               |
|            |                                |                      |                            |                |   |               |

|    | a) a) 2%  | b) b) 3%   | c) c) 4%  | d) 5%  | d | 5%  |
|----|---|--|---|--|---|---|
| 65 | Autism is a:  |  |   |  |   |   |
|    | a) Physiologi<br>cal<br>disorder                                | b) Psychologic<br>al disorder  | c) Development<br>al disorder   | d) Technologic<br>al disorder                                  | С | Developmental<br>disorder   |
| 66 | Which one of the Behavior dis                                   |  |   |  |   |   |
|    | a) Creativity   | b) ADHD  | c) Truancy  | d) Giftedness  | b | ADHD  |
| 67 |   | he following is cor<br>lusive education?                                   | rect option for UNI   | CEF's work to  |   |   |
|    | a) Advocacy,<br>Attitudinal<br>change,<br>Education,<br>Charity | b) Advocacy, Awareness raising, Capacity building, Implementat ion support | c) Awareness, Resource generation, Capacity building, Implementati on | d) Awareness, Campaignin g, Education, Implementat ion support | b | Advocacy,<br>Awareness<br>raising,<br>Capacity<br>building,<br>Implementatio<br>n support |
| 68 | Vision of a pers  | son is expressed in  | terms of:   | <u> </u>   |   |   |
|    | a) Visual acuity  | b) Visual opacity  | c) Visual capacity  | d) Visual use  | a | Visual acuity   |
| 69 | Acceleration as of:   | a general strategy   | is most suitable for  | r the education  |   |   |
|    | a) Children<br>with<br>Giftedness                               | b) Children<br>with<br>average IQ  | c) Children<br>with ASD   | d) Children<br>with low IQ                                     | a | Children with<br>Giftedness   |
| 70 | Which of the fo   | bllowing problems  | are related with Dy   | slexia?  |   |   |
|    | a) a) Reading, speaking   | b) Reading,<br>speaking<br>and writing                                     | c) Reading,<br>spelling and<br>writing                                | d) Reading,<br>spelling and<br>mathematics                     | С | Reading,<br>spelling and<br>writing   |

|    | and<br>understand<br>ing     |                         |                             |                        |   |                     |
|----|------------------------------|-------------------------|-----------------------------|------------------------|---|---------------------|
| 71 | A hearing loss of            | of 60-80 dB in con      | versational range re        | efers to:              |   |                     |
|    | a) Slight<br>hearing<br>loss | b) Mild<br>hearing loss | c) Moderate<br>hearing loss | d) Severe hearing loss | d | Severe hearing loss |

|    | a) Janardan<br>Reddy   | b) Dr. S.<br>Radhakrisnan | c) Atal Behari        | d) Jagmohan<br>Dalmia | a  | Janardan<br>Reddy     |  |  |
|----|--|---------------------------|-----------------------|-----------------------|----|-----------------------|--|--|
| 73 | According to NEP 2020, the Indian higher education system will be: |                           |                       |                       |    |                       |  |  |
|    | a)<br>Multidisciplina<br>ry  | b) Unitary                | c) Rigid              | d) Single entry       | a  | Multidisciplin<br>ary |  |  |
| 74 | Which of the fo  | ollowing is the new       | curricular structure  | e according to NEF    | 20 | 020?                  |  |  |
|    | <i>'</i>   | b) "10+2+3+2"<br>model    | c) "5+3+3+5"<br>model | d) 4+4+5+3"<br>model  | a  | "5+3+3+4"<br>model    |  |  |
| 75 | Which age grou   | ip is covered for so      | chool education acco  | ording to NEP 202     | 0? |                       |  |  |
|    | a) 12-18   | b) 6-14                   | c) 6-18               | d) 3-18               | d  | 3-18                  |  |  |

| 76 | The theory of Multiple Intelligences is also known as: |   |                                       |                                      |  |  |  |  |  |
|----|--|---|---------------------------------------|--------------------------------------|--|--|--|--|--|
|    | a)Guildfords's<br>theory of<br>Intelligence            | b) Gardner's<br>theory of<br>Intelligence | c) Sternberg's theory of Intelligence | d) Spearman's theory of Intelligence |  | Gardner's<br>theory of<br>Intelligence |  |  |  |
| 77 |  |   |                                       |                                      |  |  |  |  |  |

|    | a) Hierarchical  | b)                  | c)               | d) Psychological    | a    | Hierarchical    |  |  |
|----|--|---------------------|------------------|---------------------|------|-----------------|--|--|
|    |  | Psychoanalytical    | Physiological    |                     |      |                 |  |  |
| 78 | Mirror Drawing   | Apparatus is relate | ed to:           |                     |      |                 |  |  |
|    |  |                     |                  |                     |      |                 |  |  |
|    | a)   | b) Trial and Error  | c) Span of       | d) Experiential     | b    | Trial and Error |  |  |
|    | Conditioning   |                     | attention        | learning            |      |                 |  |  |
| 79 | Technique of shaping is based on which of the following principle? |                     |                  |                     |      |                 |  |  |
|    | _  |                     |                  |                     |      |                 |  |  |
|    | a) Reciprocal  | b) Successive       | c) Response      | d) Stimulus         | b    | Successive      |  |  |
|    | inhibition   | approximation       | inhibition       | inhibition          |      | approximation   |  |  |
| 80 | Which of the fol   | lowing laws of Tho  | rndike is nearer | to Skinner's operar | nt c | conditioning?   |  |  |
|    |  | -                   |                  | -                   |      |                 |  |  |
|    | a) Law of  | b) Law of           | c) Law of        | d) Law of           | a    | Law of effect   |  |  |
|    | effect   | exercise            | readiness        | similarity          |      |                 |  |  |

| 81 | Arrange the follo  | wing into correct s  | equence as ner Iam  | nes-Lange theory      |       |                |  |  |
|----|--|----------------------|---------------------|-----------------------|-------|----------------|--|--|
| 01 | Arrange the following into correct sequence as per James-Lange theory:  I. Emotion producing situation |                      |                     |                       |       |                |  |  |
|    |  |                      | tion                |                       |       |                |  |  |
|    |  | g of emotion         |                     |                       |       |                |  |  |
|    | III. Elicita   | tion of emotional    | responses           |                       |       |                |  |  |
|    | IV. The brain receives sensory feedback from the muscles and other organs.                             |                      |                     |                       |       |                |  |  |
|    | a) I, II, III, IV  | b) I, IV, II, III    | c) II, III, IV, I   | d) I, III, IV, II     | d     | I, III, IV, II |  |  |
|    |  | ·                    | ,                   |                       |       |                |  |  |
| 82 | A dog trainer give   | es her dog a treat e | very time the dog r | aises its right paw.  | The   | dog learns     |  |  |
|    | that raising its rig   | ht paw can earn a    | reward. The dog wi  | ill raise its paw aga | in an | d again for    |  |  |
|    | more rewards. Th   | is is the example o  | of:                 |                       |       |                |  |  |
|    | a) Observational   | b)Cognitive          | c) Classical        | d) Operant            | d     | Operant        |  |  |
|    | learning   | conditioning         | Conditioning        | Conditioning          |       | Conditioning   |  |  |

| 8 | 83 | The first open u                                  | niversity was est  | in the year:                     |  |   |                              |  |  |
|---|----|---|--|----------------------------------|--|---|------------------------------|--|--|
|   |    | A. 1981   | b. 1982  | C. 1983                          | D. 1984                                    | b | 1982                         |  |  |
| 8 | 84 |   | Which one of the following statements is not correct for continuing education? |                                  |  |   |                              |  |  |
|   |    | A. It intends to provide an opportunity to update | B. It is provided by both formal and   | C. It helps in career transition | D. It can only provided through non-formal | d | It can only provided through |  |  |

|    | the existing knowledge of a person.            | non-formal<br>agencies of<br>education |                   | agency of education |   | non-formal<br>agency of<br>education |
|----|--|--|-------------------|---------------------|---|--------------------------------------|
| 85 | Which one of the education pro                 | _                                      | ot connected with | teacher             |   |                                      |
|    | A. M.Ed  | B. B.Ed                                | C. DIET           | D. UDISE            | d | UDISE                                |
| 86 | What percent of<br>be covered us<br>NPE, 1986? |  |                   |                     |   |                                      |
|    | A. 10%   | B. 15%                                 | C. 20%            | D. 25%              | d | 25%                                  |

| 87 | The School                     | education in UK                                 | x is governed by:           |                          |   |  |
|----|--------------------------------|---|-----------------------------|--------------------------|---|--|
|    | a) Her<br>Majesty              | b) The Local<br>Education<br>Authority(<br>LEA) | c) Parents                  | d) Trusts                | b | The Local<br>Education<br>Authority(<br>LEA) |
| 88 | The Nursery education au       |   |                             |                          |   |  |
|    | a) Aided<br>Nursery<br>Schools | b)<br>Government<br>Schools                     | c) Grant -in<br>Aid Schools | d) Maintained<br>Schools | d | Maintained<br>Schools                        |
| 89 | The primary children belo      |   | Starts for the ago          | e group of               |   |  |
|    | a)3-5 years                    | b)7-11 years                                    | c) 9-11 years               | d) 11 years<br>onwards   | b | 7-11 years                                   |
| 90 | The first kin                  | dergarten school                                | established in U            | SA at :                  |   |  |
|    | a) New<br>York                 | b) Boston                                       | c) Wisconsin<br>State       | d) Florida               | С | Wisconsin<br>State                           |

| 91 | The platoon type educational organizations are found in : |               |                |               |   |               |  |
|----|---|---------------|----------------|---------------|---|---------------|--|
|    | a)USA   | b) Russia     | c) UK          | d) India      | a | USA           |  |
| 92 | The education system in USA is:                           |               |                |               |   |               |  |
|    | a)  | b)            | c)             | d) Concurrent | b | Decentralized |  |
|    | Centralized   | Decentralized | denominational |               |   |               |  |

| 93 | The first book on Curriculum was written by Franklin Bobitt in the year:           |                        |                               |                       |   |                        |
|----|--|------------------------|-------------------------------|-----------------------|---|------------------------|
|    | a)1918   | b) 1949                | c) 1950                       | d)1897                | a | 1918                   |
| 94 | Hilda Taba's   | s model of curric      |                               |                       |   |                        |
|    | a) An<br>Administra<br>tive model  | b) Grass<br>Root Model | c)<br>Demonstratio<br>n model | d) Evaluative model   | b | Grass Root<br>Model    |
| 95 | The aspect of cultural diversity in curriculum construction should address:        |                        |                               |                       |   |                        |
|    | a) Salad<br>Bowl<br>Society  | b) Melting pot Society | c) Cultural<br>Lag            | d) Both (a) and (b    | b | Melting pot<br>Society |
| 96 | Who wrote the book' Pedagogy of Oppressed"?  |                        |                               |                       |   |                        |
|    | a)John<br>Dewey  | b) Vygotsky            | c) Paulo<br>Freire            | d) Novak              | С | Paulo Freire           |
| 97 | Who said" Philosophy attempts to define the nature of good life and good society"? |                        |                               |                       |   |                        |
|    | a) H. Taba   | b) R.H.<br>Taylor      | c) )Franklin<br>Bobitt        | d) John Dewey         | b | R.H. Taylor            |
| 98 | Inert curriculum refers to :   |                        |                               |                       |   |                        |
|    | a) Hidden<br>curriculum  | b)<br>Operational      | c)Official<br>curriculum      | d) Core<br>curriculum | С | Official curriculum    |

|     |  | curriculum      |               |                 |   |               |
|-----|--|-----------------|---------------|-----------------|---|---------------|
| 99  | In curriculum development, learning by modeling is advocated by: |                 |               |                 |   |               |
|     |  |                 |               |                 |   |               |
|     | a)   | b) Albert       | c) Jean       | d) B.F.Skinner  | b | Albert        |
|     | E.L.Thornd   | Bandura         | Piaget        |                 |   | Bandura       |
|     | ike  |                 |               |                 |   |               |
| 100 | The Choice Based Credit System( CBCS) of evaluation in           |                 |               |                 |   |               |
|     | curriculum is  | an offshoot of: |               |                 |   |               |
|     | a)Progressi  | b)              | c)            | d) Perennialism | c | Existentialis |
|     | ve   | Essentialism    | Existentialis |                 |   | m             |
|     | philosophy   |                 | m             |                 |   |               |