RESEARCH METHODOLOGY

| 1. | wn | at is a research hypothesis? | | | |
|-----|-------|---------------------------------|--------|------------------------------|--------|
| | (a) | A statement of fact | | | |
| | (b) | A testable prediction | | | |
| | (c) | A conclusion drawn from data | ı | | |
| | (d) | A research tool | | | |
| 2. | Wh | ich of the following is not a t | ype o | f research design ? | |
| | (a) | Exploratory | (b) | Descriptive | |
| | (c) | Conclusive | (d) | Narrative | |
| 3. | Wh | at is the primary goal of explo | orator | y research? | |
| | (a) | To gain insights and explore i | deas | | |
| | (b) | To test hypotheses | | | |
| | (c) | To confirm existing theories | | | |
| | (d) | To collect quantitative data | | | |
| 4. | Wh | ich of the following is a chara | cteris | tic of qualitative research? | |
| | (a) | Seeks to understand meanings | and | experiences | |
| | (b) | Focuses on numerical data | | | |
| | (c) | Uses random sampling exclus | ively | | |
| | (d) | Involves statistical analysis | | | |
| | | | | | |
| (3) | P-E-: | 2411(Education) | 1 | | P.T.O. |

| | (a) | Choosing a research question | | | | | | | |
|------|---|---------------------------------------|---------|-------------------------------------|--|--|--|--|--|
| | (b) | b) Selecting a subset of a population | | | | | | | |
| | (c) Analyzing data | | | | | | | | |
| | (d) | Formulating a hypothesis | | | | | | | |
| 6. | Wha | at is the main purpose of a lite | erature | review in research ? | | | | | |
| | (a) To gather data | | | | | | | | |
| | (b) To summarize findings | | | | | | | | |
| | (c) To identify gaps and justify research | | | | | | | | |
| | (d) | To formulate hypotheses | | | | | | | |
| 7. | Whi | ch of the following is a poten | tial so | ource of error in research designs? | | | | | |
| | (a) | Bias | (b) | Control groups | | | | | |
| | (c) | Random sampling | (d) | Variable manipulation | | | | | |
| 8. | Wha | nt role do variables play in res | earch | ? | | | | | |
| | (a) | They are fixed elements | | | | | | | |
| | (b) | They represent measurable tra | aits or | characteristics | | | | | |
| | (c) | They are irrelevant to research | h | | | | | | |
| | (d) | They only exist in qualitative | studie | es | | | | | |
| 9. | Whi | ch of the following research d | esigns | focuses on establishing cause-and- | | | | | |
| | effe | et relationships ? | | | | | | | |
| | (a) | Descriptive | (b) | Exploratory | | | | | |
| | (c) | Causal | (d) | Historical | | | | | |
| (3)P | 3)P-E-2411(Education) 2 | | | | | | | | |

In research, what does 'sampling' refer to ?

5.

| 10. | . Which term describes the ethical obligation to report findings truthfully? | | | | | | | | |
|------|--|-----------------------------------|---------|----------------------------|--------|--|--|--|--|
| | (a) | Scientific misconduct | (b) | Research integrity | | | | | |
| | (c) | Intellectual honesty | (d) | Conflicts of interest | | | | | |
| 11. | Wh | at is the role of propositions in | n theo | ry building ? | | | | | |
| | (a) | They serve as standalone theo | ries | | | | | | |
| | (b) | They are relationships that car | n be t | ested | | | | | |
| | (c) They are irrelevant to research | | | | | | | | |
| | (d) | They only exist in qualitative | studie | es | | | | | |
| 12. | Wh | at distinguishes conclusive rese | earch | from exploratory research? | | | | | |
| | (a) | It uses qualitative methods | | | | | | | |
| | (b) | It aims to provide final answe | ers | | | | | | |
| | (c) | It is less structured | | | | | | | |
| | (d) | It only involves surveys | | | | | | | |
| 13. | Wh | ich of the following is a key p | orincip | ole of research ethics ? | | | | | |
| | (a) | Fabrication of data | | | | | | | |
| | (b) | Plagiarism | | | | | | | |
| | (c) | Informed consent | | | | | | | |
| | (d) | Ignoring conflicts of interest | | | | | | | |
| 14. | In v | which of the following is the 'i | mpact | factor' primarily used ? | | | | | |
| | (a) | Qualitative Research | (b) | Descriptive Research | | | | | |
| | (c) | Experimental Research | (d) | Academic Publishing | | | | | |
| (3)F | P-E-2 | 2411(Education) | 3 | | P.T.O. | | | | |

| 15. | Wh | which of the following describes 'falsification' in research misconduct ? | | | | | |
|-----|-----|---|---------|-----------------------------------|--|--|--|
| | (a) | Copying someone else's work | ζ. | | | | |
| | (b) | Misrepresenting research data | l | | | | |
| | (c) | Making false claims about au | thorsh | nip | | | |
| | (d) | Not citing sources | | | | | |
| 16. | Wh | at is the primary focus of desc | criptiv | e research? | | | |
| | (a) | To find cause-and-effect relat | ionsh | ips | | | |
| | (b) | To provide a detailed account | of a | phenomenon | | | |
| | (c) | To explore new areas of stud | y | | | | |
| | (d) | To test hypotheses | | | | | |
| 17. | Wh | ich research method is typicall | y use | d for gathering qualitative data? | | | |
| | (a) | Surveys | (b) | Experiments | | | |
| | (c) | Interviews | (d) | Case studies | | | |
| 18. | Wh | ich of the following is a criter | rion f | or evaluating research sources ? | | | |
| | (a) | Popularity | (b) | Author's age | | | |
| | (c) | Length | (d) | Relevance | | | |
| 19. | Wh | at does ICT stand for in the c | ontext | t of research ? | | | |
| | (a) | Information and Communicati | on Te | chnology | | | |
| | (b) | Information Collection Techni | iques | | | | |
| | (c) | Integrated Communication To | ols | | | | |
| | (d) | International Collaborative Tea | ams | | | | |
| | | | | | | | |

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| 20. | In which stage of the research process are objectives formulated? | | | | | | | | |
|------|---|---------------------------------------|--------|--------------------------------|----------|--|--|--|--|
| | (a) | Data collection | (b) | Literature review | | | | | |
| | (c) | Research design | (d) | Analysis | | | | | |
| 21. | Wh | at is the significance of referen | ncing | in research ? | | | | | |
| | (a) | To embellish the paper | | | | | | | |
| | (b) | To acknowledge sources and a | avoid | plagiarism | | | | | |
| | (c) To make the paper longer | | | | | | | | |
| | (d) | To confuse readers | | | | | | | |
| 22. | | at type of error occurs when a ables? | resea | archer fails to control for ex | traneous | | | | |
| | (a) | Systematic error | (b) | Random error | | | | | |
| | (c) | Measurement error | (d) | Sampling error | | | | | |
| 23. | | ich type of sampling involves | sele | cting participants based on | specific | | | | |
| | (a) | Random sampling | (b) | Convenience sampling | | | | | |
| | (c) | Stratified sampling | (d) | Purposive sampling | | | | | |
| 24. | Wh | at is the primary aim of causal | l rese | arch ? | | | | | |
| | (a) | To explore relationships | | | | | | | |
| | (b) | To describe phenomena | | | | | | | |
| | (c) | To establish a cause-effect re | lation | ship | | | | | |
| | (d) | To gather qualitative data | | | | | | | |
| (3)1 | P-E-: | 2411(Education) | 5 | | P.T.O. | | | | |

| (b) Falsifying data(c) Using someone else's work without credit(d) Misrepresenting findings26. What is one of the main objectives of conclusive research? | |
|--|-----------|
| (d) Misrepresenting findings | |
| | |
| 26. What is one of the main objectives of conclusive research? | |
| | |
| (a) To provide conclusive evidence | |
| (b) To explore ideas | |
| (c) To generate new theories | |
| (d) To gather exploratory data | |
| 27. What type of research focuses on events that have already occurr | red? |
| (a) Historical (b) Experimental | |
| (c) Descriptive (d) Exploratory | |
| 28. Which of the following best describes 'scientific misconduct'? | |
| (a) Ethical research practices | |
| (b) Ignoring conflicts of interest | |
| (c) Any violation of ethical standards in research | |
| (d) Thorough data analysis | |
| 29. What does qualitative data typically consist of? | |
| (a) Numbers and statistics (b) Experimental results | |
| (c) Graphs and charts (d) Text, interviews, and observed | ervations |
| (3)P-E-2411(Education) 6 | |

25. Which of the following describes the term 'plagiarism'?

| | (a) | A survey conducted by the re | searcl | ner | |
|-----|-------|---------------------------------|--------|------------------------------|--------|
| | (b) | A laboratory experiment | | | |
| | (c) | Interviews conducted by the r | esear | cher | |
| | (d) | Government statistics | | | |
| 31. | In r | esearch, what is a 'theory'? | | | |
| | (a) | A guess | | | |
| | (b) | A proven fact | | | |
| | (c) | A systematic explanation of p | henon | nena | |
| | (d) | An anecdotal observation | | | |
| 32. | Wh | ich of the following is an esse | ential | aspect of research integrity | ? |
| | (a) | Avoiding all criticism | | | |
| | (b) | Ignoring dissenting opinions | | | |
| | (c) | Acknowledging contributions | of oth | ners | |
| | (d) | Overstating the significance of | f find | ings | |
| 33. | Wh | ich referencing style is most c | ommo | only used in social sciences | s ? |
| | (a) | APA | (b) | MLA | |
| | (c) | Chicago | (d) | Harvard | |
| 34. | Wh | at is an impact factor ? | | | |
| | (a) | A measure of a journal's qual | ity | | |
| | (b) | A tool for qualitative research | ı | | |
| | (c) | A statistical method for data a | analys | iis | |
| | (d) | A type of sampling technique | | | |
| (3) | P-E-2 | 2411(Education) | 7 | | P.T.O. |
| | | | | | |

30. Which of the following is an example of a secondary data source ?

| 35. | Wh | What is the rationale for using qualitative research? | | | | | | |
|------|-------|--|--|--|--|--|--|--|
| | (a) | To quantify results | | | | | | |
| | (b) | To understand complex behaviors and social phenomena | | | | | | |
| | (c) | To conduct experiments | | | | | | |
| | (d) | To gather numerical data only | | | | | | |
| 36. | Wh | ich of the following terms refers to an error that occurs due to chance? | | | | | | |
| | (a) | Systematic error (b) Sampling error | | | | | | |
| | (c) | Measurement error (d) Random error | | | | | | |
| 37. | Wh | at is the role of indexing and citation databases in research? | | | | | | |
| | (a) | To limit access to research | | | | | | |
| | (b) | To promote unethical research | | | | | | |
| | (c) | To track and evaluate research outputs | | | | | | |
| | (d) | To confuse researchers | | | | | | |
| 38. | In c | qualitative research, what is a common method of data collection? | | | | | | |
| | (a) | Randomized controlled trials | | | | | | |
| | (b) | Surveys with closed questions | | | | | | |
| | (c) | Focus groups | | | | | | |
| | (d) | Statistical analysis | | | | | | |
| 39. | Wh | at does the term 'conflicts of interest' refer to in research ? | | | | | | |
| | (a) | When researchers are unbiased | | | | | | |
| | (b) | When personal interests affect research integrity | | | | | | |
| | (c) | When researchers work collaboratively | | | | | | |
| | (d) | When data is misinterpreted | | | | | | |
| (3)F | P-E-2 | 2411(Education) 8 | | | | | | |

| 40. | Which of the following is a key component of ethical research conduct? | | | | | | |
|------|--|---|--------|--|--|--|--|
| | (a) Ignoring ethical guidelines | | | | | | |
| | (b) Transparency in data reporting | | | | | | |
| | (c) | Misrepresenting authorship | | | | | |
| | (d) | Fabricating data | | | | | |
| 41. | Wh | at is the focus of historical research? | | | | | |
| | (a) | Present data analysis (b) Future predictions | | | | | |
| | (c) | Understanding past events (d) Causal relationships | | | | | |
| 42. | In r | esearch, what does 'data interpretation' involve ? | | | | | |
| | (a) | Collecting new data | | | | | |
| | (b) | Analyzing and making sense of data | | | | | |
| | (c) | Conducting interviews | | | | | |
| | (d) | Writing the research proposal | | | | | |
| 43. | Wh | ich of the following best describes 'data triangulation'? | | | | | |
| | (a) | Using multiple methods or data sources to enhance credibility | | | | | |
| | (b) | Collecting data from a single source | | | | | |
| | (c) | Focusing solely on quantitative data | | | | | |
| | (d) | Analyzing data without context | | | | | |
| 44. | Wh | at is one of the main functions of a research design? | | | | | |
| | (a) | To gather irrelevant data | | | | | |
| | (b) | To outline the research approach | | | | | |
| | (c) | To ignore ethical considerations | | | | | |
| | (d) | To present data without analysis | | | | | |
| (3)F | P-E-2 | 2411(Education) 9 | P.T.O. | | | | |

| 45. | Wh | at does it mean to 'fabricate' | data i | n research? |
|------|---------------|----------------------------------|--------|--|
| | | | | |
| | (b) | To summarize findings accura | itely | |
| | (c) | To analyze data thoroughly | | |
| | (d) | To create false data or result | S | |
| 46. | Wh | at is a common tool used for | qualit | ative data analysis ? |
| | (a) | SPSS | (b) | NVivo |
| | (c) | Excel | (d) | R |
| 47. | Wh | ich of the following research m | nethod | ls is most suitable for studying small |
| | spe | cific groups ? | | |
| | (a) | Surveys | (b) | Experiments |
| | (c) | Case studies | (d) | Longitudinal studies |
| 48. | Wh | at is the purpose of publicatio | n ethi | cs ? |
| | g in research | | | |
| | (b) | To promote unethical practice | es | |
| | (c) | To prioritize personal gain | | |
| | (d) | To limit research collaboration | n | |
| 49. | Wh | ich of the following represents | a qu | alitative data analysis method? |
| | (a) | Correlation analysis | (b) | ANOVA |
| | (c) | Regression analysis | (d) | Thematic analysis |
| 50. | Wh | at role does ICT play in mode | rn res | search? |
| | (a) | It complicates the research p | roces | S |
| | (b) | It has no impact on research | | |
| | (c) | It limits access to research f | inding | 5S |
| | (d) | It facilitates data collection a | nd an | alysis |
| (3)F | P-F-2 | 2411(Education) | 10 | |

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- 51. In the context of Historical Research, which of the following statements is correct regarding external and internal criticism?
 - (a) Validity of the sources/documents is established by the Internal criticism and reliability of sources/documents is established by External Criticism
 - (b) Validity of the sources/documents is established by the External criticism and reliability of sources/documents is established by Internal Criticism
 - (c) Only the reliability of sources/documents is established by both Internal and External criticisms
 - (d) Only the validity of sources/documents is established by both Internal and External criticisms
- 52. Which of the following methods of Research involves three kinds of data collection namely? (i) In-depth open-ended interview, (ii) Direct Observation and (iii) Written documents?
 - (a) Quantitative

(b) Qualitative

(c) Historical

- (d) Experimental
- 53. Whether a test is one tail or two tail depends on :
 - (a) Null Hypothesis
 - (b) Composite Hypothesis
 - (c) Alternative Hypothesis
 - (d) Simple Hypothesis

| 54. | Out of given below two lists | , find | the b | best | match | for | the | term(s) | in | List-A |
|-----|------------------------------|--------|-------|------|-------|-----|-----|---------|----|--------|
| | from the List-B: | | | | | | | | | |

List-A List-B

- (A) Construct Validity
- (i) Measurement of fair representation
- (B) Content Validity
- (ii) Measurement of theoretical process
- (C) Concurrent Validity
- (iii) Measure of product performance
- (iv) Measure of agreement with known results

Codes:

- (a) (A)-(ii), (B)-(i), (C)-(iv)
- (b) (A)-(i), (B)-(ii), (C)-(iii)
- (c) (A)-(ii), (B)-(iii), (C)-(iv)
- (d) (A)-(iii), (B)-(iv), (C)-(i)
- 55. If in a given situation every individual has an equal chance of being selected it comes under which of the following?
 - (a) Purpose sampling
 - (b) Quota sampling
 - (c) Non-probability sampling
 - (d) Probability sampling
- 56. In a frequency distribution mode is that value which processes:
 - (a) Frequency one
- (b) Minimum frequency
- (c) Maximum frequency
- (d) Moderate frequency

(3)P-E-2411(Education)

| 57. | Degree of freedom for Chi-squar | re in case of contingency table | of order |
|------------|--------------------------------------|--------------------------------------|-----------|
| | (2×2) is: | 42 | |
| | (a) 1 | (b) 2 | |
| | (c) 3 | (d) 4 | |
| 58. | The range of multiple correlation | coefficient is: | |
| | (a) 0 to ∞ | (b) $-\infty$ to ∞ | |
| | (c) 0 to 1 | (d) - 1 to 1 | |
| 59. | Level of significance is the proba | bility of : | |
| | (a) Type-I and Type II error both | | |
| | (b) Type-I error | | |
| | (c) Type-II error | | |
| | (d) None of the above | | |
| 60. | In the context of leadership, out of | f the following statements, which of | option is |
| | not covered under the characterist | ics of leadership? | |
| | (i) Leadership involves one way | affair | |
| | (ii) Leadership is based on co-op | eration and goodwill | |
| | (iii) Leadership is not situation sp | pecific | |
| | (iv) Leadership shows a mutual be | ehavior pattern between the leader | and his |
| | followers | | |
| | Codes: | | |
| | (a) (i) and (iii) only | | |
| | (b) (i), (ii) and (iii) | | |
| | (c) (ii), (iii) and (iv) | | |
| | (d) (ii) and (iii) only | | |
| (3)1 | P-E-2411(Education) | 13 | P.T.O. |

| 61. | Intuitive knowledge can be attained through: | | | | | | | |
|--|--|---|--|--|--|--|--|-----|
| (a) Internal Experiences | | | | | | | | |
| | (b) | b) External Experiences | | | | | | |
| (c) Both Internal and External Experiences(d) Neither Internal nor External Experiences | | | | | | | | |
| | | | | | | | | 62. |
| | esse | ence of every soul? | | | | | | |
| | (a) | Buddha Philosophy (b) Jaina Philosophy | | | | | | |
| | (c) | Sankhya Philosophy (d) Vedanta Philosophy | | | | | | |
| 63. | Acc | ording to Sankhya Theory of knowledge, independent sources of valid | | | | | | |
| | knowledge are : (a) Comparison, postulation and non-cognition | | | | | | | |
| | | | | | | | | |
| | (b) | Postulation, perception and comparison | | | | | | |
| | (c) | Non-cognition, inference and postulation | | | | | | |
| (d) Perception, inference and scriptural testimony | | | | | | | | |
| 64. | The | word 'Brahman' is used for the highest principle of absolute reality by : | | | | | | |
| | (a) | Upanisads and Vedanta literature | | | | | | |
| | (b) Buddha Philosophy | | | | | | | |
| | (c) Sankhya Philosophy | | | | | | | |
| | (d) | Jaina Philosophy | | | | | | |
| | | | | | | | | |

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| 65. | Who amongst the following had introduced 'Nai Talim'? | | | | | | |
|-----|---|--|----------|--|--|--|--|
| | (a) | Vivekananda | | | | | |
| | (b) | Maulana Abul Kalam Azad | | | | | |
| | (c) | Zakir Husain | | | | | |
| | (d) | Gandhiji | | | | | |
| 66. | Wh | ich of the following is <i>not</i> the characteristic of nature of social of | change ? | | | | |
| | (a) | Social change is universal | | | | | |
| | (b) | Social change results from interaction of several factors | | | | | |
| | (c) | Speed of social change is uniform | | | | | |
| | (d) | Social change is community change | | | | | |
| 67. | 'An | Autobiography or the Story of my experiments with truth' is o | f : | | | | |
| | (a) | Swami Dayananda Saraswati | | | | | |
| | (b) | Swami Vivekananda | | | | | |
| | (c) Sri. Aurobindo | | | | | | |
| | (d) | M.K. Gandhi | | | | | |
| 68. | ʻTrı | ith is a pathless land', is the main teaching of: | | | | | |
| | (a) | Paulo Freire | | | | | |
| | (b) | J. Krishnamurti | | | | | |
| | (c) | Socrates | | | | | |
| | (d) | Jean-Jacques Rousseau | | | | | |
| (3) | P-F-2 | 2411(Education) 15 | P.T.O. | | | | |
| , . | | • | | | | | |

| 69. | The slogan 'Arise, awake, and stop not till the goal is reached' was given by: | | | | | |
|-----|---|--------------------------|------------|------------|---------|----------------------------------|
| | (a) | Rabindra | nath Tagoi | e | (b) | Jyotirao Govindrao Phule |
| | (c) | Savitribai | Phule | | (d) | Swami Vivekananda |
| 70. | "Philosophy and education are two side of the same coin; the former is contemplative while the latter is the active side" has been stated by: | | | | | |
| | (a) | Sir John | Adams | | (b) | Sri. Aurobindo |
| | (c) | J.S. Ross | 3 | | (d) | Ivan Illich |
| 71. | | o amongs tification ' | | lowing ha | ad dev | eloped three component theory of |
| | (a) | Wright M | ⁄Iills | | (b) | Max Weber |
| | (c) | Karl Mar | X | | (d) | Eric Olin Wright |
| 72. | Mat | tch the Lis | st-I and L | ist-II and | select | the correct option : |
| | List-I | | | | List- | ·II |
| | (A) | Socializa | tion | | (i) | Religion |
| | (B) | Collabora | ative | | (ii) | School |
| | (C) | Democra | tic Practi | ces | (iii) | Home |
| | (D) | Cultural | Practices | | (iv) | State |
| | | | | | (v) | Village |
| | Coc | les : | | | | |
| | (a) | (A)-(iii), | (B)-(ii), | (C)-(iv), | (D)-(v |) |
| | (b) | (A)-(iv), | (B)-(ii), | (C)-(v), | (D)-(i) | |
| | (c) | (A)-(i), | (B)-(ii), | (C)-(iii), | (D)-(iv | 7) |
| | (d) | (A)-(v), | (B)-(iv), | (C)-(i), | (D)-(ii | |
| | | | | | | |

| 73. Concepts are important vehicle in : | | | | | | | | | |
|---|------------------------|---|-----|---------------|--------|--|--|--|--|
| | (a) | achievement of students | | | | | | | |
| | (b) |) motivating the students | | | | | | | |
| | (c) |) learning communication | | | | | | | |
| | (d) | thinking process | | | | | | | |
| 74. | In t | In the Psychic structure development by Sigmund Freud, which of the following | | | | | | | |
| | is t | he characteristic of Id? | | | | | | | |
| | (a) | It is conscious | | | | | | | |
| | (b) | (b) It is unconscious | | | | | | | |
| | (c) | It is pre conscious | | | | | | | |
| | (d) | Less of it is unconscious | | | | | | | |
| 75. | Wh | Tho amongst the following belonged to Behaviourism ? | | | | | | | |
| | (a) | E. B. Tehner | (b) | William James | | | | | |
| | (c) | E. L. Thorndike | (d) | J. B. Watson | | | | | |
| 76. | The | The development of 'Object permanence' is related to which of the following | | | | | | | |
| | stag | get's Theory ? | | | | | | | |
| | (a) Formal operational | | | | | | | | |
| | (b) | Concrete operational | | | | | | | |
| | (c) | Pre-operational | | | | | | | |
| | (d) | Sensorimotor | | | | | | | |
| (3)1 | P-E-: | 2411(Education) | 17 | | P.T.O. | | | | |

| 77. | The teacher, according to Behaviourist school of Psychology, is : | | | | | | | |
|------|---|--|--|--|--|--|--|--|
| | (a) Leader in school | | | | | | | |
| | (b) Guide of students' learning activities | | | | | | | |
| | (c) Source of knowledge | | | | | | | |
| | (d) Creator of appropriate learning conditions | | | | | | | |
| 78. | Which of the following statements is <i>correct</i> in the context of Intelligence and Creativity ? | | | | | | | |
| | (a) All intelligent children are creative | | | | | | | |
| | (b) All creative children have high I.Q. | | | | | | | |
| | (c) Some creative children have high I.Q. | | | | | | | |
| | (d) Some creative children have low I.Q. | | | | | | | |
| 79. | Who amongst the following is best known for his research in creativity? | | | | | | | |
| | (a) Alfred Binet (b) Torrence E. P. | | | | | | | |
| | (c) E. L. Thorndike (d) Ivan Pavlov | | | | | | | |
| 80. | Who amongst the following is considered as 'Father of Intelligence Test'? | | | | | | | |
| | (a) Alfred Binet | | | | | | | |
| | (b) William Stren | | | | | | | |
| | (c) Charles Spearman | | | | | | | |
| | (d) E. L. Thorndike | | | | | | | |
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| 81. | Αq | A questionnaire is mainly used when: | | | | | | | |
|-----|--|---|--------|--------------------------------|--|--|--|--|--|
| | (a) | (a) Factual information is desired | | | | | | | |
| | (b) | (b) Opinions are desired | | | | | | | |
| | (c) | (c) Both factual information and opinions are desired | | | | | | | |
| | (d) | Neither factual information no | or opi | nions are desired | | | | | |
| 82. | 2. 'Directive counselling' was propounded by: | | | | | | | | |
| | (a) | Karl Rogers | (b) | Gordon Paul | | | | | |
| | (c) | E.G. Williamson | (d) | F.C. Thorne | | | | | |
| 83. | Wh | o is considered as 'Father of G | uidan | ce and Counselling'? | | | | | |
| | (a) | Clifford Beers | (b) | Frank Parsons | | | | | |
| | (c) | Jesse B. Davis | (d) | Paul Schilder | | | | | |
| 84. | Wh | Which of the following statements is <i>correct</i> in the context of 'Personal | | | | | | | |
| | guidance'? | | | | | | | | |
| | (a) | (a) Personal guidance is concerned with curriculum issues, study habits, and | | | | | | | |
| | | learning difficulties. | | | | | | | |
| | (b) Vocational issues like choice of vocations, vocational training ar | | | | | | | | |
| | occupational information. | | | | | | | | |
| | (c) | (c) Educational problems, vocational problems and health problems. | | | | | | | |
| | (d) | Problems of health, emotional | l adju | stments and social adjustment. | | | | | |
| (3) | P-E-: | 2411(Education) | 19 | P.T.O. | | | | | |

- **85.** Which of the following statements is *not* correct for the Central Institute of Educational Technology ?
 - (a) It is a constituent unit of the National Council of Educational Research and Training.
 - (b) It is not a constituent unit of the National Council of Educational Research and Training.
 - (c) It is a premier institute of Educational Technology at the National Level.
 - (d) Its main aim is to promote educational technology to extend educational opportunities and improve quality of educational processes at the school level.
- **86.** 'Concept Attainment Model' was developed by :
 - (a) George Gordon Byron
 - (b) Guiford Vernon
 - (c) Jerome Bruner
 - (d) Daniel T. Gilbert
- 87. Sub system of Educational technology are:
 - (a) Visual Aids only
 - (b) Audio-visual Aids
 - (c) Skills
 - (d) Technologists

| 8 | 8. | Whi | ich of the following National C | urricu | ulum Frameworks had emphasized the | |
|---|---|--------------|----------------------------------|--------|--------------------------------------|--|
| | | con | structivist approach to learning | ng by | the active participation of learners | |
| | | thro | ough engaging activities? | | | |
| | | (a) | National Curriculum Framew | ork (1 | 1975) | |
| | | (b) | National Curriculum Framew | ork (1 | 1988) | |
| | | (c) | National Curriculum Framew | ork (2 | 2000) | |
| | | (d) | National Curriculum Framew | ork (2 | 2005) | |
| 8 | 9. Who had propounded Reflective level of teaching? | | | | | |
| | | (a) | John F. Herbart | (b) | H. C. Morrison | |
| | | (c) | Hunt | (d) | Benjamin S. Bloom | |
| 9 | 0. Programmed learning received its main impetus from the work done | | | | | |
| | | mid | -1950s by : | | | |
| | | (a) | John B. Watson | (b) | Clark L. Hull | |
| | | (c) | Edward C. Tolman | (d) | B.F. Skinner | |
| 9 | 1. | Wh | ich of the following statem | nents | is not correct in the context of | |
| | | evelopment ? | | | | |
| | | (a) | Administrative Model utilizes | a top | down approach. | |
| | | (b) | In Administrative Model initi | atives | for curriculum development usually | |
| | | S. | | | | |
| | | (c) | Administrative Model is cons | sidere | d undemocratic in principle. | |
| | | (d) | Administrative Model is base | d on | decentralized approach. | |
| (| 3)F | P-E-2 | 2411(Education) | 21 | P.T.O. | |
| | | | | | | |

92. Out of the given below two lists, find the correct match for the terms(s) in the List-A from the List-B:

List-A

List-B

- (A) Curriculum Development
- (i) It is based on a bottom-up approach to curriculum development
- (B) Grassroot Model
- (ii) It is the process of creating, revising and updating the content and courses that make up an educational programme
- (C) Administrative Model
- (iii) It is based on a top-down approach to curriculum development

(D) Linear Model

- (iv) It is a sequential and systematic deign for curriculum development designed by Ralph W. Tyler
- (v) It was designed by John Kerr

Codes:

- (a) (A)-(ii), (B)-(i), (C)-(iii), (D)-(iv)
- (b) (A)-(ii), (B)-(iii), (C)-(i), (D)-(v)
- (c) (A)-(v), (B)-(ii), (C)-(iii), (D)-(iv)
- (d) (A)-(iv), (B)-(i), (C)-(iii), (D)-(v)
- 93. Disability Act, 1995 is known as:
 - (a) CWSN Act, 1995
- (b) PWD Act, 1995
- (c) RPWD Act, 1995
- (d) National Trust Act, 1995

| 94. | Number of disabilities listed under RPWD Act, 2016 are : | | | | | | |
|-----|--|--------------------------------|--------|---------------|--------|--|--|
| | (a) | 7 | (b) | 14 | | | |
| | (c) | 18 | (d) | 21 | | | |
| 95. | Dis | lexia is a term related to: | | | | | |
| | (a) | Learning disability related to | writin | g | | | |
| | ng | | | | | | |
| | (c) | Communication Disorder | | | | | |
| | (d) | Walking disability related to | muscl | es and joints | | | |
| 96. | Неа | uring loss is measured in: | | | | | |
| | (a) | Decibels | | | | | |
| | (b) | Percent | | | | | |
| | (c) Graphic expression | | | | | | |
| | (d) | Degree | | | | | |
| 97. | 7. Legally Blind Person is one who is having vision : | | | | | | |
| | (a) | 20/20 | | | | | |
| | (b) | 20/40 | | | | | |
| | (c) | More than 20/200 | | | | | |
| | (d) | Below 20/200 | | | | | |
| (3) | P-E-2 | 2411(Education) | 23 | | P.T.O. | | |

- **98.** The term 'Total Quality Management (TQM)' was first used in early 1980s by :
 - (a) Kaoru Ishikawa
 - (b) Shigeo Shingo
 - (c) William Edward Deming
 - (d) Philip B. Crosby
- 99. Which amongst the following is *not* the objective of educational supervision?
 - (a) To acquaint the teachers with different new pedagogical approaches
 - (b) To diagnose the problems being faced in the process of teaching learning
 - (c) To focus mainly on fault finding approach
 - (d) To promote co-operative educational efforts in a friendly atmosphere
- **100.** In the context of main functions of educational management, which of the following sequential order is the most appropriate amongst the following alternatives?
 - (a) Planning, Directing, Co-ordinating, Organizing, Controlling and Evaluating
 - (b) Organizing, Planning, Directing, Co-ordinating, Controlling and Evaluating
 - (c) Planning, Co-ordinating, Directing, Organizing, Controlling and Evaluating
 - (d) Planning, Organizing, Directing, Controlling, Co-ordinating, and Evaluating