

UGC NET Dec 2020 and June 2021 21st November Morning Shift

1.) The table below embodies data on the number of candidates who appeared 'A' and passed 'P' in Civil Services Examination from four cities K, L, M and N during the year 2014 to 2019. In accordance with the table, answer the question

| Year-wise Number of Candidates from Different Cities | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|------|-----|
| City \ Year | K | | L | | M | | N | |
| | A | P | A | P | A | P | A | p |
| 2014 | 782 | 360 | 612 | 310 | 720 | 410 | 1020 | 802 |
| 2015 | 804 | 472 | 608 | 324 | 728 | 480 | 1135 | 840 |
| 2016 | 720 | 448 | 636 | 298 | 680 | 390 | 1084 | 864 |
| 2017 | 750 | 360 | 655 | 305 | 695 | 396 | 1096 | 766 |
| 2018 | 824 | 504 | 640 | 346 | 712 | 424 | 1180 | 752 |
| 2019 | 850 | 496 | 600 | 315 | 740 | 464 | 1165 | 780 |

What is the difference between the total candidates who appeared and total candidates who passed from City K in all the six years together?

- (A) 2060
- (B) 2070
- (C) 2080
- (D) 2090

2.) The table below embodies data on the number of candidates who appeared 'A' and passed 'P' in Civil Services Examination from four cities K, L, M and N during the year 2014 to 2019. In accordance with the table, answer the question

| Year-wise Number of Candidates from Different Cities | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|------|-----|
| City \ Year | K | | L | | M | | N | |
| | A | P | A | P | A | P | A | p |
| 2014 | 782 | 360 | 612 | 310 | 720 | 410 | 1020 | 802 |
| 2015 | 804 | 472 | 608 | 324 | 728 | 480 | 1135 | 840 |
| 2016 | 720 | 448 | 636 | 298 | 680 | 390 | 1084 | 864 |
| 2017 | 750 | 360 | 655 | 305 | 695 | 396 | 1096 | 766 |
| 2018 | 824 | 504 | 640 | 346 | 712 | 424 | 1180 | 752 |
| 2019 | 850 | 496 | 600 | 315 | 740 | 464 | 1165 | 780 |

What is the average number of candidates passed from all the four cities in the year 2015?

- (A) 528
- (B) 529
- (C) 530
- (D) 531

3.) The table below embodies data on the number of candidates who appeared 'A' and passed 'P' in Civil Services Examination from four cities K, L, M and N during the year 2014 to 2019. In accordance with the table, answer the question

| Year-wise Number of Candidates from Different Cities | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|------|-----|
| City \ Year | K | | L | | M | | N | |
| | A | P | A | P | A | P | A | p |
| 2014 | 782 | 360 | 612 | 310 | 720 | 410 | 1020 | 802 |
| 2015 | 804 | 472 | 608 | 324 | 728 | 480 | 1135 | 840 |

| | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|------|-----|
| 2016 | 720 | 448 | 636 | 298 | 680 | 390 | 1084 | 864 |
| 2017 | 750 | 360 | 655 | 305 | 695 | 396 | 1096 | 766 |
| 2018 | 824 | 504 | 640 | 346 | 712 | 424 | 1180 | 752 |
| 2019 | 850 | 496 | 600 | 315 | 740 | 464 | 1165 | 780 |

For which of the following cities the percentage of candidate passed among those who appeared for the examination is minimum in the year 2019?

- (A) K
- (B) L
- (C) M
- (D) N

4.) The table below embodies data on the number of candidates who appeared 'A' and passed 'P' in Civil Services Examination from four cities K, L, M and N during the year 2014 to 2019. In accordance with the table. answer the question

| Year-wise Number of Candidates from Different Cities | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|------|-----|
| Year | K | | L | | M | | N | |
| | A | P | A | P | A | P | A | p |
| 2014 | 782 | 360 | 612 | 310 | 720 | 410 | 1020 | 802 |
| 2015 | 804 | 472 | 608 | 324 | 728 | 480 | 1135 | 840 |
| 2016 | 720 | 448 | 636 | 298 | 680 | 390 | 1084 | 864 |
| 2017 | 750 | 360 | 655 | 305 | 695 | 396 | 1096 | 766 |
| 2018 | 824 | 504 | 640 | 346 | 712 | 424 | 1180 | 752 |
| 2019 | 850 | 496 | 600 | 315 | 740 | 464 | 1165 | 780 |

What is the percentage rise in the number of candidates who passed from City K from year 2017 to year 2018?

- (A) 32%
- (B) 36%
- (C) 40%
- (D) 44%

5.) The table below embodies data on the number of candidates who appeared 'A' and passed 'P' in Civil Services Examination from four cities K, L, M and N during the year 2014 to 2019. In accordance with the table. answer the question

| Year-wise Number of Candidates from Different Cities | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|------|-----|
| Year | K | | L | | M | | N | |
| | A | P | A | P | A | P | A | p |
| 2014 | 782 | 360 | 612 | 310 | 720 | 410 | 1020 | 802 |
| 2015 | 804 | 472 | 608 | 324 | 728 | 480 | 1135 | 840 |
| 2016 | 720 | 448 | 636 | 298 | 680 | 390 | 1084 | 864 |
| 2017 | 750 | 360 | 655 | 305 | 695 | 396 | 1096 | 766 |
| 2018 | 824 | 504 | 640 | 346 | 712 | 424 | 1180 | 752 |
| 2019 | 850 | 496 | 600 | 315 | 740 | 464 | 1165 | 780 |

The total number of candidates who passed from City M in all the six years together is what percentage (%) of the total candidates who appeared from City M in all the six years together?

- (A) 56%
- (B) 58%
- (C) 60%
- (D) 62%

6.) Which theory of learning supports reflective level of teaching?

- (A) Theory of conditioning
- (B) Reinforcement theory
- (C) Need-reduction theory
- (D) Cognitive field theory

7.) Identify the characteristics of field-dependent learners from the following?

- A. Perceives global aspects of concepts and materials
- B. Focuses on facts and principles
- C. Prefers to work alone
- D. Seeks guidance and demonstration from teacher
- E. Likes to cooperate

Choose the correct answer from the options given below:

- (A) A, B and C only
- (B) A, D and E only
- (C) B, C and D only
- (D) C, D and E only

8.) Match List I with List II

List I

(Levels of teaching and learning)

- A. Autonomous development level
- B. Memory level
- C. Understanding level
- D. Reflective level

List II

(Main feature)

- I. It is problem-centred and requires on the part of learners more active participation. more imagination and creativeness
- II. Lays stress on the importance of students' feelings and minimizes the value of hard thinking.
- III. It is comparatively thoughtless.
- IV. It emphasizes on seeing of relationships between principles and solitary facts.

Choose the correct answer from the options given below:

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

9.) Given below are two statements:

Statement I: Knowledge, comprehension and application levels in Bloom's taxonomy belong to the higher level of cognitive learning.

Statement II: Organization and characterization belong to higher level of affective outcomes.

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

- (A) Both Statement I and Statement II are correct.
- (B) Both Statement I and Statement II are incorrect.
- (C) Statement I is correct but Statement II is incorrect.
- (D) Statement I is incorrect but Statement II is correct.

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

Assertion A: Formative assessment is process linked and directed at raising motivation and engagement levels in learning.

Reasons R: The purpose of formative assessment is to improve quality of learning outcomes.

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

- (A) Both A and R are correct and R is the correct explanation of A
- (B) Both A and R are correct but R is NOT the correct explanation of A
- (C) A is correct but R is not correct
- (D) A is not correct but R is correct

11.) Creating purpose statements, research questions and hypotheses that are narrow and measurable would mark the characteristic features of which research type?

- (A) Narrative research
- (B) Ethnographic research
- (C) Grounded theory research
- (D) Experimental research

12.) In 'two groups, randomized subjects post-test only' research design which of the following may be the source for jeopardizing validity?

- A. Pretesting procedures
- B. Measuring instruments
- C. Interaction of selection and the independent variable
- D. Reactive experimental procedures
- E. Statistical regression

Choose the correct answer from the options given below:

- (A) A and B only
- (B) B and C only
- (C) C and D only
- (D) D and E only

13.) Match List I with List II

List I

Research Steps

- A. Defining a research problem
- B. Hypothesis making
- C. Drawing a research sample
- D. Hypothesis testing

List II

Main features

Appropriate statistical techniques for data analysis

Representativeness of the units chosen

Identifying the variables for setting up a plausible relationship

Carefully chosen terms and concepts with operational descriptions, if need be.

Choose the correct answer from the options given below:

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

14.) Given below are two statements:

Statement I: Research ethics forms a genuine concern for research to lend credibility in findings.

Statement II: Use of ICT in research is mandatory as it is economical in terms of time and use of resources.

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

- (A) Both Statement I and Statement II are correct
- (B) Both Statement I and Statement II are incorrect
- (C) Statement I is correct but Statement II is incorrect
- (D) Statement I is incorrect but Statement II is correct

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

Assertion A: Format and styles of referencing in thesis writing are enforced with a view to effect observance of formal protocols.

Reasons R: Formal protocols ensure avoidance of deviations from norms and procedures of reporting research.

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

- (A) Both A and R are correct and R is the correct explanation of A
- (B) Both A and R are correct but R is NOT the correct explanation of A
- (C) A is correct but R is not correct
- (D) A is not correct but R is correct

16.) The least contributor to noise in communication system by the audience is

- (A) Selective attention
- (B) Selective perception
- (C) Selective retention
- (D) Selective intention

17.) Which of the following are parameters of an effective communication?

- A. Freedom to see and hear. What is here?
- B. Freedom to say. What one thinks and feels?
- C. Freedom to decide. What should be, was, are, will be?
- D. Freedom to feel. What one feels?
- E. Freedom of always waiting for permission.

Choose the correct answer from the options given below:

- (A) A, B and D only
- (B) A, B and C only
- (C) B, C and D only
- (D) C, D and E only

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

Statement I: Communication is the process of transmitting a message from a source to an audience via a channel.

Statement II: To establish 'Commonness' between the source and the audience is effective for success of communication.

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

- (A) Both Statement I and Statement II are true
- (B) Both Statement I and Statement II are false
- (C) Statement I is true but Statement II is false

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

19.) Match List I with List II

List I

Styles that impede communications

- A. Placating
- B. Blaming
- C. Computing
- D. Distracting

List II

Characteristic feature

- I. Doing or saying what is irrelevant.
- II. Being overcorrect.
- III. Fault finding and acting as superior.
- IV. Talking in an ingratiating way

Choose the correct answer from the options given below:

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

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

Assertion A: More effective communication occurs when source and receiver are homophilous.

Reasons R: Source and receiver use same language and words to stimulate similar meaning.

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

- (A) Both A and R are correct and R is the correct explanation of A
- (B) Both A and R are correct but R is NOT the correct explanation of A
- (C) A is correct but R is not correct
- (D) A is not correct but R is correct

21.) A milkman has been mixing water with milk to earn 25 per cent profit by selling the mixture at the cost price. The ratio of water and milk, respectively, is?

- (A) 4:5
- (B) 5:4
- (C) 1:5
- (D) 1:4

22.) A 12 percent debt instrument fields 20 percent return. The market price of the underlying debt instrument is

- (A) Rs. 167
- (B) Rs. 170
- (C) Rs. 60
- (D) Rs. 40

answer is not given.

23.) The difference between the simple interest received from two different sources on Rs. 1.500 for three years is Rs. 13.50. The difference between their rates of interest is

- (A) 0.1%
- (B) 0.2%
- (C) 0.8%

(D) 0.4%

24.) A watch reads 4.30. If the minute hand points East, in which direction will the hour hand point?

- (A) North
- (B) North-West
- (C) South-East
- (D) North-East

25.) In a certain code language, 24685 is written as 33776. How is 35791 written in that code?

- (A) 44826
- (B) 44882
- (C) 46682
- (D) 44682

26.) According to Nyaya the argument — ‘Sound is eternal because it is produced’ commits, which of the following fallacy?

- (A) Viruddha (Contradicting reason)
- (B) Nature of the opposable reason (Satpratipakesa)
- (C) Unestablished reason (asiddha)
- (D) Nature of unopposable reason (a Satpratipaksa)

27.) With reference to pramāna theory both on dialogical and philosophical discourse, which of the following options are correct?

- A. It furnishes the required grounding for the thesis to be backed up by a certain means of knowledge.
- B. It provides the necessary platform to incisely analyze the proposed thesis.
- C. It enables us to succinctly summarize the observations, that stem out of analysis, in the form of anumāna or nyāya prayoga.
- D. It enables the debater to elicit acceptance of his/her own belief system on the basis of formal validity alone.

Choose the correct answer from the options given below:

- (A) A and B only
- (B) A and C only
- (C) A, B and C only
- (D) A, B and D only

28.) Given below are two statements:

Statement I: The works in Nyaya- Sastra discuss the aggregate causal conditions and the process involved in inferential cognition.

Statement II: The works in Nyaya -Sastra do not however dwell upon analysis of the factors that help to assess and decide the formal validity of a judgement.

In the light of the above statements. Choose the most appropriate answer from the options given below:

- (A) Both Statement I and Statement II are correct
- (B) Both Statement I and Statement II are incorrect
- (C) Statement I is correct but Statement II is incorrect
- (D) Statement I is incorrect but Statement II is correct

29.) “Famous Singer Himanshu says that Coffeehill chocolates are groovy. We can only conclude that Coffeehill chocolates are groovy indeed”.

Which of the fallacy is committed in the above statement?

- (A) Hasty Generalisation

- (B) Appeal to unqualified authority
- (C) Slippery slope
- (D) Missing the point

30.) The set of attributes shared by all and only those objects to which a general term refers, is called:

- A. The intension of that term
- B. Connotation of that term
- C. The extension of that term
- D. Denotation of that term

Choose the correct answer from the options given below:

- (A) A and B only
- (B) C and D only
- (C) A and C only
- (D) A and D only

31.) With regard to computer memory, which of the following statements are TRUE?

- A. Secondary storage is slower, cheaper, and less volatile than primary storage.
- B. Tape drives are direct access devices.
- C. The contents of most forms of RAM are volatile, thus making them unsuitable for long term data storage.

Choose the correct answer from the options given below:

- (A) A and B only
- (B) B and C only
- (C) A and C only
- (D) A, B and C

32.) With respect to computers, what is the main advantage of a Graphical User Interface (GUI) compared with a Command Line Interface (CLI)?

- (A) Provides higher level of security and requires less memory
- (B) Easier to use for non-experts
- (C) Performs complex tasks faster and requires less memory
- (D) Requires less processing power

33.) Identify the correct order of the following computer storage capacities ranked from smallest to largest capacity.

- A. 100 GBytes
- B. 10 000 000 000 Bytes
- C. 1 TBytes
- D. 100000 MBytes
- E. 1 000 000 KBytes

Choose the correct answer from the options given below:

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

34.) Given below are two statements:

Statement I: A web browser is a piece of software that retrieves and displays web pages.

Statement II: A search engine is a special kind of website that helps people in finding web pages from other web-sites.

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

- (A) Both Statement I and Statement II are true
- (B) Both Statement I and Statement II are false
- (C) Statement I is true but Statement II is false
- (D) Statement I is false but Statement II is true

35.) Match List I with List II

| List I | List II |
|-----------------------|-------------------------|
| (Computer Components) | (Description) |
| A. HDD | I. Visual Display Unit |
| B. RAM | II. Volatile Memory |
| C. ROM | III. External Memory |
| D. CRT | IV. Non-Writable Memory |

Choose the correct answer from the options given below:

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

36.) How many missions are there under the Climate Action Plan of Govt. of India?

- (A) 4
- (B) 8
- (C) 12
- (D) 1

37.) According to India Meteorological Department, average sustained wind speed over 3 minutes of a cyclonic storm, is in the range

- (A) 40 — 50 km/hr
- (B) 50 — 60 km/hr
- (C) 63 — 88 km/hr
- (D) 200 — 225 km/hr

38.) Given below are two statements:

Statement I: Wind farms are generally set up on exposed hilltops or coasts in remote areas.

Statement II: Wind velocities are steady in these remote locations.

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

- (A) Both Statement I and Statement II are correct
- (B) Both Statement I and Statement II are incorrect
- (C) Statement I is correct but Statement II is incorrect
- (D) Statement I is incorrect but Statement II is correct

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

Assertion A: Production of electricity from Renewable Energy sources is without adverse environmental impacts.

Reason R: There is no net emission of carbon di-oxide into atmosphere from exploitation of Renewable sources of energy.

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

- (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

40.) 'Wheezing' is the most relevant Health Effect in case of the air pollutant

- (A) Ozone
- (B) Carbon monoxide
- (C) Nitrogen dioxide
- (D) Sulphur dioxide

41.) Which of the following are essential for good governance of colleges and universities?

- A. Academic autonomy
- B. Legal autonomy
- C. Financial autonomy
- D. Administrative autonomy

Choose the correct answer from the options given below:

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

42.) On which of the following date National Education Day is celebrated each year?

- (A) 28 Feb
- (B) 5 June
- (C) 11 Nov
- (D) 1 Dec

43.) Match List I with List II. Match the features of education of various types.

List I

- A. Ancient Vedic Education
- B. Post Vedic Education
- C. Brahminic Education
- D. Buddhist system of Education

List II

- I. Equality was the foundation of student-teacher relationship
- II. Enrichment of knowledge and experience
- III. Knowledge results in wiping out falsehood
- IV. Emphasis on character building and self-realisation

Choose the correct answer from the options given below:

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

44.) "Destiny of India is being shaped in her classrooms". this is stated in

- (A) University Education Commission (1948)
- (B) Education Commission (1964)
- (C) National Education Policy (1986)
- (D) National Knowledge Commission (2005)

45.) The new curricular and pedagogical structure of School Education as proposed by NEP-2020 is

- (A) 5+3+2+2
- (B) 5+3+3+4
- (C) 2+5+3+4
- (D) 2+5+3+2

46.) Read the passage carefully and answer the questions that follow

Throughout much of the latter half of 20 Century, classroom discipline was focused on the issue of how best to respond to student misbehavior. The humanist and applied behavior analysis approaches to classroom management shared the spotlight about equality during this period. Both of these traditions are primarily reactive rather than preventive systems of classroom management. That is they tend to provide solutions to misbehavior after it occurs, not before. More recent research, however, has provided another approach to classroom management that frames the question of classroom order and discipline not in terms of reaction but prevention. This approach is based on classroom research that examined what effective teachers do to prevent misconduct and what less effective teachers do to create it. Some of this research involved observation and analysis of both experienced and inexperienced teachers while they taught. The major conclusion of this research was that more effective and less effective classroom managers can be distinguished more by what they do to prevent misbehavior than how they respond to misbehavior. In a study, 27 third grade teachers were recruited for a year-long observation study. During the first 3 weeks of school several types of information on each of the teachers including room-arrangement, classroom rules, consequences of misbehavior, response to inappropriate behavior, consistency of teacher responses, monitoring, and reward systems was gathered. Further, the number of students was counted who were on task and off task at 15 minute intervals to determine the extent to which students were attending to the teacher. From this data the teachers were classified in two groups. One consisting of more effective managers and other consisting of less effective managers for more in depth observation the rest of the year. Those teachers who were categorized as more effective classroom managers were found to have significantly higher student engagement rates and significantly lower student off task behavior during rest of the school year. The more effective managers established themselves as instructional leaders during first 3 weeks of the school year.

An effective teacher manager as per classroom management tradition

- (A) Advocates adherence to rules
- (B) Focuses on changing or modifying inappropriate behavior
- (C) Incorporates interventions that stress communication skills
- (D) Incorporates classroom rules, consequences and routines to keep student actively engaged

47.) Throughout much of the latter half of 20 Century, classroom discipline was focused on the issue of how best to respond to student misbehavior. The humanist and applied behavior analysis approaches to classroom management shared the spotlight about equality during this period. Both of these traditions are primarily reactive rather than preventive systems of classroom management. That is they tend to provide solutions to misbehavior after it occurs, not before. More recent research, however, has provided another approach to classroom management that frames the question of classroom order and discipline not in terms of reaction but prevention. This approach is based on classroom research that examined what effective teachers do to prevent misconduct and what less effective teachers do to create it. Some of this research involved observation and analysis of both experienced and inexperienced teachers while they taught. The major conclusion of this research was that more effective and less effective classroom managers can be distinguished more by what they do to prevent misbehavior than how they respond to misbehavior. In a study, 27 third grade teachers were recruited for a year-long observation study. During the first 3 weeks of school several types of information on each of the teachers including room-arrangement, classroom rules, consequences of misbehavior, response to inappropriate behavior, consistency of teacher responses, monitoring, and reward systems was gathered. Further, the number of students was counted who were on task and off task at 15 minute intervals to determine the extent to

which students were attending to the teacher. From this data the teachers were classified in two groups. One consisting of more effective managers and other consisting of less effective managers for more in depth observation the rest of the year. Those teachers who were categorized as more effective classroom managers were found to have significantly higher student engagement rates and significantly lower student off task behavior during rest of the school year. The more effective managers established themselves as instructional leaders during first 3 weeks of the school year.

A teacher who emphasises the immediate reinforcement of positive behaviour and punishment together is said to follow

- (A) Classroom management tradition
- (B) Collaborative learning
- (C) Applied Research Tradition
- (D) Humanist tradition

48.) Throughout much of the latter half of 20 Century, classroom discipline was focused on the issue of how best to respond to student misbehavior. The humanist and applied behavior analysis approaches to classroom management shared the spotlight about equality during this period. Both of these traditions are primarily reactive rather than preventive systems of classroom management. That is they tend to provide solutions to misbehavior after it occurs, not before. More recent research, however, has provided another approach to classroom management that frames the question of classroom order and discipline not in terms of reaction but prevention. This approach is based on classroom research that examined what effective teachers do to prevent misconduct and what less effective teachers do to create it. Some of this research involved observation and analysis of both experienced and inexperienced teachers while they taught. The major conclusion of this research was that more effective and less effective classroom managers can be distinguished more by what they do to prevent misbehavior than how they respond to misbehavior. In a study, 27 third grade teachers were recruited for a year-long observation study. During the first 3 weeks of school several types of information on each of the teachers including room-arrangement, classroom rules, consequences of misbehavior, response to inappropriate behavior, consistency of teacher responses, monitoring, and reward systems was gathered. Further, the number of students was counted who were on task and off task at 15 minute intervals to determine the extent to which students were attending to the teacher. From this data the teachers were classified in two groups. One consisting of more effective managers and other consisting of less effective managers for more in depth observation the rest of the year. Those teachers who were categorized as more effective classroom managers were found to have significantly higher student engagement rates and significantly lower student off task behavior during rest of the school year. The more effective managers established themselves as instructional leaders during first 3 weeks of the school year.

According to classroom management theory on effective teacher

- (A) Addresses issues in the classroom
- (B) Prevents the problem before occurring
- (C) Discusses the problem after it has occurred
- (D) Tries to respond to the problem after its occurrence

49.) Throughout much of the latter half of 20 Century, classroom discipline was focused on the issue of how best to respond to student misbehavior. The humanist and applied behavior analysis approaches to classroom management shared the spotlight about equality during this period. Both of these traditions are primarily reactive rather than preventive systems of classroom management. That is they tend to provide solutions to misbehavior after it occurs, not before. More recent research, however, has provided another approach to classroom management that frames the question of classroom order and discipline not in terms of reaction but prevention. This approach is based on classroom research that examined what effective teachers do to prevent misconduct and what less effective teachers do to create it. Some of this research involved observation and analysis of both experienced and inexperienced teachers while they taught. The major conclusion of this research was that more effective and less effective classroom

managers can be distinguished more by what they do to prevent misbehavior than how they respond to misbehavior. In a study, 27 third grade teachers were recruited for a year-long observation study. During the first 3 weeks of school several types of information on each of the teachers including room-arrangement, classroom rules, consequences of misbehavior, response to inappropriate behavior, consistency of teacher responses, monitoring, and reward systems was gathered. Further, the number of students was counted who were on task and off task at 15 minute intervals to determine the extent to which students were attending to the teacher. From this data the teachers were classified in two groups. One consisting of more effective managers and other consisting of less effective managers for more in depth observation the rest of the year. Those teachers who were categorized as more effective classroom managers were found to have significantly higher student engagement rates and significantly lower student off task behavior during rest of the school year. The more effective managers established themselves as instructional leaders during first 3 weeks of the school year.

A teacher is effective manager if s/he

- (A) Tries to respond to misconduct
- (B) Tries to find the reason for misconduct
- (C) Punishes the student(s) for misconduct
- (D) Prevents the misconduct

50.) Throughout much of the latter half of 20 Century, classroom discipline was focused on the issue of how best to respond to student misbehavior. The humanist and applied behavior analysis approaches to classroom management shared the spotlight about equality during this period. Both of these traditions are primarily reactive rather than preventive systems of classroom management. That is they tend to provide solutions to misbehavior after it occurs, not before. More recent research, however, has provided another approach to classroom management that frames the question of classroom order and discipline not in terms of reaction but prevention. This approach is based on classroom research that examined what effective teachers do to prevent misconduct and what less effective teachers do to create it. Some of this research involved observation and analysis of both experienced and inexperienced teachers while they taught. The major conclusion of this research was that more effective and less effective classroom managers can be distinguished more by what they do to prevent misbehavior than how they respond to misbehavior. In a study, 27 third grade teachers were recruited for a year-long observation study. During the first 3 weeks of school several types of information on each of the teachers including room-arrangement, classroom rules, consequences of misbehavior, response to inappropriate behavior, consistency of teacher responses, monitoring, and reward systems was gathered. Further, the number of students was counted who were on task and off task at 15 minute intervals to determine the extent to which students were attending to the teacher. From this data the teachers were classified in two groups. One consisting of more effective managers and other consisting of less effective managers for more in depth observation the rest of the year. Those teachers who were categorized as more effective classroom managers were found to have significantly higher student engagement rates and significantly lower student off task behavior during rest of the school year. The more effective managers established themselves as instructional leaders during first 3 weeks of the school year.

A teacher who focuses on feelings, psychological needs and emotions of the individual learners is said to be following which tradition?

- (A) Humanist Tradition
- (B) Applied Research Tradition
- (C) Classroom Management Tradition
- (D) Formal Discipline Tradition