UP PRT 2026 · UPTET · Super TET · CTET

FREE PDF

Life Skills, Management & Attitude

English edition · exam-focused



300 QUESTIONS

one-liners + scenarios + traps

WHO's 10 life skills, ethics, motivation, teacher's roles, values & management.

180	70	50	5
One-liners	Scenario questions	Traps + Who gave it?	Role cards

SPECIAL IN THIS PDF

01 WHO's 10 skills chart

02 Teacher's 5 roles

03 Leadership & counselling styles

04 Constitution: article table

05 Reward & punishment: do's

06 Golden rules for scenarios

07 Hindi–English glossary

08 QR to free tests

For: UP Assistant Teacher (PRT) · UPTET / Super TET · CTET · D.El.Ed / B.Ed · KVS / NVS

Every fact verified NOV 2026

How to use this PDF

UP Assistant Teacher (PRT) 2026 has 8 questions (24 marks) out of 120 on Life Skills / Management & Attitude — professional conduct and ethics, motivation, the teacher as facilitator, listener, leader, guide and counsellor, constitutional and human values, and the effective use of reward and punishment. Most of these questions are situational, so along with the facts this PDF gives 70 scenario-based questions.

1. Read the key idea
Each chapter opens with a 2–3 line summary.

2. Cover the answer
Hide the highlighted answer and think first.

3. Learn the golden rules
These rules lead you to the right option in scenario questions.

4. Solve the scenarios
Choose your answer first, then read the explanation.

Subject (UP PRT 2026)	Questions · marks
Life skills / management & attitude	**8 Q · 24 marks**
Child psychology	8 Q · 24 marks
Pedagogy	8 Q · 24 marks
Whole paper	120 Q · 360 marks · +3/−1 · 2 hours

Facts are as of 8 November 2026; confirm exam notices at upessc.up.gov.in.

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B	**WHO's 10 life skills · teacher's 5 roles · leadership & counselling styles**	charts + cards
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01 Life Skills: Concept, WHO's 10 Core Skills & Life Skills Education

KEY IDEA

According to WHO, life skills are abilities for adaptive and positive behaviour that help in dealing effectively with the demands and challenges of everyday life.

WHO has listed 10 core life skills, which are remembered in 5 pairs; along with these, emotional intelligence (Salovey–Mayer, Goleman) and the life skills of NEP 2020 are asked repeatedly in exams.

1. According to WHO, what kind of abilities are life skills?
   → **Abilities for adaptive and positive behaviour** — That help in dealing effectively with the demands and challenges of everyday life

2. How many core life skills has WHO listed in all?
   → **10** — They are presented in 5 pairs

3. In how many pairs are WHO's 10 core life skills presented?
   → **5 pairs**

4. Which life skill is the pair of 'Decision making'?
   → **Problem solving**

5. With which life skill is 'Creative thinking' paired?
   → **Critical thinking**

6. Which life skill is the pair of 'Effective communication'?
   → **Interpersonal relationship skills**

7. With which life skill is 'Self-awareness' paired?
   → **Empathy**

8. Which life skill is the pair of 'Coping with emotions'?
   → **Coping with stress**

9. In which document were WHO's 10 core life skills presented?
   → **Life Skills Education in Schools** — A document of WHO's mental health programme; a revised edition also came later

10. According to UNICEF, life skills-based education balances which three areas?
    → **Knowledge, attitude and skills** — Knowledge, Attitude and Skills

11. In WHO's view, what kind of competencies are life skills basically?
    → **Psychosocial competencies** — These are not vocational or livelihood skills

12. According to WHO, life skills are what kind of skills, useful in every culture?
    → **Generic skills** — The content may vary according to country and setting

13. What is the skill of recognising one's own strengths, weaknesses, interests and emotions called?
    → **Self-awareness**

14. What is the skill of putting oneself in another's position and understanding their feelings called?
→ **Empathy** — Sympathy involves only a feeling of pity or compassion

15. Which skill involves analysing information and experiences objectively and testing their truth?
→ **Critical thinking**

16. Which skill involves finding new, original ideas and alternatives for a situation?
→ **Creative thinking** — Linked to divergent thinking

17. Weighing the consequences of the available options and choosing the best one is which life skill?
→ **Decision making**

18. Identifying the cause of life's difficulties and finding a constructive solution is which skill?
→ **Problem solving**

19. Making friends, keeping them and keeping relationships positive is linked to which skill?
→ **Interpersonal relationship skills**

20. Expressing one's thoughts and needs clearly, both verbally and non-verbally, is which skill?
→ **Effective communication**

21. Recognising emotions such as anger, fear and sorrow and responding to them appropriately is which skill?
→ **Coping with emotions**

22. Identifying the sources of stress and adopting ways to reduce it is which life skill?
→ **Coping with stress**

23. Decision making, problem solving, creative and critical thinking are considered skills of which category?
→ **Thinking (cognitive) skills** — The classification is not WHO's but that of later scholars

24. Coping with emotions and coping with stress are life skills of which category?
→ **Emotional skills**

25. What is the ability to recognise, understand and manage one's own and others' emotions called?
→ **Emotional intelligence** — It is also known by other equivalent names

26. Who presented the early scientific model of emotional intelligence in 1990?
→ **Peter Salovey and John Mayer** — The term had been used earlier too; this is the standard answer in exams

27. How many components are there in Goleman's model of emotional intelligence?
→ **5** — Self-awareness, self-regulation, motivation, empathy, social skills

28. Which examples of life skills are given in the fundamental principles of NEP 2020?
→ **Communication, cooperation, teamwork, resilience**

29. According to WHO, what is the teaching method of life skills education mainly like?
→ **Participatory and experiential** — Group work, brainstorming, role play, games, debates

30. Effective communication and interpersonal relationship skills are considered life skills of which category?

→ **Social skills**

⚠ Common traps

- WHO's core life skills are 10, arranged in 5 pairs; if the question asks 'how many pairs', the answer is 5, and if it asks 'how many skills', it is 10.
- Empathy and sympathy are different: in empathy, the other person's feeling is understood from their point of view, while sympathy involves only a feeling of pity; the WHO skill is empathy.
- The early model of emotional intelligence is that of Salovey and Mayer (1990); Daniel Goleman popularised it through his 1995 book, so do not interchange the two.

💡 Memory trick

Formula for the 5 pairs 'DP, CC, CI, SE, ES': Decision–Problem, Creative–Critical, Communication–Interpersonal relationship, Self-awareness–Empathy, Emotions–Stress. Goleman's 5 components: 'Aware, Regulate, Motivate, Empathise, Socialise'.

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02 Professional Conduct & Ethics

KEY IDEA

Teaching is a profession, which requires expert knowledge, specialised skill and dedication; therefore a teacher is expected to show impartiality, confidentiality, punctuality and accountability. Sections 24 to 29 of the RTE Act 2009 relate to the duties of teachers, the pupil-teacher ratio, vacancies, the bar on non-educational duties and private tuition, and curriculum and evaluation; NEP 2020 expects at least 50 hours of Continuous Professional Development (CPD) every year.

31. What is the set of moral principles that guides the conduct of the members of a profession called?
→ **Professional ethics**

32. From which Greek word is the English word 'Ethics' derived?
→ **Ethos** — Meaning: character or custom

33. According to the NCTE code of ethics, what are the prerequisites of the teaching profession?
→ **Expert knowledge, specialised skill and dedication**

34. What is competent and ethical working conduct in line with the standards of one's profession called?
→ **Professionalism**

35. Which body developed the 'Code of Professional Ethics for School Teachers'?
→ **NCTE (National Council for Teacher Education)** — Prepared in collaboration with teachers' organisations

36. Towards which groups are a teacher's obligations stated in the NCTE code of ethics?
→ **Students; parents, community and society; the profession and colleagues**

37. According to the NCTE code of ethics, what should a teacher maintain regarding information about students?
→ **Confidentiality**

38. Treating all children fairly without discrimination of caste, religion, gender or economic status is which quality?
→ **Impartiality**

39. According to the NCTE code of ethics, what kind of gifts or favours should a teacher not accept?
→ **Those that affect professional judgement** — Or appear to affect it

40. Which section of the RTE Act 2009 lays down the duties of teachers?
→ **Section 24** — Qualifications and terms of service are in Section 23

41. According to RTE Section 24, what is the teacher's duty regarding attendance in school?
→ **Maintain regularity and punctuality** — Regularity and punctuality

42. According to RTE Section 24, which ability of each child will the teacher assess and supplement with additional instruction?
→ **Learning ability**

43. According to RTE Section 24, about what will the teacher inform parents in regular meetings?
→ **Attendance, ability to learn and progress** — And other relevant information about the child

44. According to RTE Section 24, by when will the teacher complete the entire curriculum?
→ **Within the specified time**

45. Under what will disciplinary action be taken against a teacher who defaults on the duties of Section 24?
→ **The applicable service rules** — Section 24(2); a reasonable opportunity of being heard before action

46. Which section of the RTE Act prohibits private tuition by teachers?
→ **Section 28** — Private teaching activity is also prohibited

47. Which section of RTE bars deploying teachers for non-educational purposes?
→ **Section 27**

48. According to RTE Section 27, for which three non-educational purposes may teachers be deployed?
→ **Decennial census, disaster relief, elections** — Elections: to local authorities, State Legislatures or Parliament

49. In which section of RTE is the Pupil-Teacher Ratio provided for?
→ **Section 25** — Details of the ratio are in the Schedule to the Act

50. In which section of the RTE Act are curriculum and evaluation procedure provided for?
→ **Section 29**

51. According to RTE Section 29(2), from what is the child to be kept free?
→ **Fear, trauma and anxiety** — Fear, trauma and anxiety; helping the child to express views freely

52. According to RTE Section 29(2), how will the child's understanding and ability to apply knowledge be evaluated?
→ **Continuous and Comprehensive Evaluation (CCE)**

53. What is continuously reflecting on one's own teaching and improving it called?
→ **Reflective practice**

54. Who is the author of the book 'The Reflective Practitioner' (1983)?
→ **Donald Schön**

55. According to Schön, what is reflecting on one's work while teaching itself called?
→ **Reflection-in-action** — Reflection after the work: Reflection-on-action

56. According to NEP 2020, at least how many hours of CPD are expected of every teacher each year?
→ **50 hours**

57. According to NEP 2020 (Para 5.20), which body was to develop the NPST?
→ **NCTE** — By 2022; in consultation with NCERT, SCERTs, teachers, etc.

58. What is the responsibility of answering for one's work and its outcomes called?
→ **Accountability**

59. What is the full form of CPD?
→ **Continuous Professional Development**

60. 'The destiny of India is now being shaped in her classrooms' is a statement of which commission?
→ **Kothari Commission (1964–66)** — Education Commission; Chairman D. S. Kothari

⚠ Common traps

- The bar on private tuition is in Section 28, while Section 27 bars deploying teachers for non-educational purposes; do not reverse the two.
- There are only three exceptions to Section 27: work related to the decennial census, disaster relief and elections (local authorities, State Legislatures, Parliament).
- The duties of teachers are in Section 24 and qualifications in Section 23; under NEP 2020, CPD is at least 50 hours a year, not 50 days.

💡 Memory trick

Teacher-related sections of RTE in order: 23 qualifications, 24 duties, 25 ratio, 26 vacancies, 27 bar on non-educational duties, 28 bar on tuition, 29 curriculum; formula 'Q-D-R-V-N-T-C'.

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03 Motivation & Effective Use of Reward and Punishment

KEY IDEA

Motivation is the inner force that drives a child towards learning; the teacher's job is to arouse it and sustain it.

The theories of Maslow, Herzberg, McClelland, Thorndike and Skinner explain how needs, consequences and reinforcement shape behaviour.

Section 17 of the RTE Act 2009 prohibits physical punishment and mental harassment, so positive discipline is the only accepted way in the classroom.

61. What is the motivation to do a task out of one's own curiosity, interest or enjoyment called?
→ **Intrinsic motivation**

62. Working to get marks, rewards or praise is an example of which motivation?
→ **Extrinsic motivation**

63. Which motivation is considered more lasting and superior in education?
→ **Intrinsic motivation** — Extrinsic motivation is usually short-lived.

64. Which is the lowest level in Maslow's hierarchy of needs?
→ **Physiological needs** — Such as food, water, sleep.

65. Which is the highest level of Maslow's hierarchy of needs?
→ **Self-actualisation** — According to the original 5-level model; also referred to as self-realisation.

66. A hungry child cannot concentrate on studies — this is understood through which theory?
→ **Maslow's hierarchy of needs** — Lower needs must be met first.

67. According to Herzberg, what kind of factors are salary, policies and working conditions?
→ **Hygiene factors**

68. According to Herzberg, what kind of factors are achievement, recognition and responsibility?
→ **Motivators**

69. According to Herzberg, what arises from the absence of hygiene factors?
→ **Dissatisfaction** — Their presence only prevents dissatisfaction; it does not give satisfaction.

70. What kind of tasks do people with high achievement motivation usually choose?
→ **Tasks of moderate difficulty** — Neither too easy nor nearly impossible.

71. According to the Law of Effect, what happens to an action that gives a satisfying result?
→ **Its likelihood of being repeated increases**

72. What is giving a pleasant stimulus after a desired behaviour called?
→ **Positive reinforcement**

73. What is increasing the likelihood of a desired behaviour by removing an unpleasant condition called?
→ **Negative reinforcement** — It is not punishment; every reinforcement increases behaviour.

74. Reinforcement increases the likelihood of a behaviour; what does punishment do to that behaviour?
→ **Decreases its likelihood**

75. Which schedule of reinforcement is the most resistant to extinction?
→ **Variable ratio** — It remains uncertain after how many responses the reward will be given.

76. What is reaching a target behaviour by reinforcing small steps one after another called?
→ **Shaping** — It is also called successive approximation.

77. What is the system of giving stars or tokens for good behaviour and later exchanging them for rewards?
→ **Token economy** — Basis: operant conditioning.

78. What should effective praise for children be like?
→ **Specific, immediate and effort-focused** — Merely saying 'very good' is less effective.

79. When is feedback given to students most effective?
→ **When it is immediate and constructive**

80. Which section of the RTE Act 2009 protects the child from physical punishment and mental harassment?
→ **Section 17** — The prohibition is in Section 17(1).

81. What action is taken against a person who violates RTE Section 17?
→ **Disciplinary action under the service rules** — Section 17(2)

82. Which three forms are placed under corporal punishment in the NCPCR guidelines?
→ **Physical punishment, mental harassment, discrimination** — Discrimination is also considered a form of corporal punishment.

83. Distorting a child's name, taunting, or embarrassing them in front of everyone falls in which category?
→ **Mental harassment** — Prohibited under RTE Section 17(1).

84. What is the method of teaching discipline with respect and understanding, without fear or punishment, called?
→ **Positive discipline**

85. In what shape does the Yerkes–Dodson law show the relationship between arousal and performance?
→ **Inverted-U** — Performance is best at moderate arousal; for difficult tasks, low arousal is appropriate.

86. How many levels are there in all in Maslow's original hierarchy of needs?
→ **5 (five)** — Order: physiological, safety, love and belonging, esteem, self-actualisation.

87. What are Thorndike's three main laws of learning?
→ **Readiness, exercise and effect** — Readiness, Exercise, Effect

88. Rewarding every correct answer every time is which schedule of reinforcement?
→ **Continuous reinforcement** — Useful for teaching a new behaviour; partial reinforcement is more durable.

89. According to NCPCR, which cell should be set up in schools to hear complaints of corporal punishment?
→ **Corporal Punishment Monitoring Cell (CPMC)** — Corporal Punishment Monitoring Cell

90. What is the decline in intrinsic motivation caused by giving an external reward for an already enjoyable task called?
→ **Overjustification effect**

⚠ Common traps

- Negative reinforcement is not punishment: it increases behaviour by removing an unpleasant condition, whereas punishment decreases behaviour.
- Herzberg's hygiene factors (salary, policies) do not give satisfaction, they only prevent dissatisfaction; satisfaction comes from motivators (achievement, recognition).
- The prohibition of physical punishment and mental harassment is in Section 17 of RTE; Section 29 relates to curriculum and evaluation procedure.

💡 Memory trick

Maslow's ladder from bottom to top: P-S-L-E-S (Physiological, Safety, Love, Esteem, Self-actualisation). Reinforcement = increase, punishment = decrease; positive = add, negative = remove.

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04 Teacher's Roles: Facilitator, Listener, Leader, Guide & Counsellor

KEY IDEA

Today's teacher is not merely someone who teaches lessons, but a facilitator of learning, a patient listener, a democratic leader, a guide and a counsellor.

Constructivism and NCF 2005 regard the child as a constructor of knowledge, so the teacher takes learning forward by providing support, questions and opportunities.

Kurt Lewin's three styles of leadership and the three approaches to counselling of Williamson, Carl Rogers and Thorne are asked again and again in exams.

91. According to Constructivism, who mainly constructs knowledge?
→ **The learner himself/herself**

92. According to NCF 2005, the teacher's role should change from a giver of knowledge to what?
→ **Facilitator of learning**

93. Giving a child temporary support and gradually withdrawing it as his/her ability grows is called what?
→ **Scaffolding** — Term: Wood, Bruner and Ross (1976); basis: Vygotsky's ZPD.

94. Whose concept is the Zone of Proximal Development?
→ **Lev Vygotsky** — The tasks a child can do with help, but not alone.

95. What type of questions does a facilitator teacher ask more to stimulate thinking?
→ **Open-ended questions**

96. A facilitator teacher begins a new lesson by linking it with which knowledge of the children?
→ **Prior knowledge**

97. Sound merely reaching the ear is Hearing; paying attention and understanding the meaning is called what?
→ **Listening** — Hearing is a physical act, Listening is a mental process.

98. Repeating the speaker's words in one's own words to confirm understanding is called what?
→ **Paraphrasing**

99. Recognising the speaker's feelings and putting them back into words is called what?
→ **Reflection of feelings**

100. Noise, prejudice, fatigue and thinking of one's own reply in between — what are these?
→ **Listening barriers**

101. Listening to a child by understanding his/her feelings and point of view is called what?
→ **Empathetic listening**

102. Who conducted the famous 1939 experiment on leadership styles and group atmosphere (Social Climate)?
→ **Kurt Lewin** — Associates: Ronald Lippitt and Ralph White.

103. Which three styles of leadership did Kurt Lewin describe?
→ **Autocratic, Democratic, Laissez-faire** — Autocratic, Democratic, Laissez-faire

104. A leader who takes all decisions himself/herself and only gives orders follows which style?
→ **Autocratic** — Also called Authoritarian.

105. Which leadership style makes the group a partner in discussion and decision-making?
→ **Democratic**

106. Which leadership style gives the group complete freedom and almost no direction?
→ **Laissez-faire**

107. In Lewin's study, the group under which leadership style showed the lowest productivity?
→ **Laissez-faire**

108. Which leadership style is considered best for the primary classroom?
→ **Democratic** — It increases cooperation, morale and creativity.

109. Leadership that transforms followers' thinking and abilities by giving vision and inspiration is called what?
→ **Transformational leadership**

110. A head teacher's leadership focused on improving the quality of teaching-learning is called what?
→ **Instructional leadership**

111. What is the process of helping a person understand himself/herself and take his/her own decisions?
→ **Guidance**

112. What are the three main types of guidance?
→ **Educational, Vocational, Personal** — Educational, Vocational, Personal

113. Help in choosing subjects, improving study habits and adjusting in school is which type of guidance?
→ **Educational guidance**

114. Help in choosing an occupation or career, preparing for it and entering it is which type of guidance?
→ **Vocational guidance**

115. Of Guidance and Counselling, which is the broader process?
→ **Guidance** — Counselling is a part of guidance, and is usually called its heart.

116. Since the counsellor plays the main role in directive counselling, what is it called?
→ **Counsellor-centred**

117. Who is the originator of Eclectic counselling, which combines both approaches as needed?
→ **F. C. Thorne**

118. Accepting a child unconditionally, including his/her shortcomings — what does Carl Rogers call this?
→ **Unconditional positive regard**

119. Not disclosing to others the personal things a child shares during counselling is which principle?
→ **Confidentiality** — Limited exception if the child's safety is at risk.

120. Sending a child to a specialist when the problem is beyond the teacher's ability is called what?
→ **Referral**

121. Experiencing another person's feelings by putting oneself in his/her place is called what?
→ **Empathy** — Sympathy = pity or consolation towards another.

122. Listening only to what one likes or expects and ignoring the rest is called what?
→ **Selective listening**

123. Through which non-verbal cues does an active listener show attention?
→ **Eye contact, nodding, leaning forward**

124. In Lewin's study, which group kept working even in the leader's absence?
→ **The democratic group** — In the autocratic group, work dropped as soon as the leader left.

125. Who prominently developed the concept of transformational leadership?
→ **James MacGregor Burns** — The term was first used by Downton; Bernard Bass expanded it.

⚠ Common traps

- Directive counselling = Williamson (counsellor-centred); non-directive = Carl Rogers (client-centred); Eclectic = Thorne — do not interchange the names.
- A democratic leader gives direction along with participation, whereas a Laissez-faire leader gives almost no direction; in Lewin's study the laissez-faire group was the least productive.
- Guidance and counselling are not synonyms: guidance is a broader process and counselling is a part of it.

💡 Memory trick

Order of counselling W-R-T: Williamson (directive) → Rogers (non-directive) → Thorne (eclectic).
Lewin's three styles: A-D-L (Autocratic, Democratic, Laissez-faire).

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05 Constitutional & Human Values

KEY IDEA

The Preamble's ideals of justice, liberty, equality and fraternity are the touchstone of every behaviour in the classroom.

The Fundamental Rights, Directive Principles of State Policy and Fundamental Duties related to education determine the teacher's responsibilities.

Human values such as truth, right conduct, peace, love and non-violence are learnt less through sermons and more through conduct.

126. On which date did the Constituent Assembly adopt the Constitution of India (including the Preamble)?
→ **26 November 1949** — The Constitution came into force on 26 January 1950.

127. According to the Preamble, what kind of republic is India?
→ **Sovereign Socialist Secular Democratic Republic** — Sovereign Socialist Secular Democratic Republic

128. Which three forms of Justice are mentioned in the Preamble?
→ **Social, economic and political**

129. Liberty of what is mentioned in the Preamble?
→ **Thought, expression, belief, faith, worship**

130. The Preamble speaks of securing Equality of which two things?
→ **Of status and of opportunity**

131. According to the Preamble, Fraternity assures which two things?
→ **Dignity of the individual, unity and integrity of the Nation**

132. With which amendment are the words Socialist, Secular and Integrity in the Preamble associated?
→ **42nd Amendment, 1976** — This is the only amendment made to the Preamble so far.

133. In which case did the Supreme Court hold the Preamble to be a part of the Constitution?
→ **Kesavananda Bharati case (1973)** — Earlier, in the Berubari case, it was not held to be a part of the Constitution.

134. Which Article provides for equality before law and equal protection of laws?
→ **Article 14**

135. Which Article prohibits discrimination on grounds of religion, race, caste, sex or place of birth?
→ **Article 15**

136. Which clause permits the State to make special provisions for women and children?
→ **Article 15(3)**

137. Which Article abolishes Untouchability and forbids its practice?
→ **Article 17**

138. Which Article provides the Fundamental Right to free and compulsory education for all children of 6 to 14 years?
→ **Article 21A** — The RTE Act 2009 implements this very Article.

139. By which Constitutional Amendment Act was Article 21A inserted?
→ **86th Amendment, 2002** — Effective from 1 April 2010; 2010 is not the year of the amendment.

140. After the 86th Amendment, Article 45 relates to which subject?
→ **Early Childhood Care and Education (ECCE)** — For children until they complete the age of 6 years.

141. Which clause prohibits religious instruction in an educational institution wholly maintained out of State funds?
→ **Article 28(1)**

142. In a school recognised or aided by the State, whose consent is necessary for a minor child to take part in religious instruction?
→ **Of the parent (guardian)** — Article 28(3)

143. Which clause gives the right to conserve one's distinct language, script or culture?
→ **Article 29(1)**

144. Where is the right of minorities based on religion or language to establish and administer educational institutions?
→ **Article 30(1)**

145. Which Article provides for the promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and weaker sections?
→ **Article 46** — This is a Directive Principle of State Policy (DPSP), not a Fundamental Right.

146. Which Article provides facilities for instruction in the mother tongue at the primary stage to children of linguistic minorities?
→ **Article 350A** — Inserted by the Seventh Amendment, 1956.

147. In which Part and Article of the Constitution are the Fundamental Duties?
→ **Part IV-A, Article 51A**

148. What is the total number of Fundamental Duties at present?
→ **11** — 10 by the 42nd Amendment (1976); the 11th added by the 86th (2002).

149. Parents or guardians providing opportunities for education to their child of 6–14 years is which Fundamental Duty?
→ **Article 51A(k)** — This duty is of the parents/guardians, not of the State.

150. Developing the scientific temper, humanism and the spirit of inquiry and reform is in which duty?
→ **Article 51A(h)**

151. In human values education, which five universal values are usually taken as the basis?
→ **Truth, right conduct, peace, love, non-violence** — Sadacharan = Right conduct

152. The Values Clarification approach is mainly associated with whom?
→ **Louis Raths and associates** — An approach developed in the 1960s.

153. The approach of developing moral reasoning through discussion of Moral Dilemmas is associated with whom?
→ **Lawrence Kohlberg**

154. How does NEP 2020 view seva, ahimsa, swachchhata, satya, nishkam karma and shanti?
→ **As fundamental human and Constitutional values**

155. Which education did NCF 2005 stress should pervade the entire curriculum rather than be treated as a separate subject?
→ **Education for Peace**

⚠ Common traps

- Article 21A, the new form of Article 45 and 51A(k) — all three come from the 86th Amendment (2002); the 42nd Amendment (1976) added the 10 duties of Part IV-A and the three words in the Preamble.
- Article 45 is now a directive for the care and education (ECCE) of children below 6 years of age; education for 6–14 years is now a Fundamental Right under Article 21A.
- The duty under 51A(k) lies on parents/guardians, whereas the responsibility of providing education lies with the State (Article 21A).

💡 Memory trick

Trio of the 86th Amendment: 21A (right) – 45 (below 6, ECCE) – 51A(k) (parent's duty). Three words of the 42nd, "S-S-I": Socialist, Secular, Integrity.

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06 Management: Classroom, Time, Stress, Conflict & Communication

KEY IDEA

Good management comes not from punishment but from planning, regular routines and alert monitoring.

The RTE Act lays down the School Management Committee (SMC), working days and the teacher's working hours.

Skilful management of stress, conflict and communication makes the classroom safe and cooperative.

156. What is the main objective of Classroom Management?
→ **Creating a conducive environment for learning**

157. What did Jacob Kounin call the teacher's constant awareness of every activity in the classroom?
→ **Withitness**

158. What did Kounin call the ability to handle more than one classroom activity at the same time?
→ **Overlapping**

159. The effect that reprimanding or correcting one child has on the behaviour of the other children in the class is called what?
→ **Ripple effect** — Kounin's concept

160. Section 21 of the RTE Act 2009 relates to what?
→ **School Management Committee (SMC)**

161. According to RTE Section 21, at least how many members of the SMC shall be parents or guardians?
→ **Three-fourths (3/4)**

162. According to RTE Section 21, how many members of the SMC shall be women?
→ **50 per cent** — This provision is in a proviso to Section 21(1) of the Act.

163. Under RTE Section 22, which plan does the SMC prepare?
→ **School Development Plan (SDP)**

164. According to the RTE Schedule, what is the minimum number of working days for Classes 1–5?
→ **200 days** — 220 days for Classes 6–8.

165. According to the RTE Schedule, what are the minimum instructional hours per academic year for Classes 1–5?
→ **800 hours** — 1000 hours for Classes 6–8.

166. According to the RTE Schedule, what are the minimum working hours per week for a teacher (including preparation)?
→ **45 hours**

167. On which two bases does the Eisenhower Matrix divide tasks?
→ **Urgency and importance (Urgent–Important)**

168. What is positive stress that motivates called?
→ **Eustress** — Harmful stress = Distress

169. What are the three stages of Hans Selye's General Adaptation Syndrome (GAS)?
→ **Alarm, Resistance, Exhaustion** — Alarm, Resistance, Exhaustion

170. A state of emotional exhaustion and indifference towards work arising from prolonged work stress is called what?
→ **Burnout** — WHO (ICD-11) treats it as an occupational phenomenon, not a disease.

171. In the Thomas–Kilmann model, which conflict style gives a win for both parties (Win-win)?
→ **Collaborating** — Both assertiveness and cooperativeness are high.

172. A conflict arising from both attraction and repulsion towards the same goal is called what?
→ **Approach–Avoidance conflict** — Described by Kurt Lewin.

173. In communication, the sender converting an idea into words or signs is called what?
→ **Encoding** — The receiver drawing the meaning = Decoding.

174. The response of the receiver that makes communication two-way is called what?
→ **Feedback**

175. In the Shannon–Weaver model, what is the disturbance that distorts the message called?
→ **Noise**

176. Gestures, facial expressions, eye contact and variation in tone of voice are which type of communication?
→ **Non-verbal communication**

177. Stating one's point clearly, calmly and directly while respecting others is called what?
→ **Assertive communication** — Different from Aggressive communication.

178. Whose concept is the I-message, which expresses one's feelings without blaming?
→ **Thomas Gordon**

179. A communication barrier arising from different meanings being given to the same word is called what?
→ **Semantic barrier**

180. According to RTE Section 21(1), what kind of representation will parents of children from disadvantaged groups and weaker sections get in the SMC?
→ **Proportionate representation** — Second proviso to Section 21(1).

⚠ Common traps

- In the SMC, three-fourths of the members are parents/guardians and 50 per cent of the members are women — these are two separate conditions, both in RTE Section 21.
- Eustress is positive and motivating stress; Distress is harmful stress — not all stress is bad.
- 200 working days and 800 hours are for Classes 1–5; 220 days and 1000 hours for Classes 6–8; 45 hours per week for the teacher (including preparation).

💡 Memory trick

RTE Schedule formula "200-800-45": 200 days, 800 hours (Classes 1–5), 45 hours/week for the teacher. Lasswell's 5 questions: Who–Says what–In which channel–To whom–With what effect.

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Part B

WHO's 10 core life skills (5 pairs)

WHO groups the life skills in pairs — exams ask both the pair and the meaning.

Pair	Skill	Meaning	Classroom example
1	**Decision making**	Weighing the consequences of the options and thoughtfully choosing the best one.	Class 4 children decide together whether to put up a play or a poem recitation in the Bal Sabha (children's assembly), and give their reasons.
1	**Problem solving**	Identifying the cause of a problem and finding a constructive solution to it.	When a crowd gathers at the water tank every day, the children themselves suggest a rule of drinking water by turns.
2	**Creative thinking**	Being able to think of new, original ideas and many possible alternatives.	Children suggest different ways of making a pen stand for the class from waste bottles and cardboard.
2	**Critical thinking**	Objectively analysing information and experience to test its truth.	Seeing an advertisement claiming 'grow taller in one day', the children discuss whether it can be true.
3	**Effective communication**	Expressing one's thoughts, feelings and needs clearly, verbally and non-verbally.	In the prayer assembly, a child speaks for two minutes about his village fair in a clear voice, making eye contact.
3	**Interpersonal relationship skills**	Connecting with others in a positive way, and making and maintaining friendly relationships.	In group work, children share materials, respect each other's turn and include a new classmate.
4	**Self-awareness**	Recognising one's own strengths, weaknesses, interests and emotions.	A child fills in his own chart of 'What I do well, what I want to learn' and shares it in class.
4	**Empathy**	Putting oneself in another person's position and understanding his or her feelings.	Children themselves bring water and notebooks for a classmate with an injured foot, without making fun of him.
5	**Coping with emotions**	Recognising one's own and others' emotions and responding to them appropriately.	A child who is angry after losing a game sits in the 'feelings corner', takes deep breaths and then says what he wants to say.
5	**Coping with stress**	Identifying the sources of stress and adopting healthy ways of reducing it.	Before the exam, anxious children make a plan with the teacher to revise in small parts, and also keep on playing.

Part B

The teacher's 5 roles

The roles named in the syllabus — each card: what the teacher does, what to avoid and a line to remember.

Facilitator

What the teacher does

- Starts the lesson from children's previous knowledge
- Provides opportunities for activity, discovery and group work
- Encourages thinking by asking open-ended questions
- Gives support as needed (scaffolding) and gradually withdraws it

Avoid: Do not give all the answers yourself and turn children into mere rote learners

Remember: The teacher is not a speaker on the stage but a partner in learning

Constructivism

Listener

What the teacher does

- Does not interrupt a child who is speaking
- Shows attention through eye contact and nodding
- Confirms understanding by restating the point in his own words
- Understands the child's feelings along with the words

Avoid: While listening, avoid preparing your own reply or judging the child immediately

Remember: Hearing happens with the ears, listening with the mind

Active Listening

Leader

What the teacher does

- Makes classroom rules together with the children
- Increases participation by sharing out tasks and responsibilities
- Becomes a role model through his own conduct
- Takes decisions after listening to everyone's views

Avoid: Neither impose everything (autocratic) nor leave the class without direction (laissez-faire)

Remember: Kurt Lewin's three styles; democratic is the best for the classroom

Democratic Leadership

Guide

What the teacher does

- Helps identify the child's interests, abilities and aptitude
- Gives educational, vocational and personal guidance
- Gives options and information, and lets the child take the decision
- Keeps parents informed of the child's progress and potential

Avoid: Do not impose a subject or career of your choice on the child

Remember: The aim of guidance is self-direction

Guidance

Counsellor

What the teacher does

- Creates a safe atmosphere of trust
- Listens with empathy, without criticism
- Keeps the child's personal matters confidential
- Refers the child to a specialist in case of a serious problem (referral)

Avoid: Do not expose the child's personal problem in class or in front of others

Remember: The aim of counselling is to enable the child to solve his own problem

Empathy

B Leadership styles (Kurt Lewin)

Style	Given by	Feature	Effect on the class
Autocratic	Kurt Lewin	The leader takes all decisions himself and only gives orders to the group	Work gets done in the leader's presence, but dependence, fear or discontent may increase among children
Democratic	Kurt Lewin	Decisions are made through group discussion and participation; the leader provides guidance	More cooperation, morale and creativity; best for the primary class
Laissez-faire	Kurt Lewin	The leader interferes minimally and gives the group complete freedom	For lack of direction, the lowest productivity and disorder in the class

B Types of counselling

Type	Given by	Centred on	Feature
Directive	E. G. Williamson	Counsellor-centred	The counsellor diagnoses the problem and suggests a solution; the active role is the counsellor's
Non-directive	Carl Rogers	Client-centred	The counsellor listens with empathy; the client finds the solution himself
Eclectic	F. C. Thorne	Both counsellor and client active	A combination of directive and non-directive techniques as needed

Part C

Who gave it? — identify the person / body / document

181. Who gave the Hierarchy of Needs theory?
→ **Abraham Maslow** — 1943; Self-actualisation is at the top.

182. Who gave the Two-factor (Motivation-Hygiene) Theory of motivation?
→ **Frederick Herzberg** — 1959; salary and working conditions are Hygiene factors.

183. Whose is the Need Theory of need for achievement, affiliation and power?
→ **David McClelland** — The need for achievement is called n-Ach.

184. Who gave the Law of Effect?
→ **Edward L. Thorndike** — A response followed by a satisfying outcome is more likely to be repeated.

185. With whom are the concepts of Operant conditioning and Reinforcement associated?
→ **B. F. Skinner** — Experimental apparatus: the Skinner Box.

186. Who classified the autocratic, democratic and laissez-faire leadership styles?
→ **Kurt Lewin** — Lippitt and White were his collaborators in the 1939 study.

187. Who is the founder of Directive counselling?
→ **E. G. Williamson** — Counsellor-centred; the counsellor leads towards the solution.

188. Who developed Non-directive or Client-centred counselling?
→ **Carl Rogers** — Responsibility for change lies with the client; the counsellor acts like a catalyst.

189. Who is the founder of Eclectic counselling?
→ **F. C. Thorne** — A synthesis of directive and non-directive methods; both counsellor and client are active.

190. Which organisation gave the list of 10 Core Life Skills?
→ **World Health Organization (WHO)** — Document: Life Skills Education in Schools; 10 skills = 5 pairs.

191. Who presented the well-known model of Emotional intelligence in 1990?
→ **Peter Salovey and John Mayer** — Credit for popularising it later goes to Daniel Goleman.

192. Who popularised Emotional intelligence through the 1995 book Emotional Intelligence?
→ **Daniel Goleman** — Goleman popularised EI; the 1990 model is Salovey-Mayer's.

193. Whose are the Bobo doll experiment and the theory of Social or Observational learning?
→ **Albert Bandura** — Children learn by observing and imitating the behaviour of others.

194. Who gave the theory of 3 levels and 6 stages of moral development?
→ **Lawrence Kohlberg** — Famous moral dilemma: the Heinz Dilemma.

195. Who gave Theory X and Theory Y in management?
→ **Douglas McGregor** — X: close supervision is necessary; Y: employees are self-motivated and responsible.

196. Who is regarded as the father of the Vocational Guidance Movement?
→ **Frank Parsons**

197. Who created the Johari Window related to self-awareness?
→ **Joseph Luft and Harrington Ingham** — 1955; four panes: Open, Blind, Hidden and Unknown.

198. Who gave the concept of General Adaptation Syndrome?
→ **Hans Selye** — Stages: Alarm, Resistance, Exhaustion; the Eustress-Distress distinction is also his.

199. Who gave the Source-Message-Channel-Receiver (SMCR) model of communication?
→ **David Berlo** — 1960.

200. Whose is the communication model 'Who says What, in which Channel, to Whom, with what Effect'?
→ **Harold Lasswell** — 1948.

201. In which report were the Four Pillars of Learning given?
→ **Delors Commission Report, UNESCO (1996)** — Title: Learning: The Treasure Within; learning to know, to do, to live together, to be.

202. Who was the chairman of the National Steering Committee of the National Curriculum Framework 2005 (NCF 2005)?
→ **Prof. Yash Pal** — NCF 2005 was prepared by NCERT.

203. Who was the chairman of the committee that drafted the National Education Policy 2020 (NEP 2020)?
→ **Dr. K. Kasturirangan** — Cabinet approval on 29 July 2020; it replaced the 1986 policy.

204. Which committee recommended adding Fundamental Duties to the Constitution?
→ **Sardar Swaran Singh Committee (1976)** — Article 51A was added in Part IV-A by the 42nd Amendment.

205. Who gave the term Active listening?
→ **Carl Rogers and Richard Farson** — The original essay is from 1957; some sources write 1987 (republication).

C Trap pairs — the difference between look-alike terms

#	Term 1	Term 2	Difference
206	**Guidance**	**Counselling**	Guidance is a broad process in which information and direction are given, and it can be done in groups too; Counselling is its central, personal and intensive face-to-face part.
207	**Directive counselling**	**Non-directive counselling**	Directive (Williamson) is counsellor-centred, the counsellor leads towards the solution; Non-directive (Carl Rogers) is client-centred, the client reaches the solution himself.
208	**Sympathy**	**Empathy**	In sympathy there is pity or concern for another's suffering; in empathy one puts oneself in the other's place

			and understands his feelings. The WHO life skill is Empathy.
209	**Hearing**	**Listening**	Hearing is only the physical, passive act of receiving sound; Listening includes attention, understanding, interpretation and response; it is an active mental process.
210	**Reward**	**Reinforcement**	A reward is any pleasant thing that is given, and it need not increase behaviour; Reinforcement is the consequence that actually increases the likelihood of the behaviour being repeated.
211	**Negative reinforcement**	**Punishment**	In Negative reinforcement, desired behaviour is increased by removing an unpleasant stimulus; Punishment decreases behaviour. Therefore, Negative reinforcement is not Punishment.
212	**Intrinsic motivation**	**Extrinsic motivation**	In intrinsic motivation the task is done for its own enjoyment or out of curiosity; in extrinsic motivation there are external reasons such as rewards, marks, praise or avoiding punishment.
213	**Ethics**	**Morals**	Ethics are the systematic, accepted standards of conduct of a group or profession; Morals are an individual's own notions of right and wrong, shaped by upbringing and culture.
214	**Values**	**Attitude**	Values are deep, lasting and broad beliefs about what is important; Attitude is a favourable or unfavourable inclination towards a particular person, object or situation, and it changes relatively quickly.
215	**Fundamental Rights**	**Fundamental Duties**	Fundamental Rights are in Part III and are enforceable by courts; Fundamental Duties are in Part IV-A (Article 51A), added by the 42nd Amendment (1976), and are not directly enforceable.
216	**Article 21A (Right to Education)**	**Article 45 (Early Childhood Care and Education)**	21A is a Fundamental Right: free and compulsory education for children of 6–14 years; 45 is a Directive Principle: early childhood care and education up to 6 years. The 86th Amendment (2002) added 21A and changed 45.
217	**Autocratic leadership**	**Laissez-faire leadership**	The autocratic leader takes all decisions himself and keeps strict control; the laissez-faire leader gives almost no direction and gives the group complete freedom. Both are Kurt Lewin's styles.
218	**Stress**	**Distress**	Stress is the body-mind response to any demand or pressure, which can also be positive (Eustress); Distress is harmful, negative stress.
219	**Assertive behaviour**	**Aggressive behaviour**	An assertive person puts forward his views and rights clearly, calmly and respectfully; an aggressive person ignores others' rights and feelings and gets his way through threats or insults.

220	**Formal communication**	**Informal communication**	Formal communication flows through prescribed official channels and hierarchy, and is usually written and recorded; Informal communication flows spontaneously through personal relationships, such as the Grapevine.
221	**Positive reinforcement**	**Negative reinforcement**	In positive reinforcement a pleasant stimulus is added after the behaviour; in negative reinforcement an unpleasant stimulus is removed. Both increase behaviour.
222	**Critical thinking**	**Creative thinking**	Critical thinking is the objective analysis and evaluation of information and experiences; Creative thinking is generating new ideas and alternative solutions. Both form one pair in the WHO list.
223	**Decision making**	**Problem solving**	In Problem solving the problem is identified and its causes and solutions are found; Decision making is choosing the best option by weighing the consequences of the available options. One pair in the WHO list.
224	**Self-awareness**	**Empathy**	Self-awareness is recognising one's own strengths, weaknesses, feelings and interests; Empathy is understanding another's feelings from his place. Both form one pair in the WHO list.
225	**Hygiene factors**	**Motivators**	Herzberg: lack of Hygiene factors such as salary, policies and working conditions causes dissatisfaction, but their presence does not motivate; Motivators such as achievement, recognition and responsibility give satisfaction.
226	**Fundamental Rights**	**Directive Principles of State Policy**	Fundamental Rights (Part III) are enforceable by courts; Directive Principles (Part IV) are fundamental in governance, but under Article 37 they are not enforceable by courts.
227	**Transactional leadership**	**Transformational leadership**	The transactional leader maintains order through rewards or punishment in exchange for work; the transformational leader raises followers' thinking and capability through vision and inspiration.
228	**Equality**	**Equity**	In Equality everyone is given the same resources or opportunities; in Equity fair support is given according to each child's needs so that everyone gets an equal chance.
229	**Profession**	**Occupation**	A Profession requires specialised knowledge, long training, a code of conduct and a spirit of service; an Occupation is any work done to earn a living.
230	**Verbal communication**	**Non-verbal communication**	Verbal communication takes place through spoken or written words; Non-verbal communication takes place through gestures, facial expressions, eye contact, body posture and tone of voice.

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Part D

10 golden rules for scenario questions

1. The child's interest comes first: choose the option that keeps the child's dignity, safety and learning at the centre.
RTE Section 29(2) speaks of child-centred education free from fear and anxiety.

2. First eliminate options involving punishment, fear, humiliation or embarrassing the child in front of everyone.
RTE Section 17 prohibits both physical punishment and mental harassment.

3. First listen and understand the reason, then take action.
Empathy and active listening help reach the root of the problem, not just its symptoms.

4. Options that ignore the problem or shift the entire responsibility to parents, the head teacher or others are usually wrong.
The teacher is the first problem-solver; seeking cooperation is right, shirking responsibility is not.

5. Never choose an option that separates children on the basis of caste, religion, gender, language, region, disability or economic status.
Articles 14, 15, 17 and 29(2) guarantee equality and prohibition of discrimination; RTE Section 9(c) prevents discrimination against children of disadvantaged and weaker sections.

6. Choose the option that includes everyone (inclusive), not one that seats a child separately or sends him out.
In inclusive education, every child stays in the regular classroom and receives the necessary accommodations.

7. Instead of rote learning, choose the option involving learning by doing, experimentation, discovery and discussion.
In constructivism the teacher is a facilitator and the child constructs knowledge himself.

8. Praise in public, correct in private; feedback should be specific and positive.
This protects the child's self-esteem and reinforces the desired behaviour.

9. Choose the democratic option that takes children, colleagues, parents and the SMC along.
A solution reached through participation feels like everyone's own, so it is more lasting.

10. Beware of extreme options such as 'always', 'never', 'expel immediately' or 'complete freedom'.
Extreme steps are usually impractical; a balanced and practical step is the best answer.

D Scenario-based questions

Choose your answer first, then read the explanation below it.

231. **In Class 4, two children are fighting over the same coloured pencil. From the point of view of developing life skills, what should the teacher do?**

(A) Snatch the pencil and make both stand in a corner of the classroom so that they do not fight again

(B) Let both of them talk and help them find a solution for sharing it on their own

(C) Return the pencil to its owner and end the matter at once without any discussion

(D) Immediately send a complaint letter to the parents of both children and get them to take action

✔ Answer: (B) Let both of them talk and help them find a solution for sharing it on their own
Why: Giving children the opportunity to find a solution themselves develops Problem solving and Interpersonal relationship skills.
Why not the others: Making them stand in a corner is a punishment and creates fear; announcing a direct verdict teaches the children nothing; leaving it only to the parents is the teacher avoiding his or her own responsibility.

232. **A Class 5 child has not been coming to school for several days because of illness. The teacher wants the classmates to understand his feelings. Which activity is most appropriate?**

(A) Giving the children a long essay on diseases and their symptoms to memorise

(B) Ignoring his absence and continuing to move ahead quickly with the syllabus

(C) Putting a red mark against his name in the register to show the class the harm of absence

(D) Asking the children to think by putting themselves in his place and to make get-well cards

✔ Answer: (D) Asking the children to think by putting themselves in his place and to make get-well cards
Why: Putting oneself in another's position to understand his or her feelings is Empathy; making a card turns that feeling into action.
Why not the others: Memorising an essay is only information, not feeling; ignoring teaches insensitivity; showing a red mark humiliates the child in front of everyone.

233. **Class 3 children have to decide the programme for the Bal Sabha (children's assembly). The teacher wants to build their Decision making skill. What is the most appropriate way?**

(A) The children suggest options, discuss the pros and cons and choose one together

(B) To save time, the teacher decides the programme and simply hands the list to the children

(C) Give the brightest child in the class the sole right to decide on behalf of everyone

(D) Repeat last year's successful programme this year too without any change

✔ Answer: (A) The children suggest options, discuss the pros and cons and choose one together
Why: Identifying options, weighing the consequences and choosing thoughtfully is the very process of decision making; through participation, children experience it themselves.
Why not the others: A decision imposed by the teacher, giving the right to one child, or repeating the old programme: in all three, most children get no opportunity to think and choose.

234. **Just before an examination, a Class 5 child panics and starts crying. To teach the skill of Coping with stress, what is the teacher's most appropriate step?**

(A) Scold the child into silence and explain that crying is a sign of weakness

(B) Cite the child's fear as an example in front of the whole class and tell everyone to be brave

(C) Seat the child in a quiet place, ask him to take deep breaths and reassure him

(D) Withdraw him completely from this examination and send him home

✔ **Answer: (C) Seat the child in a quiet place, ask him to take deep breaths and reassure him**
Why: Accepting the feeling, teaching a calming technique (such as deep breathing) and restoring self-confidence is a healthy way of coping with stress and emotions.
Why not the others: Scolding and making an example of the child in front of everyone increase humiliation and stress; removing him from the examination teaches running away from difficulty, not facing it.

235. **A child tells the class that, according to a message received on a mobile phone, eating a certain leaf cures all diseases. What should the teacher do?**

(A) Laugh at what the child said and move on with the lesson without any discussion

(B) Ask who gave this information, what the evidence is and how it can be checked

(C) Say that every piece of health information received on a mobile phone is always true

(D) Scold the child for looking at a mobile phone and silence him in class

✔ **Answer: (B) Ask who gave this information, what the evidence is and how it can be checked**
Why: Questioning the source and the evidence is Critical thinking; through it children learn to accept any information only after examining it.
Why not the others: Mocking stops the child from asking questions; calling every message true spreads confusion; scolding wastes a learning opportunity.

236. **In an art class, the teacher makes all the children copy exactly the same picture drawn on the board. What is a better option for Creative thinking?**

(A) Give a theme and let the children draw freely from their own imagination

(B) Deduct marks from any child who departs from the picture on the board and draws something new

(C) Give a prize in the morning assembly only to the child who makes the most accurate copy

(D) Remove the art period and use that time for mathematics practice

✔ **Answer: (A) Give a theme and let the children draw freely from their own imagination**
Why: Open-ended tasks and the freedom to experiment nurture originality, flexibility and new ideas; this is creative thinking.
Why not the others: Deducting marks and rewarding only accurate copying suppress originality; removing the art period goes against the all-round development of the child.

237. **A Class 4 teacher wants the children to identify their strengths and areas for improvement. Which activity will increase Self-awareness?**

(A) Compare the marks of all the children with one another and read out the full list in class

(B) Put up the names and photographs of only the top five children on the notice board

(C) Tell the children plainly that their weaknesses will never improve

(D) A 'Who am I?' activity, in which each child writes his or her strengths and areas for improvement

✔ Answer: (D) A 'Who am I?' activity, in which each child writes his or her strengths and areas for improvement
Why: Recognising one's own interests, abilities and shortcomings is self-awareness; a self-reflection activity connects the child with himself or herself.
Why not the others: Comparing marks and showcasing only the toppers create an inferiority complex; calling weaknesses permanent breaks the child's self-confidence.

238. **A parent requests the child's assistant teacher to teach the child at home as paid tuition. What should the teacher do?**

(A) Accept the request, because extra teaching at home will benefit the child

(B) Give home tuition only to weak children, charging a lower fee

(C) Politely refuse and give the child extra help in school itself

(D) Give the tuition, but not tell anyone in the school about it

✔ Answer: (C) Politely refuse and give the child extra help in school itself
Why: Section 28 of the RTE Act 2009 prohibits a teacher from engaging in private tuition or private teaching activity; the child should be helped in school through remedial teaching.
Why not the others: Whether in the name of the child's good, for weak children or quietly, private tuition in any form violates Section 28; hiding it is also against ethics.

239. **The teacher learns that the father of a Class 3 girl has lost his job and the family is facing financial hardship. According to professional ethics, what should the teacher do?**

(A) Tell the other teachers in the staff room so that everyone knows her situation

(B) Keep the information confidential and speak only to the head teacher to get her the benefit of schemes

(C) Tell everyone in the class so that her classmates take pity on her and help her

(D) Tell the girl not to tell anyone in school about such matters at home

✔ Answer: (B) Keep the information confidential and speak only to the head teacher to get her the benefit of schemes
Why: Confidentiality is a part of professional ethics; a child's personal information should be shared only in the child's interest and only with the person who needs it.
Why not the others: Discussing it in the staff room or in class hurts the girl's dignity; asking her to stay silent breaks her trust and closes the path to help.

240. **The child of an acquaintance of the head teacher studies in Class 5. What should the teacher do while checking the answer sheets?**

(A) Evaluate all the children fairly on the same criteria

(B) Give that child a few extra marks to keep the head teacher pleased

(C) Deliberately give the child fewer marks to avoid any charge of favouritism

(D) Give full marks without even checking the child's answer sheet

✔ **Answer: (A) Evaluate all the children fairly on the same criteria**
Why: Impartiality is the core of a teacher's professional conduct; judging every child by the same yardstick is also in keeping with the constitutional value of equality.
Why not the others: Giving extra or full marks is favouritism; deliberately giving fewer marks is reverse favouritism; in both cases the child is not truly assessed.

241. **A teacher usually reaches school 20 minutes late and says the syllabus will be completed quickly later on. What is the appropriate conclusion?**

(A) If the syllabus is completed on time, coming a little late every day is fine

(B) In rural schools, this much delay is considered acceptable because of distance

(C) Children also usually come late, so the teacher coming late is not wrong

(D) Regularity and punctuality are the teacher's statutory duty; coming late is improper

✔ **Answer: (D) Regularity and punctuality are the teacher's statutory duty; coming late is improper**
Why: Under Section 24(1)(a) of the RTE Act 2009, a teacher must maintain regularity and punctuality in attending school; the teacher is also a role model for the children.
Why not the others: Completing the syllabus does not exempt anyone from punctuality; there is no exemption for rural schools; correcting children's late arrival also begins with the teacher's own example.

242. **The teacher taught a lesson on Fractions, but most children could not understand it. What will a Reflective practitioner do?**

(A) Consider the children weak in mathematics and start the next lesson to save time

(B) Make the children thoroughly memorise the answers to likely examination questions

(C) Reflect on his or her own method and reteach through a concrete activity such as dividing a roti

(D) Ask the parents to teach fractions to the children at home

✔ **Answer: (C) Reflect on his or her own method and reteach through a concrete activity such as dividing a roti**
Why: In Reflective practice the teacher reviews and improves his or her own method; a concept like fractions is understood easily through concrete materials.
Why not the others: Blaming the children or making them memorise does not create understanding; leaving it to the parents is stepping away from one's own teaching responsibility.

243. **There is a training on new teaching methods in the school. A senior teacher says that after 20 years of experience he does not need to learn anything. Which statement is appropriate?**

(A) A teacher learns throughout life; Continuous Professional Development (CPD) is necessary

(B) A teacher with twenty years of experience does not need any training at all

(C) Such trainings are designed only for newly appointed teachers

(D) Attending training is a direct waste of the children's teaching time

✔ Answer: (A) A teacher learns throughout life; Continuous Professional Development (CPD) is necessary
Why: NEP 2020 emphasises the continuous professional development of teachers and expects every teacher to take part in at least 50 hours of CPD every year.
Why not the others: Experience is valuable, but new methods, technology and the changing needs of children demand continuous learning; training is not limited to new teachers.

244. **In the middle of the session, a migrant labourer family comes to get their 7-year-old child admitted, but they do not have an age certificate. What should the school do?**

(A) Stop the child's admission and send the child home until the age certificate is brought

(B) Admit the child, because admission cannot be refused for lack of proof of age

(C) Refuse admission in mid-session and ask the family to come in the next session

(D) Decide the child's admission and class only after a written admission test

✔ Answer: (B) Admit the child, because admission cannot be refused for lack of proof of age
Why: Under Section 14(2) of the RTE Act 2009, no child shall be denied admission in a school for lack of proof of age.
Why not the others: Stopping admission takes away the right to education; under Section 15, admission shall not be refused in mid-session, even after the extended period; a Screening test for admission is prohibited under Section 13.

245. **A Class 2 child repeatedly fails to bring his homework. A colleague advises that showing him the stick will set him right. What is the teacher's appropriate step?**

(A) Follow the colleague's advice and give a light punishment with the stick so that the other children also fear it

(B) Keep him standing outside the classroom all day until his homework is completed

(C) Scold him in front of the whole class, calling him careless, and give him a final warning

(D) Find out the reason in private, adapt the work to his ability and seek the parents' cooperation

✔ Answer: (D) Find out the reason in private, adapt the work to his ability and seek the parents' cooperation
Why: Section 17 of the RTE Act 2009 prohibits physical punishment and mental harassment; the teacher should find out the reason and adopt Positive discipline.
Why not the others: The stick is physical punishment; making him stand outside the classroom is humiliating and deprives him of learning; scolding him in front of everyone is mental harassment.

246. **The teacher announces that children who do their homework on time for the whole week will not have to do the extra practice sheet on Saturday. This is an example of what?**

(A) Punishment
(B) Positive reinforcement
(C) Negative reinforcement
(D) Extinction

✔ Answer: (C) Negative reinforcement
Why: When the desired behaviour occurs, an unpleasant stimulus (the extra work) is removed, which increases that behaviour; this is negative reinforcement.
Why not the others: Punishment decreases a behaviour, it does not increase it; in positive reinforcement something pleasant is added; in extinction the reinforcement that was given earlier is stopped.

247. **A Class 3 girl has written a complete sentence correctly for the first time. Which praise from the teacher is most effective?**

(A) Well done, you are the smartest in the class
(B) You used the correct vowel sign (matra) in every word, a very good effort
(C) The other children should learn from you; they cannot do anything at all
(D) Say nothing, because writing a sentence is an ordinary thing

✔ Answer: (B) You used the correct vowel sign (matra) in every word, a very good effort
Why: Effective praise is Specific and effort-focused; the child comes to know what she did well and keeps trying.
Why not the others: A general label like 'smart' says nothing about effort; comparison with others humiliates those children; ignoring reduces motivation.

248. **Class 1 children speak without waiting for their turn. The teacher gives a star for speaking in turn, and on collecting 10 stars a child chooses a story. What is this technique called?**

(A) Token economy
(B) Collective punishment
(C) Extinction
(D) Time-out

✔ Answer: (A) Token economy
Why: Tokens such as stars are immediate reinforcers that are later exchanged for a favourite activity; this is based on Skinner's operant conditioning.
Why not the others: No one has been punished here; in extinction the reinforcement is stopped; in time-out the child is separated from the activity for some time.

249. **Unable to find out which children were making noise in class, the teacher wants to cancel the games period of the whole class. According to positive discipline, what is the better option?**

(A) Cancel the games period of the whole class so that everyone is careful next time
(B) Secretly ask one child for the names of those making noise and punish them
(C) Decide classroom rules and a signal for calming down together with the children
(D) Ignore the noise and keep teaching in an even louder voice

✔ Answer: (C) Decide classroom rules and a signal for calming down together with the children
Why: In positive discipline, rules are made together with the children; children then treat the rules as their own and learn self-discipline.
Why not the others: Collective punishment is unjust to innocent children; making a child inform on others breaks mutual trust; teaching in a louder voice leaves the problem unsolved.

250. **In anger, a Class 4 child tore a classmate's notebook. According to positive discipline, what is the teacher's best response?**

(A) Make him stand in the sun for an hour so that he learns to control his anger

(B) Call his parents and warn them that his name will be struck off the school rolls

(C) Withhold his mid-day meal that day to teach him a lesson

(D) Talk to him once he has calmed down, help him understand the classmate's feelings and have him make amends

✔ Answer: (D) Talk to him once he has calmed down, help him understand the classmate's feelings and have him make amends

Why: Through a Logical consequence and making amends, the child takes responsibility for his behaviour; at the same time, empathy also develops in him.

Why not the others: Making a child stand in the sun is painful physical punishment (RTE Section 17); after the 2019 amendment, Section 16(4) bars expulsion till the completion of elementary education; withholding the meal goes against health and rights.

251. **A teacher repeatedly calls a slow-learning child 'good-for-nothing' in class. How should this behaviour be viewed?**

(A) It is mental harassment, which is prohibited under Section 17 of the RTE Act

(B) It is light-hearted classroom fun; there is nothing wrong in it

(C) Such words are an effective way to reform the child by making him feel ashamed

(D) It will be considered wrong only if the parents make a written complaint

✔ Answer: (A) It is mental harassment, which is prohibited under Section 17 of the RTE Act

Why: Calling a child by an insulting name hurts his self-esteem; RTE Section 17 prohibits mental harassment as well as physical punishment.

Why not the others: For the child this is not a joke but humiliation; labelling brings an inferiority complex, not improvement; the prohibition does not depend on a complaint and applies in every situation.

252. **A girl reads stories out of her own interest. Now the teacher starts giving her a toffee for every story she reads. What is the most likely risk of this?**

(A) Getting toffees will automatically make the reading habit permanent for life

(B) Her intrinsic motivation may decrease and her reading may become dependent on toffees

(C) Because of the toffees, her marks in all subjects will rise immediately

(D) This will have no effect on her reading behaviour

✔ Answer: (B) Her intrinsic motivation may decrease and her reading may become dependent on toffees

Why: Adding an external reward to a task the child already does with enjoyment can reduce intrinsic motivation; this is called the Overjustification effect.

Why not the others: An external reward does not make a habit permanent; interest may fall as soon as the reward is withdrawn; an immediate rise in marks is an unrelated claim; saying there will be no effect is also wrong.

253. **A Class 2 child comes to school in the morning without eating anything and cannot concentrate on studies. According to Maslow, what should the teacher attend to first?**

(A) Giving him the hardest and most challenging questions for self-actualisation

(B) Punishing him to break his habit of not paying attention

(C) Making him class monitor to fulfil his need for esteem

(D) A physiological need like hunger, for example by arranging nutrition for him

✔ Answer: (D) A physiological need like hunger, for example by arranging nutrition for him
Why: In Maslow's hierarchy of needs, physiological needs are at the bottom and must be met first; a hungry child does not reach higher needs such as learning and esteem.
Why not the others: Self-actualisation and esteem are higher in the hierarchy and are not effective until hunger is satisfied; punishing ignores the real cause (hunger), and physical punishment or mental harassment is in any case prohibited under RTE Section 17.

254. **The teacher wants Class 4 children to take an interest in Environmental Studies on their own. What is the best way to awaken Intrinsic motivation?**

(A) Link the lesson to the surroundings and have the children grow plants in the school garden

(B) Announce a big prize, such as a bicycle, for the child who comes first

(C) Scold the children who get low marks in front of the whole class

(D) Keep frightening the children with failure in the annual examination

✔ Answer: (A) Link the lesson to the surroundings and have the children grow plants in the school garden
Why: Curiosity, connection with the surroundings and learning by doing awaken intrinsic motivation; the child finds the task enjoyable in itself.
Why not the others: A prize is Extrinsic motivation and is limited to only a few children; scolding and fear create stress, not interest.

255. **To increase Achievement motivation in Class 5 children, what kind of tasks should the teacher give?**

(A) Very easy tasks, so that every child succeeds every time without any effort

(B) Very difficult tasks, so that only the brightest children can succeed

(C) Tasks of moderate difficulty, achievable but challenging, with timely feedback

(D) Open tasks without any clear goal or time limit

✔ Answer: (C) Tasks of moderate difficulty, achievable but challenging, with timely feedback
Why: According to McClelland, people with a high need for achievement prefer goals of moderate difficulty and feedback on their performance; this links effort with success.
Why not the others: Very easy tasks offer no challenge, and with very difficult ones most children get disheartened; without a clear goal there is no experience of achievement at all.

256. **In mathematics notebooks, the teacher only writes 'wrong' against incorrect answers and returns the notebooks. What would be better Feedback for learning and motivation?**

(A) Count each child's mistakes and read out the numbers loudly in class

(B) Tell the child what was done correctly, where the mistake is and the next step for improvement

(C) Make the children rewrite every wrong question five times in the notebook

(D) Write only the final marks and return the notebook without any comment

✔ Answer: (B) Tell the child what was done correctly, where the mistake is and the next step for improvement
Why: Useful feedback is specific, timely and shows the direction for improvement; the child understands how to do better next time and keeps trying.
Why not the others: Reading out mistakes in front of everyone is humiliating; making children write repeatedly is like punishment and does not improve understanding; writing only marks does not show the way to improve.

257. **Salaries and buildings in the school are fine, yet teachers get the greatest satisfaction when they are recognised for the children's progress. According to Herzberg, what is recognition?**

(A) Hygiene factor

(B) Physiological need

(C) Safety need

(D) Motivator

✔ Answer: (D) Motivator
Why: In Herzberg's two-factor theory, achievement, Recognition, responsibility and the work itself are motivators, which increase satisfaction and motivation.
Why not the others: Salary and working conditions are hygiene factors, which only prevent dissatisfaction; physiological and safety needs are levels of Maslow's hierarchy, not Herzberg's.

258. **After failing repeatedly, a Class 3 child says, 'I will never be able to do this.' What should the teacher do?**

(A) Not give him any new task from now on, so that he is not disappointed again

(B) Compare him with other successful children and make him feel ashamed

(C) Break the task into small steps to help him succeed and praise his effort

(D) Accept what he says as true and stop paying any attention to him

✔ Answer: (C) Break the task into small steps to help him succeed and praise his effort
Why: Small successes restore self-confidence, and praising effort teaches the child that ability grows through hard work.
Why not the others: Not giving tasks and withdrawing attention confirm his belief that he will fail; comparing and shaming increase the feeling of inferiority.

259. **A child is excitedly describing something that happened at home, while the teacher, busy filling in the register, just keeps saying 'yes, yes'. What should the teacher do for Active listening?**

(A) Stop work, look at the child, listen without interrupting, and repeat what was said and ask questions

(B) Keep listening while filling in the register, because the words are reaching the ears anyway

(C) Tell the child to come and talk about such things only in a free period

(D) Cut the child short and teach him to speak correctly and properly

✔ Answer: (A) Stop work, look at the child, listen without interrupting, and repeat what was said and ask questions

Why: Active listening includes full attention, eye contact, listening without interrupting and Paraphrasing; it makes the child feel heard.

Why not the others: Listening while working is mere Hearing, not listening; putting off the conversation and interrupting discourage the child from speaking.

260. **A Class 5 girl shares her confusion. The teacher does not impose any advice, but listens with acceptance and empathy and lets her reach a solution herself. Which type of counselling is this?**

(A) Directive counselling, E. G. Williamson

(B) Non-directive counselling, Carl Rogers

(C) Eclectic counselling, F. C. Thorne

(D) Vocational guidance

✔ Answer: (B) Non-directive counselling, Carl Rogers

Why: In Carl Rogers' non-directive counselling, the client is at the centre; the counsellor creates an atmosphere of acceptance, empathy and genuineness, and the client finds the solution himself or herself.

Why not the others: In directive counselling (Williamson) the counsellor suggests the solution; eclectic counselling (Thorne) is a blend of both; vocational guidance relates to the choice of an occupation.

261. **A child's behaviour has suddenly changed sharply; he is constantly sad and injury marks are visible on his body. What should the teacher do?**

(A) Treat it as a private family matter, stay silent and tell nobody anything

(B) Ask the child in detail about the cause of the injuries in front of the whole class

(C) Talk to the child sensitively in private and take the matter to the head teacher and child protection services

(D) Go to the parents' house personally and scold and threaten them in front of everyone

✔ Answer: (C) Talk to the child sensitively in private and take the matter to the head teacher and child protection services

Why: In serious cases, recognising one's own limits and making a Referral to the appropriate person or agency is an ethical rule of counselling; the child's safety is paramount.

Why not the others: Staying silent leaves the child in danger; asking in front of everyone violates confidentiality and dignity; going personally to threaten the parents is unprofessional and may make the situation worse.

262. **At a parent-teacher meeting, a mother is describing her concern, but the teacher cuts in and says, 'I know what you are going to say.' This is an example of which listening barrier?**

(A) Physical noise
(B) Language barrier
(C) Mechanical barrier
(D) Premature judgement

✔ **Answer: (D) Premature judgement**
Why: Drawing a conclusion before hearing the whole matter is premature judgement, which is a psychological listening barrier; because of it the speaker's real concern goes unheard.
Why not the others: Here there is no noise, no language problem and no equipment fault; the barrier arises from the listener's own attitude.

263. **A Class 2 child is very sad because his pet puppy is lost. Which response of the teacher is Empathetic?**

(A) It seems you are missing him a lot; will you tell me about him?
(B) Oh, never mind, don't cry; ask your family and get another puppy
(C) Poor thing, bad things always happen to you; I feel very sorry for you
(D) Stop crying and quietly concentrate on your studies

✔ **Answer: (A) It seems you are missing him a lot; will you tell me about him?**
Why: Empathy includes recognising the child's feeling and putting it into words (reflection of feeling), and giving the child a chance to say what he feels.
Why not the others: Belittling the feeling leaves it unheard; saying 'poor thing' is pity (Sympathy), not empathy; scolding teaches the child to suppress feelings.

264. **Class 5 children ask what one has to do to become a doctor, a farmer or a teacher. The teacher introduces them to various kinds of work and occupations. Which type of guidance is this?**

(A) Educational guidance
(B) Vocational guidance
(C) Personal guidance
(D) Health guidance

✔ **Answer: (B) Vocational guidance**
Why: Giving information about various occupations and creating awareness of future fields of work is vocational guidance; at the primary level it takes the form of an introduction to occupations.
Why not the others: Educational guidance relates to studies, subjects and methods of study; personal guidance to emotional and social problems; health guidance to health-related habits.

265. **After being teased about her looks and complexion, a Class 4 girl has become silent in class and wants to talk to the teacher. What is the teacher's appropriate first step?**

(A) Immediately give the teasing children severe punishment in front of the whole class
(B) Tell her not to pay attention, since children do joke like this with one another
(C) Put off listening to her until next week because of being busy
(D) Listen to her without interrupting in a private, safe place and reassure her

✔ **Answer: (D) Listen to her without interrupting in a private, safe place and reassure her**
Why: Counselling begins with building Rapport and attentive listening; after that, the problem is resolved in class through activities promoting respect and non-discrimination.
Why not the others: Severe punishment makes the teasing go underground and the girl may become a target; dismissing it as a joke denies her hurt; putting off the conversation breaks her trust.

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266. **In Class 4 you have to teach that plants need water to grow. What will a teacher acting as a Facilitator most appropriately do?**

(A) Write the definition on the blackboard and make the children memorise it by repeating it again and again

(B) Read the chapter aloud and dictate the important questions and answers into notebooks

(C) Have the children do an experiment on two plants and draw the conclusion themselves

(D) Ask the brightest child to explain the topic to the whole class

✔ **Answer: (C) Have the children do an experiment on two plants and draw the conclusion themselves**
Why: A facilitator does not impose answers; he creates opportunities for children to construct knowledge by doing, observing and thinking (Constructivism). RTE Section 29(2) also stresses learning through activity and discovery.
Why not the others: Rote memorisation and reading aloud are teacher-centred, one-way methods. Depending only on one bright child takes away the active participation of the other children.

267. **The annual sports day of the school has to be planned. As Head Teacher, which is the best way to show Democratic leadership?**

(A) Take suggestions from teachers and children and plan together

(B) Make the entire plan yourself and send written orders to everyone so that there is no confusion

(C) Give everyone complete freedom to do anything as they please

(D) Talk only to senior teachers and inform everyone else later

✔ **Answer: (A) Take suggestions from teachers and children and plan together**
Why: According to Kurt Lewin, a democratic leader involves the group in decision-making. This increases the sense of ownership, cooperation and enthusiasm.
Why not the others: Giving orders alone is the Autocratic style, giving complete freedom is the Laissez-faire style, and limiting it to a few people means ignoring the rest.

268. **In group work, the same child takes all the decisions every time and the other children sit silently. What should the teacher do?**

(A) Keep that child out of group work from now on so that others also speak

(B) Scold the silent children for not speaking in the group

(C) Stop group work and go back to only the lecture method

(D) Rotate the roles of reading, writing and presenting

✔ **Answer: (D) Rotate the roles of reading, writing and presenting**
Why: Role rotation gives every child the opportunity to speak and to do, which develops leadership, cooperation and self-confidence in all.
Why not the others: Separating the child and scolding the silent children are punitive. Giving up group work is running away from the problem, not solving it.

269. Most children in your school are weak in Reading. As a teacher-leader, what will be your most effective step?

(A) Announce the names of weak children in the morning assembly so that they work harder

(B) Start a library period and reading activities together with colleagues

(C) Advise parents to arrange tuition at home

(D) Send a complaint to higher officials and wait for their written instructions

✔ **Answer: (B) Start a library period and reading activities together with colleagues**
Why: A teacher-leader takes the initiative himself and brings concrete improvement in learning by taking colleagues along; this is called Instructional leadership.
Why not the others: Announcing names is humiliating, advising tuition is shifting responsibility to others, and stopping at a complaint is not leadership but inaction.

270. A girl in Class 3 says that heavy things always sink in water. What will a facilitator teacher do?

(A) Immediately say the answer is wrong and tell the correct answer

(B) Give her the opportunity to test it herself by putting objects in water

(C) Ignore what she said and move on to the next question

(D) Say that she will understand this on her own in a higher class

✔ **Answer: (B) Give her the opportunity to test it herself by putting objects in water**
Why: Children's Misconceptions are opportunities for learning. By experimenting herself, the child tests and corrects her own idea; this is the role of a constructivist facilitator.
Why not the others: Directly imposing the correct answer does not build understanding, ignoring her discourages the child, and putting the matter off suppresses her curiosity.

271. You are the Head Teacher. Some teachers are hesitant to adopt a new activity-based teaching method. What is the most appropriate step?

(A) Give written warnings to the hesitant teachers so that the order is followed

(B) Call the method optional and drop the matter there

(C) Give appreciation letters only to willing teachers and ignore the rest

(D) Show a model lesson yourself, listen to their doubts and take everyone along

✔ **Answer: (D) Show a model lesson yourself, listen to their doubts and take everyone along**
Why: A Transformational leader inspires colleagues by setting an example himself and through dialogue and cooperation; this way change is accepted from within and is sustainable.
Why not the others: A warning creates fear, dropping the matter is avoiding responsibility, and ignoring some teachers is favouritism that widens the rift in the team.

272. **At mid-day meal time, some children refuse to sit and eat with a classmate because of social prejudice. What will the teacher do?**

(A) Make everyone sit together, talk about equality and meet the parents

(B) Seat that classmate in a separate row to avoid a dispute so that there is peace

(C) Treat it as a private matter of the families and not intervene

(D) Punish the refusing children by not giving them food that day

✔ Answer: (A) Make everyone sit together, talk about equality and meet the parents
Why: Article 15 prohibits discrimination and Article 17 abolishes untouchability. The teacher should make children practise equality and fraternity through eating together and should also counsel the families.
Why not the others: Seating the child separately is accepting discrimination, keeping silent is avoiding a constitutional duty, and withholding food is punitive as well as a violation of the child's right.

273. **In your class, cleaning work is always given to girls and fetching sports material is always given to boys. From the point of view of equality, what is the appropriate step?**

(A) Treat it as an old tradition and let the arrangement continue as it is

(B) Praise the girls for cleaning well

(C) Share the turns for all tasks equally between boys and girls

(D) Assign cleaning work only to children who are weak in studies

✔ Answer: (C) Share the turns for all tasks equally between boys and girls
Why: Gender stereotypes are formed even through the everyday tasks of the classroom. Equal distribution of tasks puts the equality of Articles 14–15 into practice.
Why not the others: Keeping things as they are and praising only girls for cleaning both strengthen the stereotype; making weak children do the cleaning is humiliation and discrimination.

274. **A government primary school is run wholly out of State funds. A teacher wants to give Religious instruction of one particular religion there every day. What is the correct position according to the Constitution?**

(A) It can be given if most of the children belong to that religion

(B) It can be given with the written permission of the Head Teacher

(C) It can be given with the written consent of the parents

(D) No religious instruction can be given in such a school

✔ Answer: (D) No religious instruction can be given in such a school
Why: According to Article 28(1), no religious instruction shall be provided in any educational institution wholly maintained out of State funds. Teaching respect for all religions is Secularism.
Why not the others: This prohibition is not lifted by the majority, the Head Teacher's permission or parental consent. The consent condition is in Article 28(3), for institutions recognised by the State or receiving aid from the State.

275. **A girl with Low vision in Class 2 cannot read what is written on the blackboard. According to Inclusive education, what will the teacher do?**

(A) Seat her in front and teach with large letters and oral description

(B) Advise the parents to send her to a special school

(C) Exempt her completely from all reading and writing tasks

(D) Seat her in a separate corner and give her work separate from the other children

✔ **Answer: (A) Seat her in front and teach with large letters and oral description**
Why: In Inclusive education the child stays in the regular class itself and the teacher makes Reasonable accommodation in seating, material and method.
Why not the others: Sending her to a special school is exclusion, complete exemption means lower expectations from her, and seating her in a separate corner is Segregation, not inclusion.

276. **Some children of Class 1 understand only their home dialect and cannot understand instructions given in Hindi. What is the most appropriate step for the teacher?**

(A) Stop them every time they speak their home dialect in class and make them speak Hindi

(B) Gradually connect them to Hindi with the help of words from the home dialect

(C) Let them sit silently until they learn Hindi

(D) Tell the parents to speak only Hindi with the child at home as well

✔ **Answer: (B) Gradually connect them to Hindi with the help of words from the home dialect**
Why: NEP 2020 stresses teaching in the home language/mother tongue at least till Class 5. The home language becomes a bridge through which the child learns a new language easily.
Why not the others: Stopping them for their dialect disrespects the child's identity, making them sit silently deprives them of learning, and making them give up the home language goes against treating Multilingualism as a resource.

277. **Children of different religions study in your class. What will be the most appropriate policy regarding festivals in the school?**

(A) Celebrate only the festivals of the majority children in the school

(B) Not discuss any festival at all in the school to avoid disputes

(C) Teach respect by giving information about the major festivals of all communities

(D) Let each child talk only about the festivals of his own religion

✔ **Answer: (C) Teach respect by giving information about the major festivals of all communities**
Why: Indian Secularism is based on equal respect for all religions. Through shared cultural celebrations children learn respect for diversity and fraternity.
Why not the others: Celebrating only the majority's festivals is discrimination, not discussing any is losing the opportunity to introduce diversity, and creating separate circles divides the children.

278. **A child in the class found money someone had dropped and brought it to the teacher. What will the teacher do to develop human values?**

(A) Keep the money with himself and not take the matter further

(B) Tell the child not to pick up anyone's things lying on the ground in future

(C) Appreciate the honesty and get the money back to its real owner

(D) Tell the child that the money is a reward for honesty and he may keep it

✔ **Answer: (C) Appreciate the honesty and get the money back to its real owner**
Why: Immediate, specific praise of Right conduct reinforces the value and becomes a model; values are learnt less through sermons and more through experience and imitation.
Why not the others: Suppressing the matter is losing a learning opportunity, objecting discourages good behaviour, and letting him keep the money justifies dishonesty.

279. **A 9-year-old child of your village has left school and started working at a shop. What is the most appropriate step for the teacher?**

(A) Counsel the family and get the child enrolled in school again

(B) Accept that it is the family's economic compulsion and the teacher can do nothing about it

(C) Strike his name off the register because of continuous absence

(D) Tell the family that the child can come next year in the new session

✔ **Answer: (A) Counsel the family and get the child enrolled in school again**
Why: Article 21A gives every child of 6–14 years the right to free and compulsory education; 51A(k) is a duty of parents. The teacher should counsel the family and bring the child back.
Why not the others: Stopping at compulsion, striking off the name or postponing to the next session all ignore the child's right to education; according to RTE Section 15, even a child who comes late cannot be denied admission.

280. **Many parents, especially daily-wage workers, are unable to attend the parent-teacher meeting. What should the teacher do?**

(A) Taunt their children in class about this

(B) Assume that they have no interest in studies

(C) Stop meetings and send only written notices home

(D) Hold the meeting at a time convenient to them or contact them by visiting their home

✔ **Answer: (D) Hold the meeting at a time convenient to them or contact them by visiting their home**
Why: RTE Section 24(1)(e) expects the teacher to hold regular meetings with parents and inform them about the child's attendance, ability to learn and progress; the teacher should make contact accessible.
Why not the others: Taunting the child is mental harassment, assuming lack of interest is prejudice, and only sending notices is one-way communication that does not build participation.

281. **At the time of constituting the School Management Committee (SMC), some people want the committee to consist mostly of teachers and influential people of the village. According to RTE Section 21, what is correct?**

(A) At least half the members of the committee should be teachers

(B) At least three-fourths of the members should be parents or guardians

(C) All members of the committee should be nominated only by the Gram Panchayat

(D) The number of parents in the committee is limited to a maximum of one-fourth

✔ Answer: (B) At least three-fourths of the members should be parents or guardians
Why: According to Section 21(1), at least three-fourths of the members of the SMC shall be parents/guardians, and proportionate representation shall be given to parents of disadvantaged and weaker sections.
Why not the others: The SMC has elected representatives of the local authority, parents and teachers, but the majority is kept for parents so that the community can monitor the school.

282. **In an SMC meeting, a parent member asks where the grant received by the school was spent. What should the Head Teacher do?**

(A) Present the full details of income and expenditure transparently

(B) Say that asking about the grant is not the member's right

(C) Not invite the member who asked the question to the next meeting

(D) Only say that all expenditure was as per rules and there is no need to worry

✔ Answer: (A) Present the full details of income and expenditure transparently
Why: According to RTE Section 21(2), the SMC monitors the working of the school and the utilisation of grants received. Transparency and Accountability are part of professional ethics.
Why not the others: Calling the question unauthorised is against the law, keeping the member out is vindictive, and giving a vague answer is avoiding accountability.

283. **A parent says that his child is very naughty and asks you to beat him and set him right. What will be the teacher's appropriate reply?**

(A) Since the parent has consented, give the child mild corporal punishment so that he improves

(B) Assure him that if the child is naughty he will be made to stand outside the class

(C) Avoid the matter and avoid meeting that parent in future

(D) Explain that corporal punishment is prohibited and decide positive measures together

✔ Answer: (D) Explain that corporal punishment is prohibited and decide positive measures together
Why: RTE Section 17 prohibits physical punishment and mental harassment; the parent's consent does not make it justified. The teacher should make the parent a partner in Positive discipline.
Why not the others: Even mild punishment is still corporal punishment, making him stand outside is humiliating and deprives him of learning, and avoiding dialogue is losing the opportunity for partnership.

284. **A parent comes to the school angrily and complains that his child is learning nothing. What should be the teacher's first step?**

(A) Immediately say that it is the child who pays no attention at all to studies

(B) Send him to the Head Teacher and withdraw from the conversation yourself

(C) Stay calm and listen to the whole matter, then make a plan together

(D) Say in a loud voice that he should not come to school and accuse the teacher

✔ **Answer: (C) Stay calm and listen to the whole matter, then make a plan together**
Why: While talking to an angry person, Active listening first reduces tension; then showing evidence such as the child's work and finding a solution together builds trust.
Why not the others: Blaming the child is a defensive reaction, withdrawing from the conversation is avoiding responsibility, and a loud voice escalates the conflict further.

285. **During the games period, children of Class 4 and Class 5 quarrel every day over the same ground and ball. What is the most appropriate method of conflict resolution?**

(A) Stop the games period so that the cause of the quarrel no longer exists

(B) Sit with representatives of both classes and have them decide turns

(C) Give the ground to the senior class every day because they are older

(D) Write down the names of the quarrelling children and send them to the Head Teacher

✔ **Answer: (B) Sit with representatives of both classes and have them decide turns**
Why: In Conflict resolution, when both sides decide the rules together, the solution is acceptable to all. Through this children learn negotiation, compromise and respect for turns.
Why not the others: Stopping the games period punishes everyone, giving priority to the senior class is favouritism, and merely sending names is the teacher avoiding his own responsibility.

286. **A Class 5 child studies late into the night under pressure from home for an entrance examination, stays tired in class and cries easily. What will the teacher do?**

(A) Praise his dedication and encourage him to study for even more hours

(B) Advise him to give up the idea of the examination altogether

(C) Compare him with other children in front of the whole class

(D) Talk to the child and parents and help set a balanced daily routine

✔ **Answer: (D) Talk to the child and parents and help set a balanced daily routine**
Why: In Stress management, realistic expectations, enough sleep, play and a balanced routine are essential; reducing pressure by talking to parents is the teacher's role.
Why not the others: Making him study more hours increases stress, making him give up the exam takes away the child's opportunity, and comparison with others breaks his self-confidence.

287. **Along with teaching, you are burdened with many administrative tasks and you are becoming irritable. What is the most appropriate method of stress management?**

(A) Vent your irritation on the children in class

(B) Set priorities, make a timetable and take help

(C) Reduce teaching time and finish all paperwork first because it is compulsory

(D) Stay absent from school for a few days without any intimation

✔ **Answer: (B) Set priorities, make a timetable and take help**

Why: Setting priorities, a planned timetable and Social support are healthy strategies for coping with stress; they also maintain the quality of teaching.

Why not the others: Venting anger on children causes them mental harm, reducing teaching ignores their right to learn, and absence without intimation is unprofessional conduct.

288. **Two teachers get into an argument over the timetable in front of the children. You are the Head Teacher. What is the most appropriate step?**

(A) Talk calmly to both separately and find a fair solution

(B) Take the side of the senior teacher and end the matter immediately

(C) Ignore the matter; it will settle on its own

(D) Make strong remarks about the conduct of both teachers in front of the children

✔ **Answer: (A) Talk calmly to both separately and find a fair solution**

Why: Conflict is resolved through private and calm dialogue, listening to both sides, with a solution acceptable to all (Win-win); this builds team spirit and sets a good example before the children.

Why not the others: Taking sides on the basis of seniority is unjust, ignoring it makes the conflict grow, and remarks in front of children lower both the dignity of teachers and discipline.

289. **Some children tease a classmate every day by mimicking his stammering, and he has started avoiding speaking in class. What will the teacher do?**

(A) Tell the victimised child to speak less in class

(B) Humiliate the teasing children in front of the class

(C) Develop empathy in those who tease and have them make rules of respect

(D) Treat it as children's normal mischief and let it resolve on its own

✔ **Answer: (C) Develop empathy in those who tease and have them make rules of respect**

Why: Bullying requires immediate intervention, but without humiliation. Helping children understand others' feelings and making rules together makes the class safe; the victimised child should also be given support.

Why not the others: Silencing the victim himself is unjust, public humiliation is punitive, and dismissing it as mischief leaves the child alone with emotional harm.

290. **A child has been withdrawn for some days. On talking, it turns out that there are constant quarrels at his home. What will the teacher do?**

(A) Listen with empathy, keep the matter confidential, and connect him to a counsellor if needed

(B) Tell the whole class about his family situation so that everyone sympathises with him

(C) Call his parents and order them to stop quarrelling

(D) Tell the child not to bring home matters to school

✔ Answer: (A) Listen with empathy, keep the matter confidential, and connect him to a counsellor if needed

Why: Under emotional stress the child must first feel safe and heard. Confidentiality and Referral to an expert when needed are basic principles of counselling.

Why not the others: Telling everyone about the situation breaches confidentiality, ordering the parents is beyond the teacher's limits, and brushing the matter aside leaves the child alone.

291. **You are explaining in class, but many children have confused faces and no one is asking questions. From the point of view of communication, what is the appropriate step?**

(A) Keep speaking without pause to finish the lesson on time and take questions later

(B) Assume that not asking questions means everyone has understood

(C) Pause, read the expressions and explain again with a simple example

(D) Scold the whole class for not paying attention

✔ Answer: (C) Pause, read the expressions and explain again with a simple example

Why: Communication is complete only when Feedback is received. Children's facial expressions are Non-verbal feedback; the teacher should read them and simplify the message.

Why not the others: Speaking without pause is one-way communication, taking silence as understanding is a misconception, and scolding makes children even more afraid to ask questions.

292. **While giving instructions to Class 1 children, you use difficult words and long sentences, and the children are unable to start the work. What is the main barrier here?**

(A) Physical barrier, such as noise in the class

(B) Lack of discipline in children

(C) Learning disability of the children

(D) Language or Semantic barrier

✔ Answer: (D) Language or Semantic barrier

Why: When the language of the message is more difficult than the receiver's level, a semantic barrier arises. The teacher should give instructions with short, simple sentences, familiar words and demonstration.

Why not the others: There is no mention of noise in the situation; it is neither indiscipline nor the children's disability. The problem lies in the language of the sender of the message, not in the receivers.

293. **A colleague repeatedly hands over his period to you and leaves, which affects your own class. What is your most appropriate communication?**

(A) Silently put up with everything so that relations are not spoilt

(B) State your difficulty in calm, clear words and suggest an arrangement

(C) Make sarcastic remarks about him in front of everyone in the staff room

(D) In return, hand over your own classes to him and leave so that he realises

✔ **Answer: (B) State your difficulty in calm, clear words and suggest an arrangement**
Why: In Assertive communication, a person states his point and need clearly while respecting the other; this saves both the relationship and the work.
Why not the others: Silently putting up with it is Passive behaviour, public sarcasm is Aggressive, and taking revenge is passive-aggressive, which further harms the children's studies.

294. **Many parents of your school cannot read, so written notices do not reach them. What is the most effective measure?**

(A) Get the notices printed in English along with Hindi and send them to every home

(B) Put up the notice only on the school notice board

(C) Assume that such parents take no interest in school notices

(D) Convey information through oral messages, phone and SMC members

✔ **Answer: (D) Convey information through oral messages, phone and SMC members**
Why: In effective communication, the Channel is chosen to suit the receiver. Oral and community channels carry the message to all parents in a respectful way.
Why not the others: Printing in English or putting it on the notice board does not reach those who cannot read, and assuming lack of interest is a prejudice that weakens parent participation.

295. **A teacher says 'Well done' to a child in words, but his eyes stay on the register and his face remains indifferent. The praise has no effect on the child. What is the main reason?**

(A) Mismatch between the verbal and non-verbal message

(B) Children of primary classes do not need praise at all

(C) The word 'Well done' being too difficult for the child

(D) The words not being heard because of noise in the class

✔ **Answer: (A) Mismatch between the verbal and non-verbal message**
Why: When words and gestures give different messages, the listener usually trusts the Non-verbal cue more. Effective praise requires eye contact, a smile and genuine feeling.
Why not the others: Children do need praise, 'Well done' is not a difficult word, and there is no mention of noise in the situation; the problem is the inconsistency between the two forms of the message.

296. **You have to teach Class 1 and Class 2 together in the same room. What is the most appropriate method of Multigrade teaching?**

(A) Teach one class and keep the other sitting silently the whole time so that there is no noise

(B) Teach both classes exactly the same lesson of the same level

(C) While directly teaching one, give the other self-learning work, then switch turns

(D) Teach only Class 1 for the full time one day and only Class 2 the next day

✔ **Answer: (C) While directly teaching one, give the other self-learning work, then switch turns**
Why: In multigrade teaching, the time of both classes is made useful by balancing direct teaching with independent or group activity.
Why not the others: Making children sit silently and dividing days waste learning time, and giving both classes a lesson of the same level ignores their different levels.

297. **In the first week of the new session, you have to set up a system of discipline for Class 4. Which is the most effective method?**

(A) The teacher himself makes a long list of rules, hangs it on the wall and reads it out

(B) Discuss with the children and make simple, positive rules together

(C) Create fear among children by giving strict punishment on the very first day

(D) Make no rules and deal with problems only when they arise

✔ **Answer: (B) Discuss with the children and make simple, positive rules together**
Why: Rules made together with children feel like their own, so they follow them more; positive language (what to do) gives clear direction to behaviour.
Why not the others: Long imposed rules are not remembered, discipline based on fear is against the spirit of RTE Section 17, and having no rules invites disorder.

298. **Activities in your class often drag on and the last part of the lesson gets left out. What is the most appropriate step for time management?**

(A) Fix the time for each step in advance in the lesson plan and follow it

(B) Stop activities completely and only give lectures

(C) Give the remaining part as homework for self-study

(D) Complete the lesson by taking time from the next subject's period

✔ **Answer: (A) Fix the time for each step in advance in the lesson plan and follow it**
Why: Step-wise time allocation in the Lesson plan and following it gets the lesson completed on time while keeping the activity useful.
Why not the others: Stopping activities is giving up child-centred teaching, putting the remaining part into homework increases the burden on children, and taking another subject's time is unfair to that subject.

299. **A Class 3 child repeatedly gets up from his seat during studies and starts roaming around the class. From the point of view of classroom management, what is the appropriate step?**

(A) Make him stand on the bench for a long time as punishment

(B) Tell his parents to keep him at home for a few days until he improves

(C) Scold him by name in front of the whole class every time

(D) Give him small responsibilities and appreciate him when he sits calmly

✔ **Answer: (D) Give him small responsibilities and appreciate him when he sits calmly**

Why: Giving a high-energy child meaningful work and praising desired behaviour immediately (positive reinforcement) is constructive discipline. If the problem persists, take an expert's advice.

Why not the others: Making him stand on the bench is corporal punishment and repeatedly scolding him in front of everyone is mental harassment, both prohibited under RTE Section 17; keeping him at home deprives the child of the right to education.

300. **Your class is large and the children sitting at the back often get cut off from the lesson. What is the most appropriate classroom management measure?**

(A) Ask questions only to the children sitting in front to save time

(B) Treat the children at the back as weak and give them separate easy work

(C) Keep changing the seating arrangement and teach while moving around

(D) Appoint a monitor to keep an eye on the children at the back

✔ **Answer: (C) Keep changing the seating arrangement and teach while moving around**

Why: Changing the seating arrangement and the teacher moving around the class increase eye contact and participation with every child; this way no child is left behind permanently.

Why not the others: Asking only those in front is favouritism, assuming those at the back are weak is prejudice, and getting a monitor to supervise is no substitute for the teacher's own involvement.

Part E

The Constitution and the teacher — article table

Article / provision	What it says	What it means for a teacher
Preamble	Resolve to constitute India into a Sovereign Socialist Secular Democratic Republic, to secure to all citizens justice, liberty and equality, and to promote fraternity.	Fair, equal and dignified treatment of every child in the classroom is itself following the Preamble.
Article 14	Equality before law and equal protection of the laws.	Classroom rules should apply equally to all children; no favouritism.
Article 15	Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth; 15(3) permits special provisions for women and children.	No child should be discriminated against in seating, water, food or play.
Article 17	Abolition of untouchability; its practice in any form is forbidden; the enforcement of any disability arising out of it is an offence punishable in accordance with law.	Never allow untouchability in the mid-day meal line, utensils or water.
Article 21A	The State shall provide free and compulsory education to all children of 6 to 14 years (86th Amendment 2002; in force from 1 April 2010).	The RTE Act 2009 implements this; ensure every child's enrolment, retention and learning.
Article 24	Prohibition of employing a child below 14 years of age in a factory, mine or other hazardous work.	If a child is leaving school because of work, talk to the parents and try to bring the child back to school.
Article 25	Freedom of conscience and the right freely to profess, practise and propagate religion.	Respect every child's faith and tradition; do not impose your own beliefs on anyone.
Article 28	No religious instruction in an institution wholly maintained out of State funds; in a recognised/aided institution, participation in religious instruction or worship is not compulsory without consent.	In a fully government school, do not give religious instruction of any religion; teach universal values such as truth, love and non-violence.
Article 29	Right to conserve one's own language, script and culture; no denial of admission to a State-maintained/aided institution on grounds of religion, race, caste or language.	Do not discriminate in admission, and respect the child's language and culture.
Article 30	Right of all minorities, whether based on religion or language, to establish and administer educational institutions of their choice; discrimination in granting aid is prohibited.	Understand and respect that the diversity of the education system enjoys constitutional protection.

Article 39(f)	Children are given opportunities to develop in a healthy manner and in conditions of freedom and dignity; childhood is protected against exploitation and abandonment (Directive Principle of State Policy).	Create a fear-free, dignified classroom; there is no place for humiliation or exploitation.
Article 45	The State shall endeavour to provide early childhood care and education (ECCE) for all children until they complete the age of 6 years (substituted by the 86th Amendment).	Support the child's smooth transition from the anganwadi to Class 1.
Article 46	Promotion with special care of the educational and economic interests of the weaker sections, especially the Scheduled Castes and Scheduled Tribes; protection from social injustice and exploitation.	Pay special attention to children from deprived sections, but do not put any label on them.
Article 51A(e)	To promote harmony and the spirit of common brotherhood transcending religious, linguistic and regional diversities; to renounce practices derogatory to the dignity of women.	Give boys and girls equal opportunities and promote brotherhood through group activities.
Article 51A(h)	To develop the scientific temper, humanism and the spirit of inquiry and reform.	Encourage asking questions, doing experiments and testing superstitions with reason.
Article 51A(j)	To strive towards excellence in all spheres of individual and collective activity.	Motivate every child to reach his or her best potential, not through comparison.
Article 51A(k)	A parent or guardian to provide opportunities for education to his child or ward of 6 to 14 years (86th Amendment 2002).	Gently remind parents of this duty during parent contact and SMC meetings.
Article 350A	Endeavour to provide adequate facilities for instruction in the mother tongue at the primary stage to children belonging to linguistic minority groups (Seventh Amendment 1956).	In the early classes, make the child's home language a bridge to learning.

E Reward and punishment — do's and don'ts

✔ Do	✘ Don't	Basis
Praise good behaviour immediately and in specific words	Merely saying 'very good' and leaving it at that	Immediate and specific reinforcement strengthens the desired behaviour (Skinner)
Reward effort and progress along with results	Giving rewards only to the children who come first	Appreciating effort increases self-confidence and intrinsic motivation
Compare the child with his or her own previous performance	Belittling a child by comparing him with other children	Humiliating comparison is mental harassment, which is prohibited under RTE Section 17
Make classroom rules together with the children and keep them clear	Suddenly imposing rules and punishing their violation	Children themselves follow rules made through participation — this is positive discipline
Record good behaviour with a star chart or tokens	Getting children used to an external reward for every small task	Token economy is based on operant conditioning; the final goal is intrinsic motivation
Ignore minor attention-seeking mischief in a planned way	Scolding a child in front of the whole class for every small mistake	Undesired behaviour gradually decreases when it is not reinforced (extinction)
State limits in calm, firm and respectful language	Shouting, being sarcastic or distorting the child's name	Sarcasm and humiliation are mental harassment — RTE Section 17(1)
Talk to the child alone to understand the reason for the mistake	Slapping, making the child do 'murga' (rooster position) or making him stand in the sun	Corporal punishment is prohibited under RTE Section 17(1); a violation leads to disciplinary action under Section 17(2)
Treat all children fairly and give them equal opportunities	Seating children separately or denying them food or books on the basis of caste, gender, fees or background	NCPCR guidelines treat discrimination too as a form of corporal punishment
Let children ask questions and speak their mind without fear	Silencing children by scaring them, or locking them in a classroom, toilet, etc.	According to NCPCR, confinement in a closed space is physical punishment; RTE Section 29(2)(g) speaks of a fear-free environment

E Hindi–English glossary

Life skills — जीवन कौशल

Psychosocial competence — मनोसामाजिक दक्षता

Self-awareness — आत्म-जागरूकता

Empathy — समानुभूति

Sympathy — सहानुभूति

Critical thinking — आलोचनात्मक चिंतन

Creative thinking — सृजनात्मक चिंतन

Divergent thinking — अपसारी चिंतन

Decision making — निर्णय लेना

Problem solving — समस्या समाधान

Effective communication — प्रभावी संप्रेषण

Interpersonal relationships — अंतर्वैयक्तिक संबंध

Coping with emotions — भावनाओं से निपटना

Coping with stress — तनाव से निपटना

Emotional intelligence — भावात्मक (संवेगात्मक) बुद्धि

Self-regulation — आत्म-नियमन

Resilience — लचीलापन

Social-emotional learning (SEL) — सामाजिक-भावनात्मक अधिगम

Participatory learning — सहभागी अधिगम

Profession — व्यवसाय

Professionalism — व्यावसायिकता

Professional ethics — व्यावसायिक नैतिकता

Code of conduct — आचार संहिता

Impartiality — निष्पक्षता

Confidentiality — गोपनीयता

Punctuality — समयपालन

Accountability — जवाबदेही

Reflective practice — चिंतनशील अभ्यास

Continuous professional development (CPD) — सतत व्यावसायिक विकास

Private tuition — निजी ट्यूशन

Motivation — अभिप्रेरणा

Intrinsic motivation — आंतरिक अभिप्रेरणा

Extrinsic motivation — बाह्य अभिप्रेरणा

Reinforcement — पुनर्बलन

Negative reinforcement — नकारात्मक पुनर्बलन

Punishment — दंड

Corporal punishment — शारीरिक दंड

Positive discipline — सकारात्मक अनुशासन

Token economy — टोकन व्यवस्था

Facilitator — सुविधादाता

Active listening — सक्रिय श्रवण

Guidance — निर्देशन

Counselling — परामर्श

Client-centred counselling — सेवार्थी-केंद्रित परामर्श

Eclectic counselling — समन्वित परामर्श

Referral — संदर्भण

Laissez-faire leadership — अहस्तक्षेपी नेतृत्व

Transformational leadership — रूपांतरणकारी नेतृत्व

Fraternity — बंधुता

Secularism — पंथनिरपेक्षता

Fundamental Duties — मौलिक कर्तव्य

Value education — मूल्य शिक्षा

Classroom management — कक्षा प्रबंधन

Time management — समय प्रबंधन

Eustress — सकारात्मक तनाव

Conflict resolution — संघर्ष समाधान

Feedback — प्रतिपुष्टि

Non-verbal communication — अशाब्दिक संप्रेषण

Assertive communication — मुखर संप्रेषण

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