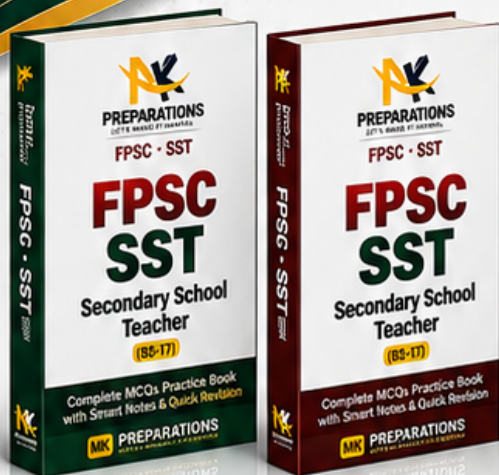




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The Noun

Definition of Noun

A noun is a word that functions as the name of a:

- **Person:** child, woman, Ali, teacher
- **Place:** city, Lahore, park
- **Thing:** table, car, money
- **Animal:** dog, elephant, bird
- **Idea, Quality, or State:** happiness, bravery, knowledge, poverty
- **Action:** (Gerunds) swimming, reading, driving

In simple terms, a noun is a naming word. The name of everything is a noun.

Types of Nouns

Nouns can be categorized into eight primary types for a clearer understanding of their usage.

1. Proper Noun

A proper noun is the specific name of a particular person, place, or thing.

- **Rule 1:** It always begins with a **capital letter**.
- **Rule 2:** It can not be changed into a plural form (e.g., *There are two Ali's in my class*).

2. Common Noun

A common noun is a general name that is common to all persons, places, or things of the same kind. It denotes no particular entity.

Proper Noun	Common Noun
Ali	boy
Lahore	city
Badshahi Mosque	mosque

3. Material Noun

A material noun is the name of a substance or matter from which things are made. These often exist in different states of matter: solid, liquid, gas, and plasma. Things in a solid state are sometimes called concrete nouns.

- **Examples:** wood, gold, water, air, plastic, cement.

4. Abstract Noun

An abstract noun is the name of an idea, quality, state, or feeling that does not exist in a physical or material form.

Examples: love, honesty, anger, childhood, poverty, wisdom.

Material Noun	Abstract Noun
Water	Honesty
Iron	Strength
Milk	Whiteness

Practice MCQ – The Noun

1. The Noun

1. Which of the following correctly defines a noun?

- A) A word that shows an action
- B) A word that describes a noun
- C) A word that functions as the name of a person, place, thing, animal, idea, or action
- D) A word that connects clauses

Answer: A word that functions as the name of a person, place, thing, animal, idea, or action

2. Identify the proper noun in the following sentence: "Ali visited the Badshahi Mosque in Lahore."

- A) visited
- B) Mosque
- C) Ali
- D) the

Answer: Ali

3. Which of the following is a material noun?

- A) Honesty
- B) Wood
- C) Team
- D) City

Answer: Wood

4. The noun "childhood" is categorized as:

- A) Common Noun
- B) Proper Noun
- C) Abstract Noun
- D) Collective Noun

Answer: Abstract Noun

5. Which sentence correctly uses a countable noun?

- A) I need some advices
- B) She bought three chairs
- C) He gave me many informations
- D) The furnitures are expensive

Answer: She bought three chairs

6. Identify the uncountable noun from the following:

- A) Table
- B) Bottle

C) Sugar

D) Chair

Answer: Sugar

7. The word "committee" is an example of:

- A) Common Noun
- B) Proper Noun
- C) Collective Noun
- D) Abstract Noun

Answer: Collective Noun

8. Which of the following is a compound noun?

- A) Happiness
- B) Swimming pool
- C) Honesty
- D) Childhood

Answer: Swimming pool

9. According to noun rules, which sentence is correct?

- A) The scissor is sharp
- B) The scissors are sharp
- C) A scissors is sharp
- D) Scissor are sharp

Answer: The scissors are sharp

10. The noun "poultry" in "The poultry are being fed" is:

- A) Always singular
- B) Appears singular but takes a plural verb
- C) A material noun
- D) An uncountable noun

Answer: Appears singular but takes a plural verb

11. Which noun is always plural in form and takes a plural verb?

- A) News
- B) Economics
- C) Trousers
- D) Physics

Answer: Trousers

12. "The information provided was incorrect" - The noun "information" is used correctly because:

- A) It is a countable noun

The Pronoun

Definition of Pronoun

A pronoun is a word used in place of a noun or a noun phrase to avoid repetition. It refers to a noun that has been mentioned before or is clearly understood from the context.

- *Example:* "Ali is a doctor. **He** works in a hospital." (The pronoun "He" replaces the noun "Ali").

Types of Pronouns

Pronouns can be categorized into nine main types:

1. Personal Pronoun
2. Possessive Pronoun
3. Reflexive Pronoun
4. Demonstrative Pronoun
5. Indefinite Pronoun
6. Relative Pronoun
7. Interrogative Pronoun
8. Distributive Pronoun
9. Reciprocal Pronoun

1. Personal Pronoun

Personal pronouns refer to specific people or things and change form based on person (first, second, third), number (singular, plural), case (subject, object), and gender (he, she, it).

Person	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
First (Singular)	I	me	my	mine	myself
First (Plural)	we	us	our	ours	ourselves
Second (Singular/Plural)	you	you	your	yours	yourself / yourselves
Third (Masc.)	he	him	his	his	himself
Third (Fem.)	she	her	her	hers	herself
Third (Neutral)	it	it	its	its	itself
Third (Plural)	they	them	their	theirs	themselves

2. Possessive Pronoun

A possessive pronoun shows ownership and is used **when the noun is not expressed**.

- *Examples:* **mine, his, hers, ours, yours, theirs.**
- This is my book. That one is **yours** (your book).
- Their house is big, but **ours** (our house) is more comfortable.

3. Reflexive Pronoun

A reflexive pronoun ends in **-self** or **-selves** and is used when the subject and the object of a verb are the same person or thing.

- *Examples:* myself, ourselves, yourself, yourselves, himself, herself, itself, themselves.
- She taught **herself** how to play the guitar.
- The cat cleaned **itself**.

4. Demonstrative Pronoun

A demonstrative pronoun points to a specific noun (its antecedent) and replaces it.

For positive/pleasant contexts: **You, He/She, and I.**

- For negative contexts (like admitting fault): **I, He/She, and You.**
- **You, he, and I** are invited to the party.
- **I, he, and you** are responsible for this mistake.

Practice MCQs – The Pronoun

2. The Pronoun

1. A pronoun is a word used in place of:

- A) An adjective
- B) A verb
- C) A noun or noun phrase
- D) An adverb

Answer: A noun or noun phrase

2. Which of the following is a personal pronoun?

- A) This
 - B) They
 - C) Each
 - D) Who
- Answer: They**

3. Identify the possessive pronoun in the sentence: "This book is mine."

- A) This
- B) book
- C) is
- D) mine

Answer: mine

4. The reflexive pronoun in "She taught herself to play the piano" is:

- A) She
- B) taught
- C) herself
- D) piano

Answer: herself

5. Which sentence correctly uses a demonstrative pronoun?

- A) These are my favorite flowers
- B) These flowers are beautiful
- C) This flower is red
- D) That flower is yellow

Answer: These are my favorite flowers

6. Identify the indefinite pronoun in the following: "Everyone is welcome to attend."

- A) is
- B) welcome
- C) Everyone
- D) attend

Answer: Everyone

7. The relative pronoun in "The man who called you is my uncle" is:

- A) The
- B) man
- C) who
- D) my

Answer: who

8. Which of the following is an interrogative pronoun?

- A) That
- B) Which
- C) Each
- D) Ours

Answer: Which

9. The distributive pronoun in "Each of the students has a textbook" is:

- A) students
- B) has
- C) Each
- D) textbook

Answer: Each

10. Identify the reciprocal pronoun: "The two sisters love each other."

- A) sisters
- B) love
- C) each other
- D) the

Answer: each other

11. Which sentence uses a subject pronoun correctly?

- A) Me and Ali will travel
- B) Ali and me will travel
- C) Ali and I will travel
- D) I and Ali will travel

Answer: Ali and I will travel

12. Choose the correct object pronoun: "He helped Hamza and ____."

- A) I
- B) me
- C) myself
- D) mine

Answer: me

The Verb

Definition of Verb

A verb is fundamentally a word that denotes an **action** (*run, synthesize*), indicates a **state of being** (*is, exist*), or describes an **occurrence** (*happen, become*). It forms the essential predicate that tells something about the subject.

A Conceptual Classification of Verb

Understanding verb types is crucial for mastering sentence structure, tense usage, and voice.

1. Transitive Verbs: The Action Transferers

A transitive verb requires one or more objects to complete its meaning. The action originates with the subject and is transferred to an object.

- **Example 1:** The scientist **conducted** the experiment.
- **Analysis:** The verb "conducted" is meaningless without its object "the experiment." It answers "conducted what?"
- **Example 2:** The author **wrote** a compelling novel.
- **Analysis:** "Wrote" requires the object "a compelling novel" to complete the thought.

2. Intransitive Verbs: The Self-Contained Actions

An intransitive verb expresses a complete action without transferring that action to an object. It may be followed by an adverb, a prepositional phrase, or nothing.

- **Example 1:** The results **emerged** slowly.
- **Analysis:** The verb "emerged" is complete in itself. "Slowly" merely modifies the action; it is not an object.
- **Example 2:** All the guests **arrived** before noon.
- **Analysis:** "Arrived" does not need an object; "before noon" is a prepositional phrase indicating time.

3. Ditransitive Verbs: The Double Object Handlers

A subset of transitive verbs that take two objects: a **direct object** (the thing that is given/told) and an **indirect object** (the person/thing that receives it).

- **Structure:** Subject + Verb + Indirect Object + Direct Object
- **Example 1:** She **gave** the student a book.
- **Analysis:** "A book" (Direct Object - what was given), "the student" (Indirect Object - to whom it was given).
- **Example 2:** The manager **offered** his team a new proposal.
- **Analysis:** "A new proposal" (Direct Object), "his team" (Indirect Object).

4. Linking (Copular) Verbs: The Connectors

Linking verbs do not express action. Instead, they link the subject to a **subject complement**—a word or phrase that renames or describes the subject.

- **Common Linking Verbs:** *be, become, seem, appear, feel, look, sound, smell, taste, remain, stay, grow, turn, prove.*
- **Example 1:** His hypothesis **proved** correct.
- **Analysis:** "Proved" connects the subject "hypothesis" to the adjective "correct," which describes it.
- **Example 2:** She **became** a renowned scientist.
- **Analysis:** "Became" links the subject "She" to the noun phrase "a renowned scientist," which renames her.

5. Causative Verbs: The Instigators

Causative verbs indicate that the subject causes someone else to perform an action. The three primary causatives (*make, have, get*) differ in force and structure.

- **Make + Agent + Base Form:** Implies force or compulsion.
- **Example 1:** The manager **made** the team **work** overtime.

- *Example 2:* The strict regulations **made** the company **change** its policy.
- **Have + Agent + Base Form:** Implies delegation or arrangement.
- *Example 1:* I **had** the technician **install** the software.
- *Example 2:* She **had** her assistant **draft** the report.
- **Get + Agent + To-Infinitive:** Implies persuasion or effort.
- *Example 1:* She **got** her brother **to help** her move.
- *Example 2:* They finally **got** the government **to listen** to their demands.

6. Auxiliary (Helping) Verbs: The Tense and Mood Formers

Auxiliary verbs are used in conjunction with a main verb to express grammatical nuances of tense, mood, and voice.

- **Primary Auxiliaries:** *be, have, do*. They can also function as main verbs.
- *Example (Tense):* They **are** discussing the proposal. (Present Continuous)
- *Example (Voice):* The proposal **was** discussed by them. (Passive Voice)
- **Modal Auxiliaries:** *can, could, will, would, shall, should, may, might, must*. They express ability, permission, possibility, necessity, or obligation.
- *Example (Obligation):* Candidates **must** submit the form by Friday.
- *Example (Possibility):* It **might** rain later today.

Verb Forms:

Base Form (V1)	Past Simple (V2)	Past Participle (V3)	Present Participle (V4)
abide	abode	abode	abiding
arise	arose	arisen	arising
awake	awoke	awoken	awaking
be	was/were	been	being
bear	bore	borne	bearing
beat	beat	beaten	beating
become	became	become	becoming
begin	began	begun	beginning
bend	bent	bent	bending
bet	bet	bet	betting
bid	bid	bid	bidding
bind	bound	bound	binding
bite	bit	bitten	biting
bleed	bled	bled	bleeding
blow	blew	blown	blowing
break	broke	broken	breaking
bring	brought	brought	bringing
build	built	built	building
burn	burnt/burned	burnt/burned	burning
burst	burst	burst	bursting
buy	bought	bought	buying
catch	caught	caught	catching
choose	chose	chosen	choosing
cling	clung	clung	clinging
come	came	come	coming
cost	cost	cost	costing
creep	crept	crept	creeping

Practice MCQs – The Verb

1. A verb is a word that denotes an action, indicates a state of being, or describes an occurrence. Which of the following is a verb indicating a state of being?

- A) run
- B) exist
- C) happen
- D) synthesize

Answer: exist

2. Identify the transitive verb in the following sentence: "The scientist conducted the experiment."

- A) scientist
- B) conducted
- C) experiment
- D) the

Answer: conducted

3. Which of the following is an intransitive verb?

- A) write
- B) build
- C) arrive
- D) make

Answer: arrive

4. A ditransitive verb takes two objects: a direct object and an indirect object. Which sentence contains a ditransitive verb?

- A) She sang a song.
- B) He gave her a gift.
- C) They arrived late.
- D) The sun rises.

Answer: He gave her a gift.

5. In the sentence "She became a renowned scientist," the verb "became" is classified as:

- A) Transitive verb
- B) Intransitive verb
- C) Linking verb
- D) Causative verb

Answer: Linking verb

6. Which of the following is a causative verb?

- A) become
- B) seem
- C) make
- D) feel

Answer: make

7. The structure "make + agent + base form" implies:

- A) Permission
- B) Force or compulsion
- C) Arrangement
- D) Persuasion

Answer: Force or compulsion

8. In "I had the technician install the software," the verb "had" is used as a:

- A) Modal auxiliary
- B) Causative verb
- C) Linking verb
- D) Transitive verb

Answer: Causative verb

9. Which sentence correctly uses the causative verb "get"?

- A) I got him to help me.
- B) I got him help me.
- C) I got him helped me.
- D) I got him helping me.

Answer: I got him to help me.

10. Auxiliary verbs are used to form tenses, mood, and voice. Which of the following is a primary auxiliary?

- A) can
- B) must
- C) be
- D) might

Answer: be

11. Modal auxiliaries express ability, permission, possibility, necessity, or obligation. Which modal expresses obligation?

- A) may
- B) might
- C) must
- D) could

Answer: must

12. The past participle form of "write" is:

- A) wrote
- B) written
- C) writing
- D) writes

Answer: written

13. Which verb is correctly followed by a gerund?

- A) decide

B) hope

Tenses – Concept Based Quick Review

Definition

Tenses are verb forms that indicate the **time** of an action (past, present, future) and its **aspect** (simple, continuous, perfect, perfect continuous), showing whether the action is completed, ongoing, or repeated.

The Twelve Tenses: Structure and Usage

1. Simple Present Tense/Present Indefinite

Concept: Used for habits, routines, universal truths, and fixed arrangements.

Formation: Subject + V1 (add 's' or 'es' for third person singular) + Object

Signal Words: always, often, usually, sometimes, never, every day, generally

Examples:

- She **teaches** English at the college. (Habit/Routine)
- My father **goes** for a walk every morning. (Habit/Routine)
- The sun **rises** in the east. (Universal Truth)
- Water **boils** at 100 degrees Celsius. (Universal Truth)
- Our flight **leaves** at 8 PM tomorrow. (Fixed Arrangement)
- The conference **starts** on Monday. (Fixed Arrangement)

Interrogative: Do/Does + Subject + V1 + Object?

- **Do** you **work** here?
- **Does** she **live** in London?
- Negative:** Subject + do not/does not + V1 + Object
- They **do not like** coffee.
- He **does not play** tennis.

2. Simple Past Tense/Past Indefinite

Concept: Indicates a completed action at a specific time in the past.

Formation: Subject + V2 + Object

Signal Words: yesterday, ago, last week, in 1990, once, then

Examples:

- I **finished** my work an hour ago.
- She **graduated** from university in 2020.
- They **visited** Paris last summer.
- He **bought** a new car yesterday.

Interrogative: Did + Subject + V1 + Object?

- **Did** you **see** that movie?
- **Did** they **complete** the project?
- Negative:** Subject + did not + V1 + Object
- She **did not attend** the meeting.
- We **did not receive** your message.

3. Simple Future Tense/Future Indefinite

Concept: Expresses a future plan, prediction, or instant decision.

Formation: Subject + will/shall + V1 + Object

Signal Words: tomorrow, next week, soon, later

Examples:

- We **shall complete** the project by Monday. (Plan)
- She **will arrive** at 9 PM tomorrow. (Plan)
- I think it **will rain** later. (Prediction)

Practice MCQs - Tenses

4. Tenses

1. Identify the correct sentence that properly uses the Future Perfect tense.

- A. By the time the guests arrive, we will finish the decorations.
- B. By the time the guests arrive, we will have finished the decorations.
- C. By the time the guests arrive, we will be finishing the decorations.
- D. By the time the guests arrive, we have finished the decorations.

Answer: B

2. Which sentence correctly uses a stative verb in a continuous form?

- A. This soup is tasting delicious.
- B. I am having a brother who lives abroad.
- C. She is appearing tired today.
- D. None of the above.

Answer: D

3. Choose the option that correctly completes the sentence: "If he ___ more carefully, he ___ the accident."

- A. drove, would avoid
- B. had driven, would have avoided
- C. drives, will avoid
- D. was driving, would avoid

Answer: B

4. The sentence "The committee has been reviewing applications all week" implies:

- A. The review process is now complete.
- B. The review process started and ended in the past.
- C. The review process is ongoing and began in the past.
- D. The review process will start next week.

Answer: C

5. Identify the sentence that is grammatically incorrect.

- A. I have been knowing him since childhood.
- B. I have known him since childhood.
- C. I knew him when we were children.
- D. I have known him for ten years.

Answer: A

6. Which of the following sentences uses the Past Perfect Continuous tense correctly?

- A. She had been working here for five years before she got promoted.
- B. She has been working here for five years before she got promoted.
- C. She was working here for five years before she got promoted.
- D. She worked here for five years before she had been promoted.

Answer: A

7. Select the sentence that demonstrates the correct sequence of tenses.

- A. She said that she is feeling unwell.
- B. She said that she was feeling unwell.
- C. She says that she was feeling unwell.
- D. She had said that she is feeling unwell.

Answer: B

8. The phrase "I will have been working here for a decade next year" is an example of:

- A. Future Continuous Tense
- B. Future Perfect Tense
- C. Future Perfect Continuous Tense
- D. Simple Future Tense

Answer: C

9. Which conditional type is used in the sentence: "Were I the president, I would prioritize education."

- A. Zero Conditional
- B. First Conditional
- C. Second Conditional
- D. Third Conditional

Answer: C

10. Identify the sentence with no error in tense usage.

- A. When I saw him, he has already finished the report.
- B. When I saw him, he had already finished the report.
- C. When I saw him, he already finished the report.
- D. When I saw him, he was already finishing the report.

Set 2 – Choose the correct form of Verb

4. Tenses

1. By the time he arrived, the meeting _____ already _____.

- A. has, begun
- B. had, begun
- C. was, begun
- D. would, begin

Answer: B

2. She _____ for the company for five years before she got promoted.

- A. has worked
- B. had been working
- C. is working
- D. works

Answer: B

3. If I _____ you, I would accept the job offer.

- A. am
- B. was
- C. were
- D. have been

Answer: C

4. The committee _____ its decision by tomorrow afternoon.

- A. will announce
- B. will have announced
- C. announces
- D. is announcing

Answer: B

5. He _____ to the market every day.

- A. go
- B. goes
- C. is going
- D. has gone

Answer: B

6. I _____ this book since morning.

- A. am reading
- B. have been reading
- C. read
- D. was reading

Answer: B

7. When I called, she _____ dinner.

- A. cooks
- B. cooked
- C. was cooking

D. has cooked

Answer: C

8. They _____ in London since 2010.

- A. live
- B. are living
- C. have been living
- D. were living

Answer: C

9. By next year, she _____ her degree.

- A. completes
- B. will have completed
- C. has completed
- D. is completing

Answer: B

10. If he _____ harder, he would have passed the exam.

- A. studied
- B. had studied
- C. has studied
- D. was studying

Answer: B

11. The sun _____ in the east.

- A. is rising
- B. rises
- C. has risen
- D. rose

Answer: B

12. I _____ a strange dream last night.

- A. have
- B. had
- C. am having
- D. have had

Answer: B

13. She _____ for a new job for three months.

- A. looks
- B. is looking
- C. has been looking
- D. looked

Answer: C

14. When we reached the station, the train _____.

- A. already left
- B. had already left

Subject-Verb Agreement

Introduction

Subject-verb agreement is a fundamental rule of English grammar. It states that the verb in a sentence must agree in number with its subject. A singular subject requires a singular verb, and a plural subject requires a plural verb. This chapter outlines the key rules and exceptions to ensure grammatical accuracy in your writing and speech.

Subject Verb Agreement Correction Rules

Rule 1: The Interrupting Phrase

When the subject is followed by a phrase like *as well as*, *along with*, *together with*, *in addition to*, *including*, *besides*, or *accompanied by*, the verb agrees with the **original subject**, not the noun in the phrase.

- The **manager**, as well as the team members, **is** attending the conference.
- My **parents**, along with my uncle, **are** visiting us.

Rule 2: Compound Subjects with "And"

- **General Rule:** Two or more subjects joined by **and** take a **plural verb**.
 - **Ali and Sana are** studying for the exam.
- **Exception:** When the compound subject refers to a **single idea or item**, use a **singular verb**.
 - **Bread and butter is** a common breakfast. (One food item)
 - **My friend and mentor has** left the company. (One person)

Rule 3: Indefinite Pronouns

The following indefinite pronouns **always take a singular verb**: *each*, *either*, *neither*, *anyone*, *anybody*, *anything*, *everyone*, *everybody*, *everything*, *someone*, *somebody*, *something*, *no one*, *nobody*, *nothing*.

- **Everyone** in the office **has** a assigned parking space.
- **Neither** of the answers **is** correct.
- **Each** of the students **has** passed the test.
- **Note on "None":** "None" can be singular or plural. However, it is often treated as singular, especially in formal writing.
 - **None** of the information **was** useful. (Singular)
 - **None** of the options **are** acceptable. (Plural, implying "not any")

Rule 4: Flexible Quantity Words

The pronouns *all*, *any*, *more*, *most*, and *some* can be singular or plural, depending on whether they refer to a countable or uncountable noun.

- **All the water has** evaporated. (Uncountable = Singular Verb)
- **All the students have** left. (Countable = Plural Verb)
- **Some of the advice was** helpful. (Uncountable)
- **Some of the books were** missing. (Countable)

Rule 5: Collective Nouns

A collective noun (e.g., *team*, *jury*, *crowd*, *committee*, *family*) can be singular or plural.

- Use a **singular verb** when the group acts as a **single unit**.
 - The **jury has** reached its verdict.
- Use a **plural verb** when the members of the group are **acting individually**.
 - The **jury are** still debating their opinions.

The Adverb

Definition of Adverb

An adverb is a word that modifies (qualifies) a verb, an adjective, another adverb, a preposition, a conjunction, or even an entire sentence. It provides additional information about time, manner, place, frequency, degree, and certainty.

Core Function: To add descriptive detail to show how, when, where, why, or to what extent something happens.

The Versatile Roles of an Adverb

Adverbs can modify various parts of speech:

➤ Modifying a Verb:

- She sang **beautifully**.
- He runs **quickly**.

➤ Modifying an Adjective:

- She is **extremely** intelligent.
- This is a **very** interesting book.

➤ Modifying Another Adverb:

- He works **incredibly** efficiently.
- She spoke **almost** inaudibly.

➤ Modifying a Preposition:

- The ball landed **just** inside the boundary.
- He arrived **shortly** after noon.

➤ Modifying a Conjunction:

- I like him, **simply** because he is honest.
- She left **soon** after the meeting began.

➤ Modifying an Entire Sentence:

- **Fortunately**, the weather remained clear.

Types of Adverb

Adverbs can be categorized based on the specific information they provide.

1. Adverbs of Manner

Describe *how* an action is performed.

- **Questions Answered:** How? In what manner?
- **Examples:** quickly, slowly, carefully, beautifully, well, fast
- He solved the problem **efficiently**.
- They danced **gracefully**.

2. Adverbs of Place

Describe *where* an action occurs.

- **Questions Answered:** Where? Where to?
- **Examples:** here, there, everywhere, somewhere, inside, outside
- Please wait **outside**.
- The children are playing **upstairs**.

3. Adverbs of Time

Describe *when* an action occurs.

- **Questions Answered:** When? How long? How often?
- **Examples:** now, then, today, yesterday, soon, already, yet

Practice MCQs – The Adverb

M
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1. An adverb is a word that modifies a verb, an adjective, another adverb, a preposition, a conjunction, or an entire sentence. Which of the following is the core function of an adverb?

- A) To name a person, place, or thing
- B) To show action or state of being
- C) To add descriptive detail about how, when, where, why, or to what extent something happens
- D) To connect words or clauses

Answer: To add descriptive detail about how, when, where, why, or to what extent something happens

2. In the sentence "She sang beautifully," the adverb "beautifully" modifies:

- A) She
- B) sang
- C) beautifully
- D) the sentence

Answer: sang

3. Identify the adverb modifying an adjective in the following sentence: "She is extremely intelligent."

- A) She
- B) is
- C) extremely
- D) intelligent

Answer: extremely

4. In "He works incredibly efficiently," the adverb "incredibly" modifies:

- A) He
- B) works
- C) efficiently
- D) incredibly

Answer: efficiently

5. Adverbs of place describe where an action occurs. Which of the following is an adverb of place?

- A) quickly
- B) here
- C) always
- D) very

Answer: here

6. Adverbs of time describe when an action occurs. Which sentence contains an adverb

of time?

- A) She sings beautifully
- B) He runs fast
- C) I will call you tomorrow
- D) She is very talented

Answer: I will call you tomorrow

7. Adverbs of affirmation and negation express certainty, agreement, or denial. Which of the following is an adverb of affirmation?

- A) never
- B) certainly
- C) hardly
- D) rarely

Answer: certainly

8. Adverbs of frequency describe how often an action occurs. Which sentence contains an adverb of frequency?

- A) He arrived late
- B) She works diligently
- C) He always arrives on time
- D) The children played outside

Answer: He always arrives on time

9. Adverbs of manner describe how an action is performed. Which word is an adverb of manner?

- A) always
- B) here
- C) carefully
- D) very

Answer: carefully

10. Adverbs of degree describe the intensity or degree of an action, adjective, or another adverb. Which sentence contains an adverb of degree?

- A) She sings beautifully
- B) He runs fast
- C) The project is almost complete
- D) They arrived yesterday

Answer: The project is almost complete

11. Interrogative adverbs are used to ask questions. Which of the following is an interrogative adverb?

- A) where
- B) quickly
- C) always

6. The Adverb

The Adjective

Definition of Adjective

An adjective is a word that modifies a noun or a pronoun by describing, identifying, or quantifying it. It adds meaning by answering questions like *What kind? Which one? How many? or How much?*

Core Function: To provide more information about a noun or pronoun.

Placement Rules:

1. **Before a Noun (Attributive Position):** A **brilliant** idea, the **blue** sky
2. **After a Linking Verb (Predicative Position):** The idea is **brilliant**. The sky appears **blue**.

Types of Adjective

Adjectives can be categorized based on their specific function and meaning.

1. Proper Adjective

Formed from proper nouns and used to describe something related to that noun.

- **Examples:** Chinese food, Pakistani culture, Victorian era, Shakespearean drama

2. Descriptive Adjective (Adjective of Quality)

Describes the quality, state, or kind of a noun.

Examples: a brave soldier, a sick patient, a beautiful painting, an honest person

3. Adjective of Quantity

Indicates the amount or quantity of a noun (used with uncountable nouns).

Examples: some water, much effort, little hope, enough time, all people

4. Adjective of Number (Numeral Adjective)

Shows the number or order of nouns (used with countable nouns).

- **Definite Numeral:** one, two, first, second (shows exact number)
- **Indefinite Numeral:** many, few, several, some (shows approximate number)
- **Distributive Numeral:** each, every, either, neither (refers to individual members)

5. Demonstrative Adjective

Points out or demonstrates which specific noun is being referred to.

- **Definite Demonstrative:** this, that, these, those, the
- **Indefinite Demonstrative:** a, an, any, one, certain, some, other, another

6. Interrogative Adjective

Used with a noun to ask a question.

Examples: Which book do you prefer? **Whose** bag is this? **What** time is it?

7. Possessive Adjective

Shows possession or ownership.

Examples: my book, your pen, his car, her dress, our house, their garden

Degrees of Comparison

Most descriptive adjectives, along with *much/many* and *little/few*, have three degrees of comparison.

1. Positive Degree

- The base form of the adjective.
- Used when no comparison is made.
- **Example:** This is a long road. She is intelligent.

2	Superlatives & Ordinals	Before superlative adjectives and ordinal numbers (first, second, etc.).	the best movie, the tallest building, the first chapter
3	Specific Known Things	When the noun has already been mentioned or is understood from context.	I bought a book. The book is very interesting.
4	Geographical Features	With oceans, seas, rivers, mountain ranges, deserts, and groups of islands.	the Pacific Ocean , the Nile , the Himalayas , the Sahara
5	Countries & Institutions	With country names that are plural, include "Republic," "Kingdom," "States," or "Union." Also with famous buildings.	the United States , the UK , the University of Oxford , the Eiffel Tower
6	Musical Instruments	When referring to the instrument in general.	She plays the piano . Who invented the guitar ?
7	Adjectives as Nouns	With adjectives to refer to a group of people sharing that quality.	the rich , the poor , the young , the injured
8	Families & Nationalities	With a plural surname to refer to the whole family, and with nationality adjectives ending in -sh, -ch, or -ese.	the Khans , the British , the French , the Japanese

Omission of Article (Zero Article)

Often, no article is used at all. This is called the "zero article."

Rules for Omission of Articles

Rule	Category	Explanation	Example
1	General Plural & Uncountable Nouns	When talking about things in a general sense.	Cats are curious. I love music . Honesty is important.

Practice MCQs – The Articles

1. Articles are a special part of speech used with nouns to specify whether we are referring to something specific or non-specific. How many types of articles are there in English?

- A) One
- B) Two
- C) Three
- D) Four

Answer: Two

2. The indefinite articles are:

- A) A and The
- B) An and The
- C) A and An
- D) The and This

Answer: A and An

3. The definite article is:

- A) A
- B) An
- C) The
- D) That

Answer: The

4. Indefinite articles are used with:

- A) Plural countable nouns
- B) Singular countable nouns
- C) Uncountable nouns
- D) Proper nouns

Answer: Singular countable nouns

5. Use "a" before words that begin with:

- A) A vowel sound
- B) A consonant sound
- C) Any letter
- D) A silent letter

Answer: A consonant sound

6. Use "an" before words that begin with:

- A) A consonant sound
- B) A vowel sound
- C) Any letter
- D) A silent consonant

Answer: A vowel sound

7. Choose the correct article: "John is reading _____ book."

- A) a

- B) an

- C) the

- D) no article

Answer: a

8. Choose the correct article: "I always take _____ apple to school."

- A) a

- B) an

- C) the

- D) no article

Answer: an

9. Which sentence correctly uses "a" before a word beginning with a vowel letter?

- A) She is a university student
- B) She is an university student
- C) She is a European traveler
- D) Both A and C are correct

Answer: Both A and C are correct

10. The word "university" begins with a vowel letter but has a consonant sound.

Which article is correct?

- A) an university
- B) a university
- C) the university
- D) no article

Answer: a university

11. Which sentence correctly uses "an" before a word beginning with a silent "h"?

- A) We've been waiting for a hour
- B) We've been waiting for an hour
- C) We've been waiting for hour
- D) We've been waiting for the hour

Answer: We've been waiting for an hour

12. Choose the correct article: "It was _____ honour to meet the president."

- A) a

- B) an

- C) the

- D) no article

Answer: an

13. The definite article "the" is used before a noun when:

Preposition

Introduction

A preposition is a word that shows a relationship between a noun (or pronoun) and another word in a sentence. This relationship can be one of time, place, direction, manner, or agency. Prepositions are essential for providing context and clarity.

Common Prepositions: in, on, at, with, under, above, into, by, of, to, for, from, about, between, among.

Prepositions of Time

Preposition	Usage	Example
At	Specific times, night, holidays	At 5 o'clock, at night, at Eid
On	Days, specific dates	On Monday, on 25th March
In	Months, seasons, years, centuries, long periods, parts of the day (except 'night')	In August, in winter, in 2006, in the morning
Since	From a specific point in time (past until now)	She has lived here since 2010.
For	A duration of time (past until now)	He studied for two hours.
From...to	Start and end of a period	The shop is open from Monday to Friday.
Until/Till	Up to a certain time	He is on holiday until Friday.
By	At the latest; a deadline	I will finish by noon.
Before	Earlier than a certain time	Before 2004
After	Later than a certain time	After the meeting
Ago	A time in the past from now	He left ten minutes ago .
Past/To	Telling the time	Ten past six (6:10), Ten to six (5:50)

Prepositions of Place and Location

These prepositions tell us where something is located.

Preposition	Usage	Example
In	Enclosed spaces, countries, cities, streets, books	In the kitchen, in Pakistan, in a book, in the car
On	Surfaces, public transport, rivers, floors, attached	On the wall, on the bus, on the Thames, on the 2nd floor
At	Specific points, addresses, events, tables	At the door, at 21 Main Street, at a concert, at the table

Accuse	of	کسی چیز کا الزام لگانا
Accustomed	to	کسی چیز کا عادی ہونا
Adapt	to	کسی چیز کے مطابق ڈھل جانا
Add	to	کسی چیز میں اضافہ کرنا
Adept	at	کسی کام میں ماہر ہونا
Admit	to	کسی بات کا اعتراف کرنا
Advise	on	کسی معاملے پر مشورہ دینا
Afraid	of	کسی چیز سے ڈرنا
Agree	with	کسی شخص سے متفق ہونا
B		
Base	on	کسی چیز پر مبنی ہونا
Beg	for	کسی چیز کی التجا کرنا
Begin	with	کسی چیز سے آغاز کرنا
Believe	in	کسی چیز پر یقین رکھنا
Belong	to	کسی کی ملکیت ہونا
Benefit	from	کسی چیز سے فائدہ اٹھانا
Blame	for	کسی چیز کا الزام لگانا
Boast	about	کسی چیز پر فخر کرنا
Borrow	from	کسی سے ادھار لینا
Bump	into	کسی سے اچانک ملاقات ہونا
C		
Capable	of	کسی کام کے قابل ہونا
Care	about	کسی چیز کی پرواہ کرنا
Charge	with	کسی کام کی ذمہ داری سونپنا
Choose	between	دو چیزوں میں سے انتخاب کرنا
Clash	with	کسی سے متصادم ہونا
Collaborate	with	کسی کے ساتھ مل کر کام کرنا
Combine	with	کسی چیز کے ساتھ ملانا
Comment	on	کسی چیز پر تبصرہ کرنا
Communicate	with	کسی سے بات چیت کرنا

U		
Unaware	of	کسی چیز سے بے خبر
Upset	about	کسی بات پر پریشان
Used	to	کسی چیز کا عادی
V		
Value	for	کسی چیز کی قدر
Vote	for	کسی کے لیے ووٹ
Vouch	for	کسی کی ضمانت
W		
Wait	for	کسی کا انتظار
Warn	about	کسی چیز کے بارے میں خبردار
Wish	for	کسی چیز کی خواہش
Wonder	about	کسی چیز کے بارے میں حیران
Worry	about	کسی چیز کے بارے میں پریشان
Y		
Yearn	for	کسی چیز کی شدید خواہش

Practice MCQs - Prepositions

1. A preposition shows a relationship between a noun or pronoun and another word in a sentence. Which of the following is NOT a preposition?

- A) in
- B) under
- C) quickly
- D) between

Answer: quickly

2. Identify the preposition in the sentence: "The book is on the table."

- A) book
- B) is
- C) on
- D) table

Answer: on

3. Prepositions of time indicate when an action occurs. Which preposition is used for specific times?

- A) in
- B) on
- C) at
- D) since

Answer: at

4. Choose the correct preposition: "I will meet you 5 o'clock."

- A) in
- B) on
- C) at
- D) by

Answer: at

5. Which preposition is used with days and specific dates?

- A) in
- B) at
- C) on
- D) since

Answer: on

Conjunction and Interjection

Introduction

Conjunctions and Interjections are two distinct parts of speech that serve crucial functions in language. **Conjunctions** act as connectors, linking words, phrases, clauses, or sentences to show a relationship between them. **Interjections** are exclamatory words that express sudden or strong feelings and are grammatically independent from the rest of the sentence.

Conjunction

A conjunction is a word used to connect words, phrases, clauses, or sentences.

Types of Conjunction

1. Coordinating Conjunction

These join elements of equal grammatical rank (e.g., two words, two phrases, or two independent clauses). The acronym **FANBOYS** can help remember them.

- **For:** Indicates reason or cause (similar to 'because').
○ **Example:** He felt tired, **for** he had worked all day.
- **And:** Adds one thing to another.
○ **Example:** She bought apples **and** oranges.
- **Nor:** Presents a second negative idea.
○ **Example:** He did not call, **nor** did he send a message.
- **But:** Shows contrast.
○ **Example:** The plan was ambitious, **but** it failed.
- **Or:** Presents an alternative or choice.
○ **Example:** You can have tea **or** coffee.
- **Yet:** Introduces a contrasting idea that follows logically (similar to 'but').
○ **Example:** She was angry, **yet** she remained calm.
- **So:** Indicates effect, result, or consequence.
○ **Example:** It was raining, **so** we stayed indoors.

2. Subordinating Conjunctions

These join an independent clause with a dependent (subordinate) clause, indicating a relationship like time, cause, condition, or contrast.

Category	Common Conjunctions	Example
Time	after, before, when, while, until, since, as soon as	When the phone rang, she answered it.
Cause & Effect	because, since, as, so that	He left because he was late.
Condition	if, unless, provided that, as long as	You will succeed if you work hard.
Contrast	although, though, even though, whereas	Although it was expensive, he bought it.

Sentence, Phrase and Clause

The Sentence

Definition

A **sentence** is a grammatically complete set of words that expresses a clear thought. It typically contains a subject and a predicate. A sentence begins with a capital letter and ends with a terminal punctuation mark: a period (.), a question mark (?), or an exclamation mark (!).

Examples:

- He goes to school.
- She is eating an apple.
- Who are you?
- What a beautiful flower!

Parts of a Sentence

Every sentence can be divided into two essential parts:

1. **Subject:** The person, place, thing, or idea that is performing an action or being described. It tells us *who* or *what* the sentence is about.
2. **Predicate:** The part of the sentence that contains the verb and tells us something about the subject. It describes the action or state of being.

Sentence	Subject	Predicate
The sun shines brightly.	The sun	shines brightly.
She is writing a letter.	She	is writing a letter.
Allama Iqbal is our national poet.	Allama Iqbal	is our national poet.

Other Elements in a Sentence

- **Object:** A word or group of words that receives the action of the verb.
 - **Direct Object:** Answers "what?" or "whom?" after the verb.
 - Example: I threw **the ball**.
 - **Indirect Object:** Answers "to whom?" or "for whom?" the action is done. It comes before the direct object.
 - Example: She gave **me** the book.
- **Complement:** A word or group of words that completes the meaning of the subject or object.
 - **Subject Complement:** Follows a linking verb (e.g., is, am, are, seem, become) and describes the subject.
 - Example: He is **a teacher**. (Noun) | He seems **tired**. (Adjective)
 - **Object Complement:** Follows and describes the direct object.
 - Example: They made him **the captain**. (Noun) | The news made her **happy**. (Adjective)

Types of Sentences by Function

Sentences can be categorized based on their purpose and the emotion they convey.

Type	Function	Punctuation	Example
Declarative	Makes a statement or expresses an opinion.	Period (.)	The sky is blue.

Active and Passive Voice

Introduction

Voice is a form of a verb that indicates whether the subject performs the action or receives the action. There are two voices in English: Active and Passive.

- **Active Voice:** The subject performs the action.
○ Example: **The chef** cooked the meal.
- **Passive Voice:** The subject receives the action.
○ Example: **The meal** was cooked by the chef.

Key Principle: Only transitive verbs (verbs that take an object) can be changed from active to passive voice.

Rules for Converting Active to Passive Voice

1. The **object** of the active verb becomes the **subject** of the passive verb.
2. The **subject** of the active verb becomes the **agent** in the passive sentence, usually introduced by the preposition "by." The agent can be omitted if it is unknown or unimportant.
3. The main verb is changed into its **past participle** form (V3).
4. An appropriate **helping verb** (a form of 'be' or modals) is added, which must agree with the new subject in number and person.

Tense-wise Conversion Charts

1. Present Indefinite Tense

- **Active Structure:** Subject + V1(s/es) + Object
- **Passive Structure:** Subject + is/am/are + V3 + by + Agent

Active Voice	Passive Voice
She writes a letter.	A letter is written by her.
They do not play hockey.	Hockey is not played by them.
Does he respect his teachers?	Are his teachers respected by him?

2. Present Continuous Tense

- **Active Structure:** Subject + is/am/are + V-ing + Object
- **Passive Structure:** Subject + is/am/are + being + V3 + by + Agent

Active Voice	Passive Voice
I am reading a book.	A book is being read by me.
Why are you blaming me?	Why am I being blamed by you?

3. Present Perfect Tense

- **Active Structure:** Subject + has/have + V3 + Object
- **Passive Structure:** Subject + has/have + been + V3 + by + Agent

Active Voice	Passive Voice
The police have caught the thief.	The thief has been caught by the police.

- *Example:* My car was stolen last night. (We don't know who did it.)
- 2. When the **action itself is more important than the doer**.
- *Example:* The new policy was implemented in January.
- 3. In scientific or formal writing, to maintain an **objective tone**.
- *Example:* The solution was heated to 100°C.
- 4. To be **tactful** and not place blame.
- *Example:* A mistake was made in the report.

Practice MCQs – Active and Passive Voice

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S

1. Voice is a form of a verb that indicates whether the subject performs the action or receives the action. How many voices are there in English?

- A) One
- B) Two
- C) Three
- D) Four

Answer: Two

2. In active voice, the subject:

- A) Receives the action
- B) Performs the action
- C) Is the object of the verb
- D) Is always a pronoun

Answer: Performs the action

3. In passive voice, the subject:

- A) Performs the action
- B) Receives the action
- C) Is always a person
- D) Is always a thing

Answer: Receives the action

4. Which of the following is an example of active voice?

- A) The meal was cooked by the chef
- B) The chef cooked the meal
- C) The meal is being cooked
- D) The meal has been cooked

Answer: The chef cooked the meal

5. Which of the following is an example of passive voice?

- A) The chef cooked the meal
- B) The chef is cooking the meal
- C) The meal was cooked by the chef
- D) The chef has cooked the meal

Answer: The meal was cooked by the chef

6. Only which type of verbs can be changed from active to passive voice?

- A) Intransitive verbs
- B) Transitive verbs
- C) Linking verbs
- D) Auxiliary verbs

Answer: Transitive verbs

7. In passive voice conversion, the object of the active verb becomes:

- A) The object of the passive verb
- B) The subject of the passive verb
- C) The agent
- D) The complement

Answer: The subject of the passive verb

8. In passive voice, the subject of the active verb becomes the agent and is usually introduced by the preposition:

- A) with
- B) for
- C) by
- D) from

Answer: by

9. The agent in a passive sentence can be omitted if:

- A) It is a person
- B) It is a thing
- C) It is unknown or unimportant
- D) It is the subject

Answer: It is unknown or unimportant

10. The main verb in passive voice is changed into:

- A) V1
- B) V2
- C) V3 (past participle)
- D) V-ing

Answer: V3 (past participle)

12. Active and Passive Voice

Direct and Indirect Narration

1. Introduction

Speech or narration can be reported in two ways:

1. **Direct Narration:** We quote the exact words of the speaker, enclosed within quotation marks.
 - Example: He said, "I am busy."
2. **Indirect Narration:** We report the substance of what the speaker said without using their exact words. Quotation marks are not used.
 - Example: He said that **he was busy**.
- **Reporting Speech:** The part outside the quotation marks (e.g., He said).
- **Reported Speech:** The part inside the quotation marks (e.g., "I am busy.").

Essential Pronoun Changes

Pronouns in the reported speech change to maintain the perspective of the reporter. The following table is crucial for understanding these changes:

Subject (Nominative)	Object (Accusative)	Possessive	Reflexive
I	Me	My / Mine	Myself
We	Us	Our / Ours	Ourselves
You	You	Your / Yours	Yourself / Yourselves
He	Him	His	Himself
She	Her	Her / Hers	Herself
It	It	Its	Itself
They	Them	Their / Theirs	Themselves

Rules:

1. **First Person (I, we)** changes according to the **subject** of the reporting verb.
2. **Second Person (you)** changes according to the **object** of the reporting verb.
3. **Third Person (he, she, it, they)** generally remains **unchanged**.

Changes in Tenses

The tense of the reported speech often changes when the reporting verb is in the past tense.

Rule 1: Reporting Verb in Past Tense

If the reporting verb (e.g., said, told) is in the past tense, the verb in the reported speech changes as follows:

Direct Speech (Tense)	Indirect Speech (Tense)
Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Present Perfect	Past Perfect

1. Direct: The officer said to the soldier, "**Stand** at ease."
○ Indirect: The officer **ordered** the soldier **to stand** at ease.
2. Direct: She said to me, "**Please help** me."
○ Indirect: She **requested** me **to help** her.
3. Direct: Mother said, "**Do not play** with fire."
○ Indirect: Mother **told** me **not to play** with fire.

D. Exclamatory Sentences (Exclamations)

- The reporting verb changes to exclaimed with joy/sorrow/wonder/anger, cried out, prayed, wished, etc.
- Words like alas, hurrah, wow are omitted.
- The exclamation is converted into a statement.

Examples:

1. Direct: He said, "**Alas! I am ruined.**"
○ Indirect: He **exclaimed with sorrow** that he was ruined.
2. Direct: The children said, "**Hurrah! We have won!**"
○ Indirect: The children **exclaimed with joy** that they had won.
3. Direct: She said, "**What a beautiful painting!**"
○ Indirect: She **exclaimed with wonder** that it was a very beautiful painting.

E. Optative Sentences (Wishes & Prayers)

- The reporting verb changes to wished or prayed.
- The conjunction that is used.

Examples:

1. Direct: He said, "**May you live long!**"
○ Indirect: He **prayed that I might live long.**
2. Direct: She said, "**Would that I were rich!**"
○ Indirect: She **wished that she were rich.**

Special Case: Use of "Let"

The word let is used in two senses, leading to different changes.

A. "Let" as a Proposal or Suggestion

- Reporting verb changes to proposed or suggested.
- Use that as a conjunction and should in the reported clause.

Example:

- Direct: He said, "**Let us go** for a walk."
○ Indirect: He **proposed that we should go** for a walk.

B. "Let" as a Permission

- Reporting verb changes to requested or asked.
- The verb let is changed to to let.

Example:

- Direct: I said to my father, "**Let me watch** the movie."
○ Indirect: I **asked my father to let me watch** the movie.

Conversion of Common Expressions

Direct Speech	Indirect Speech
He said, "Thank you!"	He thanked me.
She said, "Happy Birthday!"	She wished me a happy birthday.

Idioms and Phrasal Verbs

Introduction to Idioms and Phrasal Verbs

- **Idiom:** A group of words established by usage as having a meaning not deducible from the individual words (e.g., *rain cats and dogs*). They add color and depth to the language.
- **Phrasal Verb:** A verb combined with a preposition or an adverb (or both) to create a new verbal phrase with a meaning different from the original verb (e.g., *give up*, *look into*). They are fundamental to fluent and natural English.

Idioms:

Idiom	English Meaning	Urdu Meaning	Example
Above board	Honest and open.	دیانتداری، صاف بازی	Don't worry, the deal was completely above board.
To smell a rat	To suspect foul dealings.	شک کرنا، کھوتا محسوس کرنا	When he offered to double my investment, I began to smell a rat.
To throw dust in someone's eyes	To deceive or mislead someone.	کسی کی آنکھوں میں دھول جھونکنا، دھوکہ دینا	The report threw dust in the public's eyes about the true environmental impact.
To give a false coloring	To misrepresent something.	غلط رنگ چڑھانا، مسخ کرنا	He gave a false coloring to the events to make himself look like a hero.
To play fast and loose	To behave in an unreliable and insincere way.	عہد شکنی کرنا، بے وفائی کرنا	You can't trust him; he plays fast and loose with the truth.
Sharp practices	Dishonest business dealings.	عیاری، بددیانتی	The company was accused of sharp practices to eliminate competition.
Crocodile tears	Pretended or insincere sorrow.	مگر مجھ کے آنسو، دکھاوے کے آنسو	She shed crocodile tears at his dismissal, though she had advocated for it.
A wolf in sheep's clothing	A person who appears harmless but is actually dangerous.	بھیڑیے جیسا شخص، منافق	Be careful of him; he's a wolf in sheep's clothing.

Practice MCQs – Idioms and Phrasal Verbs

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1. An idiom is a group of words established by usage as having a meaning not deducible from the individual words. Which of the following is an idiom?

- A) Look after
- B) Rain cats and dogs
- C) Run out of
- D) Bring about

Answer: Rain cats and dogs

2. A phrasal verb is a verb combined with a preposition or an adverb to create a new verbal phrase with a meaning different from the original verb. Which of the following is a phrasal verb?

- A) A piece of cake
- B) Crocodile tears
- C) Give up
- D) A far cry

Answer: Give up

3. The idiom "above board" means:

- A) Hidden and secret
- B) Honest and open
- C) Suspicious and doubtful
- D) Above the law

Answer: Honest and open

4. "To smell a rat" means:

- A) To detect a bad smell
- B) To suspect foul dealings
- C) To catch a rat
- D) To feel hungry

Answer: To suspect foul dealings

5. "To throw dust in someone's eyes" means:

- A) To blind someone physically
- B) To deceive or mislead someone
- C) To help someone see clearly
- D) To clean someone's eyes

Answer: To deceive or mislead someone

6. "Crocodile tears" refers to:

- A) Genuine sorrow
- B) Pretended or insincere sorrow
- C) Tears of joy
- D) Tears of anger

Answer: Pretended or insincere sorrow

7. "A wolf in sheep's clothing" refers to:

- A) A friendly person
- B) A person who appears harmless but is

dangerous

- C) A vegetarian animal
- D) A kind-hearted person

Answer: A person who appears harmless but is dangerous

8. "To fight tooth and nail" means:

- A) To fight with weapons
- B) To fight with all one's might
- C) To fight unwillingly
- D) To avoid fighting

Answer: To fight with all one's might

9. "To be in a tight corner" means:

- A) To be in a spacious place
- B) To be in a difficult situation
- C) To be in a comfortable position
- D) To be in a corner of a room

Answer: To be in a difficult situation

10. "To burn the candle at both ends" means:

- A) To save energy
- B) To overwork oneself by doing too much
- C) To waste money
- D) To sleep early

Answer: To overwork oneself by doing too much

11. "To bell the cat" means:

- A) To put a bell on a cat
- B) To face a risk or perform a dangerous task
- C) To play with a cat
- D) To run away from danger

Answer: To face a risk or perform a dangerous task

12. "To have an axe to grind" means:

- A) To have a private reason for being involved
- B) To sharpen an axe
- C) To work hard
- D) To be angry

Answer: To have a private reason for being involved

13. "A storm in a teacup" means:

- A) A real storm
- B) A lot of fuss about something trivial
- C) A cup of tea
- D) A serious crisis

Answer: A lot of fuss about something trivial

14. "A bolt from the blue" means:

- A) A lightning strike
- B) A complete surprise

14. Idioms and Phrasal Verbs

Pair of Words

A

Pair	Word	Urdu Meaning	Example Sentence
1	Accept	قبول کرنا	She decided to accept the job offer immediately.
	Except	سوائے	Everyone attended the meeting except Ahmed.
2	Access	رسائی	Students have free access to the library.
	Excess	ضرورت سے زیادہ	Excess of everything is bad for health.
3	Adapt	ڈھلنا/موافق بنانا	He quickly adapted to the new environment.
	Adopt	گود لینا/اپنا نا	They decided to adopt a baby girl.
4	Advice	نصیحت (اسم)	His advice helped me solve the problem.
	Advise	نصیحت کرنا (فعل)	I advise you to study regularly for the exam.
5	Affect	متاثر کرنا (فعل)	The heavy rain affected the crop yield.
	Effect	اثر / نتیجہ (اسم)	The medicine had an immediate effect.
6	Allusion	اشارہ / حوالہ	He made an allusion to Shakespeare in his speech.
	Illusion	وہم / دھوکہ	The mirror creates an illusion of space.
7	Altar	قربان گاہ / مذبح	The priest stood before the altar.
	Alter	تبدیل کرنا	You need to alter your dress for the party.
8	Ascend	چڑھنا / اوپر جانا	We ascended the mountain before sunrise.
	Assent	رضامندی / منظوری	The chairman gave his assent to the proposal.

B

Pair	Word	Urdu Meaning	Example Sentence
9	Bare	ننگا / کھلا	He walked with bare feet on the grass.
	Bear	بہالو (اسم) / برداشت کرنا (فعل)	I cannot bear this unbearable pain.

128	Threw	پھینکا (throw کا ماضی)	He threw the ball to his friend.
	Through	کے ذریعے	We drove through the tunnel.
129	Tide	لہر (سیندر کی)	High tide covers the beach.
	Tied	بندھا (tie کا ماضی)	He tied the rope tightly.
130	To	کی طرف	We are going to the museum.
	Too	بھی / بہت	The soup is too hot.
	Two	دو	I have two sisters.
131	Toad	مینگڈ (خاص قسم کا)	A toad hopped into the garden.
	Towed	کھینچا (tow کا ماضی)	The broken car was towed away.
132	Troop	فوجی دستہ	Troops were deployed at the border.
	Troupe	فنکاروں کا گروپ	A dance troupe performed on stage.
133	Trunk	تنوں / سونڈ	The elephant lifted water with its trunk.
	Trunks	چھوٹے پتیلوں (تیراکی کے)	He wore swimming trunks at the beach.
134	Vain	مغرور / بے فائدہ	He made a vain attempt to win.
	Vein	رگ	Blood flows through veins.

Pair	Word	Urdu Meaning	Example Sentence
135	Urn	کاش / مٹکا	Tea was served from a large urn.
	Earn	کمانا	He works hard to earn a living.
136	Use	استعمال	Use a pen to write the exam.
	Ewes	بھیڑیں (جمع)	The ewes grazed in the meadow.
137	Utter	کہنا / بولنا	He did not utter a single word.
	Udder	تھن (جانور کا)	The cow's udder was full of milk.

199	Zeal	جوش / ولولہ	He worked with great zeal.
	Zealot	انتہا پسند	The zealot refused to compromise.
200	Zip	زپ (بند کرنا)	Please zip your jacket.
	Zipper	زپر (آلہ)	The zipper on my bag is broken.

Pair of Words - MCQs

1. Choose the correct word: "She decided to _____ the job offer immediately."

- A) Except
- B) Access
- C) Accept
- D) Excess

Answer: Accept

2. Choose the correct word: "Everyone attended the meeting _____ Ahmed."

- A) Accept
- B) Access
- C) Except
- D) Excess

Answer: Except

3. Choose the correct word: "Students have free _____ to the library."

- A) Excess
- B) Accept
- C) Except
- D) Access

Answer: Access

4. Choose the correct word: "_____ of everything is bad for health."

- A) Access
- B) Excess
- C) Accept
- D) Except

Answer: Excess

5. Choose the correct word: "He quickly _____ to the new environment."

- A) Adopted
- B) Adapted
- C) Adept
- D) Adopt

Answer: Adapted

6. Choose the correct word: "They decided to _____ a baby girl."

- A) Adapt
- B) Adept

C) Adopt

D) Adopt

Answer: Adopt

7. Choose the correct word: "His _____ helped me solve the problem."

- A) Advise
- B) Advice
- C) Advised
- D) Adviser

Answer: Advice

8. Choose the correct word: "I _____ you to study regularly for the exam."

- A) Advice
- B) Advise
- C) Advised
- D) Adviser

Answer: Advise

9. Choose the correct word: "The heavy rain _____ the crop yield."

- A) Effected
- B) Affected
- C) Affecting
- D) Effect

Answer: Affected

10. Choose the correct word: "The medicine had an immediate _____."

- A) Affect
- B) Affecting
- C) Effect
- D) Effected

Answer: Effect

11. Choose the correct word: "He made an _____ to Shakespeare in his speech."

- A) Illusion
- B) Allusion
- C) Alluding
- D) Elusion

Answer: Allusion

One Word Substitutions

Understanding One Word Substitutions

One word substitution is the use of a single word to replace a group of words or a complete phrase without changing the original meaning.

➤ People & Personality Types

Phrase	One Word Substitute
One who is out to subvert a government	Anarchist
One who is recovering from illness	Convalescent
One who is easily deceived	Gullible
One who works for free	Volunteer
One who does not make mistakes	Infallible
One who can do anything for money	Mercenary
One who has no money	Pauper
One who changes sides	Turncoat
One who loves books	Bibliophile
One who can speak two languages	Bilingual
One who loves mankind	Philanthropist
One who hates mankind	Misanthrope
One who looks on the bright side	Optimist
One who looks on the dark side	Pessimist
One who doubts the existence of god	Agnostic
One who pretends to be what he is not	Hypocrite
One incapable of being tired	Indefatigable
One who helps others	Samaritan
One who copies from other writers	Plagiarist
One who hates women	Misogynist
One who knows many languages	Polyglot
One who is fond of sensuous pleasures	Epicure
One who thinks only of himself	Egoist

16. One Word Substitutions

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Murder of a human being	Homicide
Murder of a father	Patricide
Murder of a mother	Matricide
Murder of a brother	Fratricide
Murder of a king	Regicide
International destruction of racial groups	Genocide

Relationships & Practices

Phrase	One Word Substitute
Practice of having several wives	Polygamy
Practice of having several husbands	Polyandry
Practice of having one wife or husband	Monogamy
Practice of having two wives or husbands	Bigamy
Custom of having many wives	Polygyny

General Terms

Phrase	One Word Substitute
That which cannot be described	Indescribable
That which cannot be imitated	Inimitable
That which cannot be avoided	Inevitable
That which cannot be defended	Indefensible
That which cannot be satisfied	Insatiable
That which is lawful	Legal
That which is against law	Illegal
A game in which no one wins	Draw
A life history written by oneself	Autobiography

Spelling Rules and Techniques

1. The "i before e" Rule

- **Rule:** i before e, except after c
- **Examples:** believe, receive, ceiling
- **Exceptions:** weird, seize, leisure, height

2. Doubling Final Consonants

- **Rule:** Double the final consonant when adding a suffix if:
 - One syllable word
 - Ends with one vowel + one consonant
 - Suffix begins with a vowel
- **Examples:** run → running, big → bigger
- **Exceptions:** fix → fixing (x = two consonants)

3. Silent 'e' Rule

- **Rule:** Drop the silent 'e' when adding a vowel suffix
- **Examples:** hope → hoping, bake → baking
- **Exceptions:** change → changeable (keep 'e' before 'a')

4. 'y' to 'i' Rule

- **Rule:** Change 'y' to 'i' when adding suffixes, unless suffix begins with 'i'
- **Examples:** happy → happiness, try → trying

5. '-ful' vs. '-full'

- **Rule:** Always use '-ful' as suffix, never '-full'
- **Examples:** beautiful, careful, helpful

Memory Techniques:

- Use mnemonics: "There's a rat in separate"
- Break words into syllables: un-nec-es-sary
- Create word families: sign, signal, signature

Commonly Misspelled Words And their Correction

Academic & Formal Writing

- **Accommodation** (two c's, two m's)
- **Conscious** (sci, not s)
- **Definitely** (finite in the middle)
- **Embarrass** (two r's, two s's)
- **Exaggerate** (one g, two r's)
- **Harassment** (one r, two s's)
- **Maintenance** (ten in the middle)
- **Necessary** (one c, two s's)
- **Privilege** (i before e)
- **Rhythm** (no vowels between consonants)

Business & Professional

Practice MCQs – Spelling Rules

1. According to the "i before e" rule, which of the following is correctly spelled?

- A) Recieve
- B) Believe
- C) Wiegth
- D) Cieling

Answer: Believe

2. Which of the following is an exception to the "i before e" rule?

- A) Receive
- B) Ceiling
- C) Weird
- D) Believe

Answer: Weird

3. According to the doubling final consonants rule, what is the correct spelling of "run" + "ing"?

- A) Runing
- B) Runing
- C) Running
- D) Runing

Answer: Running

4. Which of the following correctly follows the doubling final consonants rule?

- A) Big → Biger
- B) Big → Bigger
- C) Big → Biggest
- D) Big → Biggger

Answer: Bigger

5. According to the silent 'e' rule, what is the correct spelling of "hope" + "ing"?

- A) Hopeing
- B) Hoping
- C) Hoppping
- D) Hoping

Answer: Hoping

6. According to the silent 'e' rule, what is the correct spelling of "bake" + "ing"?

- A) Bakeing
- B) Baking
- C) Bakking
- D) Baking

Answer: Baking

7. According to the 'y' to 'i' rule, what is the correct spelling of "happy" + "ness"?

- A) Happyness
- B) Hapiness

C) Happiness

D) Happyness

Answer: Happiness

8. According to the 'y' to 'i' rule, what is the correct spelling of "try" + "ing"?

- A) Tryiing
- B) Trying
- C) Trieing
- D) Trying

Answer: Trying

9. Which suffix is always used correctly?

- A) Beautifull
- B) Carefull
- C) Helpfull
- D) Beautiful

Answer: Beautiful

10. What is the correct spelling of the word meaning "a place to stay"?

- A) Accomodation
- B) Accommodation
- C) Acommodation
- D) Accommodation

Answer: Accommodation

11. What is the correct spelling of the word meaning "aware and thinking"?

- A) Consious
- B) Concious
- C) Conscious
- D) Conscions

Answer: Conscious

12. What is the correct spelling of the word meaning "without doubt"?

- A) Definatly
- B) Definetly
- C) Definitely
- D) Defenitely

Answer: Definitely

13. What is the correct spelling of the word meaning "to make someone feel awkward"?

- A) Embarass
- B) Embarrass
- C) Embaras
- D) Embarras

Answer: Embarrass

14. What is the correct spelling of the word meaning "to overstate"?

- A) Exagerate

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17. Spelling Rules and Techniques

Synonyms and Antonyms

- **Synonyms** are words or phrases that have the same or nearly the same meaning as another word or phrase in the same language. For example, "happy" and "joyful" are synonyms. Knowing synonyms helps in understanding nuanced meanings and improves writing style.
- **Antonyms** are words that have the exact opposite meaning of another word. For example, "hot" is the antonym of "cold." A strong grasp of antonyms is crucial for understanding contrast and constructing balanced arguments.

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Word	Urdu Meaning	Synonyms	Antonyms	Sentence
Abate	کم ہونا، گھٹنا	Subside, Diminish, Decrease, Lessen	Intensity, Increase, Augment, Escalate	The storm finally began to abate after raging for hours.
Aberration	غلل، انحراف	Anomaly, Deviation, Irregularity, Oddity	Normality, Regularity, Standard, Conformity	His poor performance was an aberration from his usual excellence.
Abhor	نفرت کرنا، کراہت کرنا	Despise, Detest, Loathe, Hate	Admire, Adore, Cherish, Love	She abhors any form of cruelty towards animals.
Abridge	مختصر کرنا، خلاصہ کرنا	Shorten, Condense, Abbreviate, Curtail	Elongate, Expand, Amplify, Extend	The publisher released an abridged version of the classic novel for students.
Acrimonious	تلخ، کڑواہٹ بھرا	Bitter, Caustic, Hostile, Sarcastic	Harmonious, Kind, Gentle, Amicable	The divorce proceedings were acrimonious and lengthy.
Admonish	ڈانٹنا، تنبیہ کرنا	Reprimand, Rebuke, Chide, Warn	Praise, Commend, Applaud, Encourage	The teacher had to admonish the student for talking in class.
Adversity	مصیبت، مشکل	Hardship, Misfortune, Distress, Difficulty	Prosperity, Fortune, Success, Affluence	She showed great resilience in the face of adversity .

18. Synonyms and Antonyms

Word	Urdu Meaning	Synonyms	Antonyms	Sentence
Zealous	پر جوش، سرگرم	Passionate, Fervent, Ardent, Enthusiastic	Apathetic, Indifferent, Unenthusiastic, Lethargic	She was a zealous advocate for human rights.
Abysmal	نہایت خراب، انتہائی	Terrible, Appalling, Dreadful, Awful	Excellent, Superb, Admirable, Wonderful	The government's response to the crisis was abysmal .
Acclaim	تعریف کرنا، سراہنا	Praise, Applaud, Hail, Commend	Criticize, Condemn, Denounce, Blame	The novel received critical acclaim upon its release.
Adroit	ماہر، ہوشیار	Skillful, Dexterous, Adept, Proficient	Clumsy, Inept, Incompetent, Awkward	With an adroit maneuver, the pilot avoided a collision.
Aloof	اگ تھلگ، پرے	Distant, Detached, Reserved, Unapproachable	Friendly, Sociable, Approachable, Involved	His aloof demeanor made it hard for people to connect with him.
Altruistic	بے غرض، دوسروں کی بھلائی چاہنے والا	Selfless, Humanitarian, Charitable, Generous	Selfish, Egotistical, Self-centered, Greedy	Her decision to donate her entire bonus was truly altruistic .
Avarice	لاچ، حرص	Greed, Cupidity, Rapacity, Covetousness	Generosity, Philanthropy, Liberality, Altruism	The king's avarice knew no bounds, and he taxed the poor heavily.
Belligerent	جھگڑالو، لڑاکو	Hostile, Aggressive, Combative, Pugnacious	Peaceful, Pacific, Friendly, Amicable	His belligerent attitude often got him into fights.
Benevolence	سخاوت، فیاضی	Kindness, Generosity, Charity, Goodwill	Malevolence, Cruelty, Meanness, Malice	The foundation relies on the benevolence of private donors.

Practice MCQs – Synonyms and Antonyms

1. What is the synonym of "NOVEL" (as an adjective)?

- A) Traditional
- B) Hazardous
- C) New
- D) Complicated

Answer: New

2. What is the synonym of "IMPERVIOUS"?

- A) Vulnerable
- B) Resistant
- C) Sensitive
- D) Susceptible

Answer: Resistant

3. What is the synonym of "SCRUTINIZE"?

- A) Ignore
- B) Skim
- C) Examine
- D) Overlook

Answer: Examine

4. What is the synonym of "INGENIOUS"?

- A) Uninspired
- B) Dull
- C) Clever
- D) Simple

Answer: Clever

5. What is the synonym of "SAGACIOUS"?

- A) Foolish
- B) Redundant
- C) Wise
- D) Obtuse

Answer: Wise

6. What is the synonym of "MAGNANIMOUS"?

- A) Petty
- B) Spiteful
- C) Vindictive
- D) Generous

Answer: Generous

7. What is the synonym of "INNATE"?

- A) Acquired
- B) Extrinsic
- C) Learned
- D) Inborn

Answer: Inborn

8. What is the synonym of "OBFUSCATE"?

- A) Elucidate
- B) Clarify

C) Confuse

D) Explain

Answer: Confuse

9. What is the synonym of "FASTIDIOUS"?

- A) Negligent
- B) Sloppy
- C) Meticulous
- D) Careless

Answer: Meticulous

10. What is the synonym of "TRANSIENT"?

- A) Permanent
- B) Enduring
- C) Temporary
- D) Perpetual

Answer: Temporary

11. What is the synonym of "VOLATILE"?

- A) Stable
- B) Constant
- C) Unstable
- D) Reliable

Answer: Unstable

12. What is the synonym of "TENACIOUS"?

- A) Weak
- B) Yielding
- C) Persistent
- D) Feeble

Answer: Persistent

13. What is the synonym of "GUILE"?

- A) Honesty
- B) Candor
- C) Forthrightness
- D) Cunning

Answer: Cunning

14. What is the synonym of "INSIPID"?

- A) Exciting
- B) Tasty
- C) Bland
- D) Flavorful

Answer: Bland

15. What is the synonym of "FUTILE"?

- A) Fruitful
- B) Effective
- C) Hopeless
- D) Productive

Answer: Hopeless

16. What is the synonym of "VERBOSE"?

- A) Concise

B) Wordy

18. Synonyms and Antonyms



Figures of Speech

What is a Figure of Speech?

A figure of speech is a word or phrase that intentionally deviates from the ordinary, literal meaning of words to achieve a more powerful, expressive, imaginative, or dramatic effect. It uses language in a non-literal way to convey meanings in a more vivid and impactful manner.

Categories and Detailed Examples

Figures of speech can be broadly categorized based on their function: comparison, substitution, sound, contradiction, and exaggeration.

➤ Figures Based on Comparison

These figures link two dissimilar things to highlight a shared characteristic.

1. Simile

- **Concept:** A direct comparison between two essentially different things, using the words 'like', 'as', 'so', 'than', or 'resembles'.
- **Function:** Makes descriptions more vivid and relatable.
- **Examples:**
 - Her smile was **as bright as the sun**.
 - He fought **like a lion** in the battle.
 - Getting him to agree is **like pulling teeth**.

2. Metaphor

- **Concept:** An **implied or direct comparison** between two unrelated things, stating that one thing **is** another. It does not use "like" or "as." It transfers the qualities of one thing to the other.
- **Function:** Creates a powerful, symbolic image.
- **Examples:**
 - **The world is a stage.** (Implies life is a performance with roles to play).
 - He has a **heart of stone**.
 - The **winds of change** are blowing.

3. Personification

- **Concept:** Giving **human qualities, characteristics, or actions** to animals, inanimate objects, or abstract ideas.
- **Function:** Makes descriptions more engaging and relatable by animating the non-human.
- **Examples:**
 - The **flowers danced** in the breeze.
 - **Opportunity knocked** on his door.
 - The car engine **coughed and spluttered** before starting.

➤ Figures Based on Substitution

These figures replace the name of one thing with the name of something closely associated with it.

4. Metonymy

- **Concept:** Substituting the name of one thing with the name of something else that is **closely associated or contiguous** with it.
- **Function:** Creates a shorthand way of referring to something.
- **Examples:**
 - The **pen** is mightier than the **sword**. (Pen = written words/writing; Sword = military force/war).
 - The **White House** issued a statement. (White House = the U.S. President/administration).
 - I love reading **Shakespeare**. (Shakespeare = the works written by Shakespeare).

5. Synecdoche

Past Papers MCQs

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1. **The Antonym of "Gumption" is:**

- A) Stupidity
 - B) Acumen
 - C) Nerve
 - D) None of these
- Answer: Stupidity

2. **Which of these is used to convey proportion?**

- A) Comma
 - B) Semicolon
 - C) Colon
 - D) None of these
- Answer: Colon

3. **Neither the students nor the teacher _____ kept their promise.**

- A) Have
 - B) Has
 - C) Had
 - D) None of these
- Answer: Has

4. **Which one is not a punctuation mark?**

- A) Hyphen
 - B) Hash tag
 - C) Colon
 - D) None of these
- Answer: Hash Tag

5. **He is _____ English.**

- A) A
 - B) An
 - C) At
 - D) None of these
- Answer: An

6. **The boy was very naive _____ grab the lizard in such a way tale of lizard broken in _____ hand.**

- A) Its/his
 - B) It/his
 - C) Its/her
 - D) None of these
- Answer: A) Its/his

7. **We do not look fault _____ others.**

- A) At
- B) Of
- C) To

D) None of these

Answer: Of

8. **_____ is ready to help me; I have to do _____ by myself.**

- A) No one/all
 - B) No one/ everything
 - C) None /everything
 - D) None of these
- Answer: No one/ everything

9. **His means for his family _____ not enough.**

- A) Are
 - B) Is
 - C) Has
 - D) None of these
- Answer: Are

10. **It is _____ you and me.**

- A) Between
 - B) Along
 - C) Only
 - D) None of these
- Answer: Between

11. **When she goes outside she takes _____ umbrella?**

- A) An
 - B) A
 - C) Of
 - D) None of these
- Answer: An

12. **As if _____, I prefer that people decide _____.**

- A) I/his own
 - B) Myself/ their own
 - C) Myself/ each other
 - D) None of these
- Answer: Myself/ their own

13. **He was walking _____ the roadside.**

- A) Of
 - B) On
 - C) Along
 - D) None of these
- Answer: Along

14. **Correct the following: The research study is an eye opener and attempts to acquaint us with the problems of the poor nations.**

20. Past Papers MCQs

159. Choose the correct passive voice of "People speak English all over the world":

A) English is spoken all over the world.
B) English was spoken all over the world.
C) English has been spoken all over the world.
D) None of these

Answer: English is spoken all over the world.

160. Choose the word opposite in meaning to "Peace":

A) Harmony
B) War
C) Calm
D) None of these

Answer: War

161. Choose the correct sentence:

A) The poor is suffering.
B) The poor are suffering.
C) The poor was suffering.
D) None of these

Answer: The poor are suffering.

162. Choose the correct meaning of the idiom "To bite the bullet":

A) To endure something painful
B) To chew a bullet
C) To avoid a problem
D) None of these

Answer: To endure something painful

163. The man who is sitting in the room is good one .Which type of punctuation is used in the sentence:

A) Parenthesis
B) Hyphen
C) Square Bracket
D) None of these

Answer: Parenthesis

164. The man said to the officer "please help me".

A) The man requested the officer to help him
B) The man told the officer to help him
C) The man ordered the officer to help him
D) None of these

Answer: The man requested the officer to help him

165. Now we want to go home which mode of verb is used in this sentence?

A) Infinitive mood
B) Indicative mood
C) Imperative mood
D) None of these

Answer: Infinitive mood

166. Yesterday I got call from my old friend and he _____ me about him.

A) tells
B) told
C) telling
D) None of these

Answer:told

167. The antonym of Enmity:

A) Discord
B) Hostility
C) Friendship
D) None of these

Answer: Friendship

168. My sister is not studying hard but I _____.

A) Have
B) Am
C) Has
D) None of these

Answer: Am

169. Correct sentence his spectacles is new:

A) His spectacles was new
B) His spectacles is new
C) His spectacles are new
D) None of these

Answer: His spectacles are new

170. Correct sentence his father is a poet and a novelist:

A) His father is a poet and novelist
B) His father is poet and novelist
C) His father is a poet and a novelist
D) None of these

Answer: His father is a poet and novelist

171. Synonym of BESEECH:

A) Refuse
B) Command
C) Implore
D) None of these

Answer: Implore

172. I cannot come to see you _____tomorrow.

A) By



PART 2: PEDAGOGY



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Teaching Techniques and Methodologies

1. Introduction to Teaching: Concept, Nature, and Evolution

Definition of Teaching:

Teaching is a deliberate, interactive, and planned process implemented by an educator to facilitate learning. It involves the systematic transmission and facilitation of knowledge (cognitive skills), practical abilities (psychomotor skills), and values or attitudes (affective skills) within a structured educational context. A refined definition characterizes teaching as the process of preparing students for learning by providing an initial structure, clarifying intended outcomes, indicating effective learning strategies, creating opportunities for practice and application, and delivering improvement-oriented feedback.

The Nature and Evolution of Teaching:

- **Teaching as a Mutual Exchange:** It is not a one-way transmission but a dynamic interaction involving the mutual exchange of experiences and information between the teacher and the students.
- **Teaching as a Provocative Activity:** Its purpose is to stimulate and provoke academic, mental, and personal development in learners.
- **Shift from Traditional to Modern Role:**
 - **Traditional (Teacher-Centered) Role:** The teacher was viewed as the primary source or "fountainhead" of knowledge. The focus was on the dissemination of information through methods like lecturing ("chalk-and-talk"), and students were passive recipients.
 - **Modern (Student-Centered) Role:** The teacher acts as a facilitator, guide, and co-learner. The focus shifts to creating environments where students can discover, construct, and collaborate on knowledge. This approach caters to individual differences and uses methods like group work, experiments, and research-based learning.

The Process of Learning and Teaching:

- Students possess unique ways of understanding, processing, and demonstrating knowledge, and they learn at their own pace.
- Teachers must be diagnosticians of learning, considering students' background knowledge, the learning environment, and educational goals when selecting appropriate teaching methods.
- A wide spectrum of methods exists, ranging from traditional (explaining, questioning) to modern (role-play, seminars, case studies, technology-integrated learning).

2. The Roles and Characteristics of an Effective Teacher

An effective teacher seamlessly transitions between multiple roles, embodying a blend of personal and professional qualities.

The Five Major Roles of a Teacher:

1. **Subject Matter Expert:** Possesses deep, extensive, and current knowledge of the subject, going beyond textbooks to develop original thoughts and a genuine passion for the discipline.
2. **Pedagogical Expert:** Sets clear, achievable learning goals; demonstrates a positive attitude; helps students overcome learning difficulties; guides critical thinking and problem-solving; and provides fair and constructive evaluation.



One-Liner Statements: Teaching Techniques & Methodologies

1. Introduction to Teaching

1. **Teaching** is a deliberate, interactive, and planned process to facilitate learning.
2. It involves the systematic transmission of **knowledge (cognitive)**, **practical abilities (psychomotor)**, and **values (affective)**.
3. Teaching prepares students for learning by providing an **initial structure** and **clarifying intended outcomes**.
4. The nature of teaching is a **mutual exchange** of experiences between teacher and students.
5. Teaching is a **provocative activity** aimed at stimulating academic, mental, and personal development.
6. The **traditional role** of a teacher is as the primary source or "**fountainhead**" of knowledge.
7. The **modern role** of a teacher is as a **facilitator, guide, and co-learner**.
8. The traditional method focuses on "**chalk-and-talk**" lecturing with students as passive recipients.
9. The modern method focuses on creating environments for students to **discover, construct, and collaborate** on knowledge.
10. Teachers must be **diagnosticians of learning**, considering students' background knowledge and the learning environment.

2. Roles and Characteristics of an Effective Teacher

11. The five major roles of a teacher are **Subject Matter Expert, Pedagogical Expert, Excellent Communicator, Student-Centered Mentor, and Systematic Assessor**.
12. A **Subject Matter Expert** possesses deep, current knowledge and a genuine passion for the discipline.
13. A **Pedagogical Expert** sets clear learning goals and guides critical thinking and problem-solving.
14. An **Excellent Communicator** helps students develop their own communication competencies.
15. A **Student-Centered Mentor** encourages learning through varied methods and promotes active participation.
16. A **Systematic and Continual Assessor** evaluates student outcomes and their own teaching effectiveness.
17. **Personal qualities** of an effective teacher include **fairness, positive attitude, and preparedness**.
18. **Fairness** means treating all students justly and equitably without favoritism.
19. A **positive attitude** involves believing in student success and using meaningful verbal praise.
20. **Preparedness** in subject matter and lessons allows for better management of behavioral matters.
21. **Personal touch** involves connecting with students by using their names and showing genuine interest.
22. A **sense of humor** is used to break the ice, reduce anxiety, and make learning enjoyable.
23. **Creativity** involves using unusual and innovative methods to motivate students.
24. **Willingness to admit mistakes** models humility, integrity, and a growth mindset for students.
25. A **forgiving** nature means moving forward from student misbehavior without holding grudges.
26. **Respect** is given to students to earn it in return, handling situations with sensitivity.
27. **High expectations** involve setting challenging yet realistic academic and behavioral standards.
28. **Compassion** involves caring for students' emotional well-being and reducing the impact of hurt feelings.

MCQ – Teaching Techniques and Methodologies

1. Teaching is best defined as a deliberate, interactive, and planned process implemented by an educator to facilitate:

- A) Administrative tasks
- B) Learning
- C) Classroom discipline
- D) Curriculum development

Answer: Learning

2. The systematic transmission of knowledge, practical abilities, and values in teaching corresponds to which three domains of learning?

- A) Cognitive, Psychomotor, and Affective
- B) Cognitive, Behavioral, and Emotional
- C) Psychomotor, Social, and Moral
- D) Affective, Cognitive, and Social

Answer: Cognitive, Psychomotor, and Affective

3. In the traditional teacher-centered approach, the teacher is viewed as the:

- A) Facilitator of learning
- B) Co-learner
- C) Fountainhead of knowledge
- D) Guide and mentor

Answer: Fountainhead of knowledge

4. The modern student-centered role of a teacher primarily emphasizes acting as a:

- A) Lecturer and disseminator
- B) Facilitator, guide, and co-learner
- C) Disciplinarian and evaluator
- D) Curriculum designer

Answer: Facilitator, guide, and co-learner

5. According to the document, the traditional teaching method often referred to as "chalk-and-talk" positions students as:

- A) Active participants
- B) Passive recipients
- C) Collaborative learners
- D) Independent researchers

Answer: Passive recipients

6. Teachers must act as diagnosticians of learning by considering students' background knowledge, the learning environment, and:

- A) Educational goals
- B) School infrastructure
- C) Parental income
- D) Teacher's preferences

Answer: Educational goals

7. Which of the following is NOT one of the five major roles of a teacher?

- A) Subject Matter Expert
- B) Financial Advisor
- C) Pedagogical Expert
- D) Student-Centered Mentor

Answer: Financial Advisor

8. A teacher who possesses deep, current knowledge and a genuine passion for the discipline is fulfilling the role of a:

- A) Pedagogical Expert
- B) Student-Centered Mentor
- C) Subject Matter Expert
- D) Systematic Assessor

Answer: Subject Matter Expert

9. Setting clear learning goals, guiding critical thinking, and helping students overcome learning difficulties are responsibilities of a:

- A) Subject Matter Expert
- B) Pedagogical Expert
- C) Excellent Communicator
- D) Student-Centered Mentor

Answer: Pedagogical Expert

10. Which teacher role involves developing procedures for assessing student learning outcomes and evaluating their own teaching effectiveness?

- A) Student-Centered Mentor
- B) Excellent Communicator
- C) Systematic and Continual Assessor
- D) Subject Matter Expert

Answer: Systematic and Continual Assessor



Classroom Management and Discipline

1. Definition, Concept, and Importance of Classroom Management

Definition:

Classroom Management is a broad, multi-dimensional process encompassing all the strategies, methods, and practices a teacher employs to establish and maintain a supportive, orderly, predictable, and productive learning environment. It is not merely about controlling student behavior but about systematically creating conditions where both teaching and learning can flourish efficiently.

Key Definitions from Theorists:

- **Wong (2004):** Defines it as the practices and processes a teacher uses to uphold an environment where instruction and learning can occur smoothly.
- **Mallory (2008):** Describes it as a multifaceted process that depends on an engaging curriculum, student responsibility, effective instruction, and management skills for conflict resolution.
- **Brophy & Good:** Emphasize that it is broader than student discipline, including all things teachers do to foster student involvement, cooperation, and a productive working environment.

Importance of Classroom Management:

Effective classroom management is a critical indicator of student success and teacher efficacy. Its importance is multifaceted:

- **Maximizes Learning Time:** A well-managed classroom minimizes disruptions and time spent on disciplining, allowing maximum time to be allocated to instructional activities.
- **Creates a Positive and Safe Atmosphere:** It fosters an environment where students feel physically and emotionally safe, respected, and comfortable to take intellectual risks, ask questions, and participate actively.
- **Enhances Student Engagement:** Through structured routines and engaging activities, it helps keep students on-task, focused, and involved in the learning process.
- **Improves Academic Achievement:** Consistent routines, clear expectations, and a focused environment directly contribute to higher student test scores and overall academic performance.
- **Promotes Student Self-Control and Responsibility:** The ultimate aim is to encourage and establish student self-control through the promotion of positive behavior and academic achievement.
- **Reduces Teacher Stress:** A predictable and orderly classroom environment makes teaching more enjoyable and sustainable, reducing frustration and burnout.

2. Goals, Components, and Dimensions of Classroom Management

A. Goals of Classroom Management:

- **Better Teaching:** Goals force teachers to plan lessons carefully, ensuring a deep understanding of the curriculum and appropriate pacing for all students.
- **Student Focus:** Clear goals provide students with a clear picture of what is expected, helping them focus their attention and efforts.
- **Teacher Goal-Setting as a Model:** Teachers modeling goal-setting behavior teach students how to set and achieve their own objectives.
- **Student Motivation:** Well-defined and achievable goals motivate students toward higher academic achievement.



One Liner Statements – Classroom Management and Discipline

1. Definition, Concept, and Importance of Classroom Management

1. **Classroom Management** is a multi-dimensional process to establish a supportive, orderly, and productive learning environment.
2. According to **Wong (2004)**, it is the practices to uphold an environment where instruction and learning occur smoothly.
3. **Mallory (2008)** describes it as a multifaceted process dependent on an engaging curriculum and effective instruction.
4. **Brophy & Good** emphasize that it is broader than discipline, fostering student involvement and cooperation.
5. Effective classroom management **maximizes learning time** by minimizing disruptions.
6. It creates a **positive and safe atmosphere** for students to take intellectual risks.
7. It **enhances student engagement** through structured routines and engaging activities.
8. It directly **improves academic achievement** and student test scores.
9. A key aim is to promote **student self-control and responsibility**.
10. It **reduces teacher stress** and prevents burnout.

2. Goals, Components, and Dimensions of Classroom Management

11. A goal of classroom management is **better teaching** through careful lesson planning.
12. Clear goals provide **student focus** by clarifying expectations.
13. Teacher goal-setting acts as a **model for students** to set their own objectives.
14. Well-defined goals **motivate students** toward higher academic achievement.
15. A key operational component is **classroom design**, the intentional physical arrangement.
16. **Establishing rules and procedures** is crucial for a functional classroom.
17. **Discipline with consistency** involves implementing fair and firm consequences.
18. Effective **scheduling and time management** keeps the class on task.
19. Teacher **organizational skills** set a good example and prevent wasted time.
20. **Effective instructional techniques** are tailored to the grade level and subject.
21. Clear and constant **communication** with students and parents is essential.
22. Establishing **learning goals** at the start of a lesson provides direction.
23. Structuring predictable **classroom routines** creates order and security.
24. **Encouragement and praise** should be emphasized over punishing negative behavior.
25. **Froyen and Iverson (1999)** identified three components: Content, Conduct, and Covenant Management.
26. **Content Management** refers to the management of the instructional process.
27. **Conduct Management** focuses on managing student behavior and setting expectations.
28. **Covenant Management** involves creating shared expectations for a cooperative community.
29. The **A-C-T-S model** outlines four dimensions of classroom management.
30. The **Activity** dimension states that learning activities are directly linked to outcomes.
31. The **Climate** dimension is the emotional and psychological atmosphere of the classroom.
32. The **Time** dimension involves the effective devotion of time to learning tasks.
33. The **Space** dimension is the strategic use of the physical classroom.

3. The Physical Environment and Seating Arrangements

2. Classroom Management and Discipline

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MCQs – Classroom Management and Discipline

1. According to Harry Wong (2004), classroom management is defined as:

- A) The process of controlling student behavior through strict rules and punishments
- B) The practices and processes a teacher uses to uphold an environment where instruction and learning can occur smoothly
- C) A system for fostering student creativity and independent thought
- D) The administrative duties a teacher performs to maintain classroom order

Answer: The practices and processes a teacher uses to uphold an environment where instruction and learning can occur smoothly

2. Mallory (2008) describes classroom management as a multifaceted process that depends on:

- A) Strict disciplinary measures and teacher authority
- B) An engaging curriculum, student responsibility, effective instruction, and management skills for conflict resolution
- C) Government educational policy and school administration
- D) Advanced technological resources and infrastructure

Answer: An engaging curriculum, student responsibility, effective instruction, and management skills for conflict resolution

3. According to Brophy & Good, classroom management is broader than student discipline because it includes:

- A) Only academic instruction and curriculum delivery
- B) All things teachers do to foster student involvement, cooperation, and a productive working environment
- C) Administrative tasks and record-keeping
- D) Parent-teacher meetings and community engagement

Answer: All things teachers do to foster

student involvement, cooperation, and a productive working environment

4. Which of the following is NOT cited as a key importance of effective classroom management?

- A) Maximizes learning time by minimizing disruptions
- B) Creates a positive and safe atmosphere for students
- C) Guarantees all students will achieve high grades
- D) Reduces teacher stress and prevents burnout

Answer: Guarantees all students will achieve high grades

5. Effective classroom management promotes student self-control and responsibility, which is considered:

- A) A secondary benefit of classroom management
- B) The ultimate aim of classroom management
- C) An unrealistic expectation for young learners
- D) The sole responsibility of parents

Answer: The ultimate aim of classroom management

6. According to Froyen and Iverson (1999), which component involves managing the instructional process including planning, delivering, and assessing curriculum?

- A) Conduct Management
- B) Content Management
- C) Covenant Management
- D) Curriculum Management

Answer: Content Management

7. The component of Froyen and Iverson's model that focuses on managing student behavior and setting clear rules and expectations is:

- A) Content Management
- B) Covenant Management
- C) Conduct Management

2. Classroom Management and Discipline

Testing, Measurement, Assessment and Evaluation

1. Introduction to the Core Concepts

The process of understanding and judging student learning is built upon four fundamental, sequential concepts: Test, Measurement, Assessment, and Evaluation. These terms are often used interchangeably but have distinct, hierarchical meanings and scopes.

- **Scope:** Test (Least in scope) → Measurement → Assessment → Evaluation (Broadest in scope).

A. Test

- **Definition:** A test is a formal and systematic instrument or procedure used to measure a sample of an individual's behavior, knowledge, skills, or abilities. It consists of a set of questions or tasks that require an answer orally, in writing, or through performance.
- **Purpose:** To elicit a response that can be quantified and interpreted.
- **Example:** A final exam in mathematics, a driving test, a personality inventory.
- **It answers the question: "How well?"** does the individual perform on this specific set of tasks.

B. Measurement

- **Definition:** Measurement is the process of obtaining a **numerical description** of the degree to which an individual possesses a particular characteristic. It is the quantification or scoring of the test.
- **Purpose:** To assign a number (a score) to the performance observed in the test.
- **Nature:** It is quantitative and objective but does not, by itself, include qualitative judgments.
- **Example:** "Rafaih solved 23 arithmetic problems out of 40." or "Sara scored 85 marks out of 100."
- **It answers the question: "How much?"**
- **Final Product:** The final product of measurement is a **Score**.

C. Assessment

- **Definition:** Assessment is a **broadier process** that includes measurement. It is the process of gathering, recording, interpreting, using, and communicating information about a learner's progress and achievement. It involves giving meaning to the measured scores.
- **Purpose:** To understand what the measurement data means in the context of learning.
- **Nature:** It is an ongoing, dynamic process that includes both formal (tests) and informal (observations, questioning, portfolios) methods. The term derives from the Latin '*assidere*', meaning '*to sit beside*', indicating a supportive, non-threatening partnership between teacher and student.
- **Example:** Assessing a student's English proficiency not just through a written test score, but also through an oral quiz, a presentation, and class participation.
- **It answers the question: "What does the performance mean?"**

D. Evaluation

- **Definition:** Evaluation is the most comprehensive term. It involves making a **value judgment** about the desirability, quality, or worth of the measured and assessed performance against a set of standards, objectives, or criteria.



One Liner Statements – Testing, Measurement, Assessment and Evaluation

Educational Testing, Measurement, and Evaluation

1. Introduction to Core Concepts

1. The four fundamental, sequential concepts are **Test, Measurement, Assessment, and Evaluation**.
2. The scope of these concepts ranges from **Test (least scope)** to **Evaluation (broadest scope)**.
3. A **Test** is a formal, systematic instrument to measure a sample of behavior, knowledge, or skills.
4. The purpose of a test is to elicit a **quantifiable response**.
5. A test answers the question, "**How well?**" an individual performs on specific tasks.
6. **Measurement** is the process of obtaining a **numerical description** of a characteristic.
7. The purpose of measurement is to **assign a score** to a performance.
8. Measurement is **quantitative and objective** but does not include qualitative judgments.
9. Measurement answers the question, "**How much?**"
10. The final product of measurement is a **Score**.
11. **Assessment** is a broader process that **includes measurement**.
12. Assessment involves gathering, interpreting, and using information about a learner's progress.
13. The purpose of assessment is to give **meaning to the measured scores**.
14. The term 'assessment' derives from the Latin '*assidere*', meaning '*to sit beside*'.
15. Assessment answers the question, "**What does the performance mean?**"
16. **Evaluation** involves making a **value judgment** about the quality or worth of a performance.
17. The purpose of evaluation is to make **decisions and judgments**.
18. Evaluation integrates both **quantitative and qualitative** information.
19. Evaluation answers the question, "**How good is it?**"
20. The summary relationship is: **Test (Tool) → Measurement (Score) → Assessment (Meaning) → Evaluation (Judgment)**.

2. Types of Educational Assessments

21. Assessment is categorized based on **purpose, timing, and interpretation of results**.
22. **Assessment FOR Learning** is also known as **Formative Assessment**.
23. The purpose of formative assessment is to **monitor learning during instruction**.
24. Formative assessment is **continuous, diagnostic, and low-stakes**.
25. Formative assessment provides **descriptive, specific, and timely feedback**.
26. **Assessment OF Learning** is also known as **Summative Assessment**.
27. The purpose of summative assessment is to **evaluate learning at the end** of a unit or course.
28. Summative assessment is **periodic, final, and high-stakes**.
29. Summative assessment **summarizes learning** and is used for **grading and reporting**.
30. **Assessment AS Learning** develops students' **metacognitive skills**.
31. Assessment AS Learning focuses on **self-regulation and lifelong learning**.
32. In Assessment AS Learning, students engage in **self-assessment and reflection**.
33. Formative assessment feedback is **detailed and immediate**, while summative is often a **delayed**

MCQs – Testing, Measurement, Assessment and Evaluation

1. What is the correct hierarchical sequence of the core concepts from least to broadest scope?

- A) Assessment, Measurement, Test, Evaluation
- B) Test, Measurement, Assessment, Evaluation
- C) Evaluation, Assessment, Measurement, Test
- D) Measurement, Test, Evaluation, Assessment

Answer: Test, Measurement, Assessment, Evaluation

2. A formal and systematic instrument used to measure a sample of an individual's behavior, knowledge, or abilities is called a:

- A) Measurement
- B) Assessment
- C) Test
- D) Evaluation

Answer: Test

3. The process of obtaining a numerical description of the degree to which an individual possesses a particular characteristic is known as:

- A) Testing
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Measurement

4. Which concept answers the question, "How much?"

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Measurement

5. Assessment is a broader process that includes measurement and involves gathering, recording, interpreting, using, and communicating information about:

- A) Teacher performance
- B) School administration
- C) Learner's progress and achievement

D) Curriculum development

Answer: Learner's progress and achievement

6. The term 'assessment' derives from the Latin word 'assidere' which means:

- A) To judge
- B) To measure
- C) To sit beside
- D) To test

Answer: To sit beside

7. Making a value judgment about the desirability, quality, or worth of a performance against a set of standards is the essence of:

- A) Measurement
- B) Assessment
- C) Evaluation
- D) Testing

Answer: Evaluation

8. Which concept answers the question, "How good is it?"

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Evaluation

9. The final product of the measurement process is a:

- A) Judgment
- B) Report
- C) Score
- D) Grade

Answer: Score

10. Assessment FOR Learning is synonymous with:

- A) Summative Assessment
- B) Diagnostic Assessment
- C) Formative Assessment
- D) Placement Assessment

Answer: Formative Assessment

11. The primary purpose of summative assessment is to:



Educational Taxonomies

Introduction to Educational Taxonomies

Definition:

Educational taxonomies are systematic frameworks or models used to classify educational goals, learning objectives, and standards into hierarchical levels of complexity and specificity.

Purpose and Uses:

- To help educators design, implement, and assess instructional strategies and student learning outcomes effectively.
- To provide a common language for discussing educational objectives.
- To ensure that instruction, curriculum, and assessments are aligned with the intended learning goals.
- To guide the creation of questions, lesson plans, and curriculum mapping (e.g., Table of Specification).
- To differentiate instruction and provide targeted learning feedback.

Bloom's Taxonomy

Bloom's Taxonomy is the most famous and widely used taxonomy in education. It is a three-dimensional hierarchical model that classifies learning objectives into levels of complexity and specificity.

The Three Domains of Bloom's Taxonomy:

1. **Cognitive Domain:** Related to mental skills and knowledge (**Head**).
2. **Affective Domain:** Related to attitudes, emotions, and values (**Heart**).
3. **Psychomotor Domain:** Related to manual and physical skills (**Hand**).

A. The Cognitive Domain (Benjamin Bloom, 1956)

This domain is concerned with knowledge outcomes, intellectual abilities, and mental skills. The original taxonomy has six levels, progressing from the simplest to the most complex.

Original Levels (1956):

1. **Knowledge (Lowest Level)**
 - **Definition:** The ability to recall or remember previously learned material, such as facts, terms, basic concepts, and answers.
 - **Active Verbs:** name, list, define, describe, recall, memorize, tell, find, relate.
 - **Example:** Define immunity. List the planets in the solar system.
2. **Comprehension**
 - **Definition:** The ability to understand the meaning of material, such as by interpreting, summarizing, or explaining.
 - **Active Verbs:** explain, discuss, outline, predict, translate, summarize, interpret.
 - **Example:** Explain a solar eclipse in your own words. Summarize the main idea of a story.
3. **Application**
 - **Definition:** The ability to use learned material in new and concrete situations. This involves applying rules, methods, concepts, and theories.
 - **Active Verbs:** use, apply, illustrate, solve, demonstrate, calculate, complete.
 - **Example:** Use a mathematical formula to solve a new problem. Demonstrate how a thermometer is used.



One-Liner Statements - Educational Taxonomies

Introduction to Educational Taxonomies

1. **Educational taxonomies** are systematic frameworks for classifying educational goals and learning objectives.
2. They classify goals into hierarchical levels of **complexity and specificity**.
3. Their purpose is to help educators design, implement, and assess **instructional strategies** and **student learning outcomes**.
4. They provide a **common language** for discussing educational objectives.
5. They ensure alignment between **instruction, curriculum, and assessments** with learning goals.
6. They guide the creation of questions, lesson plans, and **curriculum mapping** (e.g., Table of Specification).
7. They are used to **differentiate instruction** and provide targeted learning feedback.

Bloom's Taxonomy

8. **Bloom's Taxonomy** is the most famous and widely used taxonomy in education.
9. It is a **three-dimensional hierarchical model** classifying learning objectives.
10. The three domains are **Cognitive (Head), Affective (Heart), and Psychomotor (Hand)**.

A. The Cognitive Domain (Original - Bloom, 1956)

11. The **Cognitive Domain** is related to mental skills, knowledge, and intellectual abilities.
12. The original taxonomy has six levels, from simplest to most complex.
13. **Knowledge** is the lowest level, involving recall of facts and basic concepts.
14. **Comprehension** is the ability to understand, interpret, and summarize material.
15. **Application** is the ability to use learned material in new and concrete situations.
16. **Analysis** is the ability to break down material into its constituent parts and understand its structure.
17. **Synthesis** is the ability to integrate elements to form a new, coherent whole.
18. **Evaluation** was the highest level in the original taxonomy, involving judgment based on criteria.

The Revised Cognitive Domain (Anderson & Krathwohl, 2001)

19. The key changes in the **revised taxonomy** were terminology from nouns to verbs and re-ordering the top two levels.
20. **Remember** corresponds to the original level of Knowledge.
21. **Understand** corresponds to the original level of Comprehension.
22. **Apply** corresponds to the original level of Application.
23. **Analyze** corresponds to the original level of Analysis.
24. **Evaluate** corresponds to the original level of Evaluation.
25. **Create** is the highest level in the revised taxonomy, corresponding to the original Synthesis.
26. **Declarative Learning** focuses on memorization and recall of facts (the "what").
27. **Procedural Learning** focuses on understanding processes and procedures (the "how").

B. The Affective Domain (Krathwohl, 1964)

28. The **Affective Domain** is concerned with attitudes, emotions, values, beliefs, and feelings.
29. **Receiving/Attending** is the lowest level, involving the willingness to pay attention.
30. **Responding** involves active participation and reacting to a phenomenon.
31. **Valuing** involves seeing the worth of something and expressing it, leading to attitude development.
32. **Organization** involves synthesizing and prioritizing values into a consistent system.



MCQs – Educational Taxonomies

1. Educational taxonomies are systematic frameworks used to classify educational goals and learning objectives into:

- A) Random categories
- B) Hierarchical levels of complexity and specificity
- C) Subject-specific content areas
- D) Age-appropriate learning outcomes

Answer: Hierarchical levels of complexity and specificity

2. Which of the following is NOT a purpose of educational taxonomies?

- A) To provide a common language for discussing educational objectives
- B) To ensure alignment between instruction, curriculum, and assessments
- C) To replace all traditional teaching methods
- D) To guide the creation of questions, lesson plans, and curriculum mapping

Answer: To replace all traditional teaching methods

3. Bloom's Taxonomy is a three-dimensional hierarchical model that classifies learning objectives into how many domains?

- A) Two
- B) Three
- C) Four
- D) Five

Answer: Three

4. The three domains of Bloom's Taxonomy are Cognitive, Affective, and:

- A) Social
- B) Behavioral
- C) Psychomotor
- D) Emotional

Answer: Psychomotor

5. In Bloom's Taxonomy, the Cognitive Domain is associated with which part of human faculties?

- A) Heart
- B) Hands

- C) Head
- D) Health

Answer: Head

6. The Affective Domain in Bloom's Taxonomy is primarily concerned with:

- A) Mental skills and knowledge
- B) Manual and physical skills
- C) Attitudes, emotions, and values
- D) Social interactions

Answer: Attitudes, emotions, and values

7. The Psychomotor Domain in Bloom's Taxonomy is related to:

- A) Intellectual abilities
- B) Manual and physical skills
- C) Emotional development
- D) Social awareness

Answer: Manual and physical skills

8. In the original Bloom's Taxonomy (1956), which level was considered the highest in the Cognitive Domain?

- A) Synthesis
- B) Analysis
- C) Evaluation
- D) Application

Answer: Evaluation

9. The lowest level of the original Cognitive Domain, involving recall of facts and basic concepts, is called:

- A) Comprehension
- B) Application
- C) Knowledge
- D) Analysis

Answer: Knowledge

10. The ability to understand the meaning of material by interpreting, summarizing, or explaining is known as:

- A) Knowledge
- B) Comprehension
- C) Application
- D) Analysis

Answer: Comprehension

Philosophy of Education

1. Introduction to Philosophy

Definition and Origin

- **Derivation:** The term "Philosophy" is derived from the Greek words:
 - "Philo" meaning Love
 - "Sophia" meaning Wisdom
 - Therefore, it literally translates to "Love of Wisdom" or "Love of Knowledge."
- **Father of Philosophy:** Socrates is universally recognized as the father of philosophy for his foundational role in Western philosophical thought.

Definitions by Various Philosophers

- **General Definition:** Philosophy is the "rational investigation of truth" and the study of the nature, causes, and principles of reality, knowledge, and values based on logical reasoning.
- **Plato:** "Knowledge of the eternal nature of things."
- **Cicero:** "Mother of all arts."
- **John Locke:** An "intellectual or moral activity."
- **Coleridge:** "Science of sciences."
- **John Dewey:** "Education is a laboratory in which philosophical distinctions become clearer and are tested." He also defined philosophy as "the theory of education in its most general phase."
- **Aristotle:** "Science that investigates the nature of being as it is in itself."
- **Gentile:** "Education without philosophy would mean a failure to understand the precise nature of education."
- **Fitch:** "The art of education will never be completely clear without philosophy."
- **Spencer:** "True education is practicable only to true philosophies."
- **Windelband:** "The critical science of universal values."

Branches of Philosophy (The Foundations)

Philosophy is systematically divided into core branches, each addressing fundamental questions.

- **Epistemology (Theory of Knowledge)**
 - **Derivation:** From Greek *episteme* (knowledge) and *logos* (reason/study).
 - **Focus:** It investigates the nature, origin, scope, limitations, and validity of knowledge. It asks, "What is truth?" and "How do we know what we know?"
 - **Types of Knowledge:**
 - **A Priori Knowledge:** Knowledge that is independent of experience or observation (e.g., "All bachelors are unmarried"). It is based on reason and logic.



One-Liner Statements - Philosophy of Education

1. Introduction to Philosophy

1. The term "**Philosophy**" is derived from the Greek words "**Philo**" (Love) and "**Sophia**" (Wisdom).
2. Philosophy literally translates to "**Love of Wisdom**" or "**Love of Knowledge**."
3. **Socrates** is universally recognized as the **Father of Philosophy**.
4. Philosophy is generally defined as the "**rational investigation of truth**."
5. **Plato** defined philosophy as the "**knowledge of the eternal nature of things**."
6. **Cicero** called philosophy the "**Mother of all arts**."
7. **John Dewey** defined philosophy as "**the theory of education in its most general phase**."
8. **Gentile** stated that "**Education without philosophy would mean a failure to understand the precise nature of education**."
9. **Epistemology** is the branch of philosophy that investigates the nature, origin, scope, and validity of knowledge.
10. **A Priori Knowledge** is knowledge that is independent of experience (e.g., "All bachelors are unmarried").
11. **A Posteriori Knowledge** is knowledge dependent on experience and empirical evidence (e.g., "It is raining outside").
12. **Metaphysics** is the study of ultimate reality, existence, and the nature of being.
13. **Ontology** is a sub-branch of metaphysics specifically concerned with what kinds of things exist.
14. **Cosmology** is the study of the origin and nature of the universe.
15. **Axiology** is the branch of philosophy that explores the nature, criteria, and types of values.
16. The two main sub-divisions of axiology are **Ethics** (moral principles) and **Aesthetics** (beauty and art).
17. **Logic** is the science of valid reasoning and the fundamental laws of thought.
18. **Speculative Philosophy** develops theories regarding the purpose of the universe and is related to Metaphysics.
19. **Prescriptive (Normative) Philosophy** deals with concepts of right/wrong and what ought to be, related to Axiology.
20. **Analytical (Critical) Philosophy** uses logical reasoning to analyze concepts and clarify meaning, related to Epistemology.
21. The scope of philosophy is vast and comprehensive, earning it the title "**science of sciences**."

2. Educational Philosophy

22. **Educational Philosophy** is the application of the fundamental principles of a philosophy of life to the work of education.

MCQs: Philosophy of Education

1. The term "Philosophy" is derived from the Greek words meaning:

- A) Thought and Logic
- B) Love and Wisdom
- C) Knowledge and Truth
- D) Reason and Science

Answer: Love and Wisdom

2. Who is universally recognized as the "Father of Philosophy"?

- A) Plato
- B) Aristotle
- C) Socrates
- D) John Dewey

Answer: Socrates

3. Which philosopher defined philosophy as "Knowledge of the eternal nature of things"?

- A) Cicero
- B) Plato
- C) John Locke
- D) Aristotle

Answer: Plato

4. Who called philosophy the "Mother of all arts"?

- A) Coleridge
- B) Cicero
- C) Spencer
- D) Windelband

Answer: Cicero

5. According to John Dewey, philosophy is best defined as:

- A) The rational investigation of truth
- B) The science of sciences
- C) The theory of education in its most general phase
- D) An intellectual or moral activity

Answer: The theory of education in its most general phase

6. Which branch of philosophy investigates the nature, origin, scope, and validity of knowledge?

- A) Metaphysics
- B) Axiology
- C) Epistemology
- D) Ontology

Answer: Epistemology

7. The statement "All bachelors are unmarried" is an example of what type of knowledge?

- A) A Posteriori Knowledge
- B) Empirical Knowledge
- C) A Priori Knowledge
- D) Scientific Knowledge

Answer: A Priori Knowledge

8. The statement "It is raining outside" is an example of what type of knowledge?

- A) A Priori Knowledge
- B) A Posteriori Knowledge
- C) Rational Knowledge
- D) Innate Knowledge

Answer: A Posteriori Knowledge

9. The study of ultimate reality, existence, and the nature of being is known as:

- A) Epistemology
- B) Axiology
- C) Metaphysics
- D) Logic

Answer: Metaphysics

10. Which sub-branch of metaphysics is specifically concerned with what kinds of things exist?

- A) Cosmology
- B) Eschatology



Educational Psychology

1. Introduction to Educational Psychology

Definition and Concept

Educational Psychology is an **applied branch of psychology**. It is the **scientific study of human behavior in educational settings**. It applies psychological principles and techniques to understand and improve the teaching-learning process.

- **Key Objectives:**

- To understand the learner, their development, and individual differences.
- To study the learning process and various learning theories.
- To examine the learning situation, including classroom management, teaching methods, and evaluation.
- To develop effective educational strategies, curricula, and programs.
- To solve educational problems and facilitate the holistic development of the child.

It is not merely a collection of borrowed knowledge from general psychology but a distinct field with its own research into interpersonal relationships and the influence of home, school, and peer groups.

Relationship with General Psychology

- **General Psychology:** The scientific study of the mind (mental processes) and behavior. It seeks to understand how people think, feel, and act.
- **Derivation:** The term "psychology" comes from the Greek words "*psyche*" (soul or mind) and "*logos*" (study or science), literally meaning the "study of the soul or mind."
- **First Use:** Rudolf Gockel (Rudolphus Goclenius) is credited with first using the term "psychology" in 1590.
- **Scholar Definitions:**
 - **Stephen:** "The science of the activities of the individual in relation to his environment."
 - **B.F. Skinner:** "Psychology is the science of behavior and mental processes."
 - **Crow & Crow:** "Psychology is the study of human behavior and human relationships."
- **Branches:**
 - **Pure Psychology (Theoretical/Experimental):** Focuses on understanding fundamental mental processes (e.g., perception, cognition, emotion) to build basic knowledge.
 - **Applied Psychology:** Uses psychological principles to solve real-world problems in fields like education (Educational Psychology), health, and business.

Scope: The Three Focal Areas

Educational psychology primarily revolves around three key areas:

1. **The Learner:** Studies the individual's abilities, intelligence, interests, needs, motivation, growth, and development (physical, mental, emotional, social). It also investigates individual differences and the influence of family, culture, and social class.
2. **The Learning Process:** Examines the nature of learning, theories of learning (e.g., behaviorism, cognitivism, constructivism), and factors influencing learning (like reinforcement, forgetting, problem-solving, and memory).



One-Liner Statements - Educational Psychology

1. Introduction to Educational Psychology

1. **Educational Psychology** is an applied branch of psychology.
2. It is the scientific study of **human behavior in educational settings**.
3. Its key objective is to understand the **learner, learning process, and learning situation**.
4. It helps in developing effective **educational strategies, curricula, and programs**.
5. It is a distinct field with its own research, not just borrowed from general psychology.
6. **General Psychology** is the scientific study of the mind (mental processes) and behavior.
7. The term "psychology" comes from the Greek words "*psyche*" (soul/mind) and "*logos*" (study).
8. **Rudolf Gockel** is credited with first using the term "psychology" in 1590.
9. **B.F. Skinner** defined psychology as the science of behavior and mental processes.
10. **Pure Psychology** is theoretical and focuses on fundamental mental processes.
11. **Applied Psychology** uses psychological principles to solve real-world problems.
12. The three focal areas of Educational Psychology are **the Learner, the Learning Process, and the Learning Situation**.
13. Knowledge of educational psychology helps a teacher understand **learner development and individual differences**.
14. It aids in **child-centered curriculum planning and effective classroom management**.
15. It enables teachers to provide proper **educational, vocational, and personal guidance**.

2. Methods of Educational Psychology

16. Educational psychology employs **scientific methods** to study human behavior.
17. The **Introspection Method** involves examining one's own thoughts and feelings.
18. **Wilhelm Wundt**, the father of experimental psychology, is the founder of the Introspection method.
19. **J.B. Watson** and other Behaviorists rejected introspection as unscientific and subjective.
20. The **Clinical Method** is a case-study approach for diagnosing and treating individual behavioral problems.
21. Key figures in the clinical method are **Sigmund Freud** and **Carl Rogers**.
22. The **Experimental Method** is the most sophisticated method for testing hypotheses under controlled conditions.
23. Key components of an experiment are the **Independent Variable** and **Dependent Variable**.
24. A **Control Group** is used for comparison and is not exposed to the independent variable.
25. Basic conditions of an experiment are **Control, Randomization, and Replication**.
26. The **Differential Method** studies individual differences in psychological traits.
27. **Francis Galton** is a key figure in the differential method.
28. **Psychophysical Methods** investigate the relationship between physical stimuli and psychological sensations.
29. The **Method of Limits** determines thresholds by gradually increasing or decreasing stimulus intensity.
30. The **Absolute Threshold** is the minimum intensity of a stimulus detected 50% of the time.
31. The **Difference Threshold (JND)** is the smallest detectable difference between two stimuli.

3. Human Growth and Development

MCQs – Educational Psychology

1. Educational Psychology is best described as the scientific study of human behavior in:

- A) Clinical settings
- B) Business organizations
- C) Educational settings
- D) Social gatherings

Answer: Educational settings

2. Which of the following is NOT a key objective of Educational Psychology?

- A) To understand the learner and individual differences
- B) To study the learning process and various learning theories
- C) To examine the learning situation including classroom management
- D) To prescribe standardized medication for learning disabilities

Answer: To prescribe standardized medication for learning disabilities

3. Educational Psychology is primarily an:

- A) Pure branch of psychology
- B) Applied branch of psychology
- C) Theoretical branch of psychology
- D) Experimental branch of psychology

Answer: Applied branch of psychology

4. The term "psychology" is derived from the Greek words "psyche" and "logos" which mean:

- A) Behavior and science
- B) Soul/mind and study
- C) Brain and function
- D) Life and explanation

Answer: Soul/mind and study

5. Who is credited with first using the term "psychology" in 1590?

- A) Wilhelm Wundt
- B) B.F. Skinner
- C) Rudolf Gockel
- D) Sigmund Freud

Answer: Rudolf Gockel

6. Which school of psychology focuses on breaking down mental processes into basic components using introspection?

- A) Functionalism
- B) Behaviorism
- C) Structuralism
- D) Gestalt Psychology

Answer: Structuralism

7. The three focal areas of Educational Psychology are the Learner, the Learning Process, and:

- A) The Teacher
- B) The Curriculum
- C) The Learning Situation
- D) The Assessment

Answer: The Learning Situation

8. Knowledge of educational psychology helps a teacher primarily in:

- A) Increasing their salary
- B) Understanding learner development and individual differences
- C) Reducing teaching hours
- D) Eliminating the need for lesson planning

Answer: Understanding learner development and individual differences

9. Which method of educational psychology involves examining one's own thoughts and feelings?

- A) Clinical Method
- B) Experimental Method
- C) Introspection Method
- D) Differential Method

Answer: Introspection Method

10. Who is considered the founder of the Introspection Method?

- A) Sigmund Freud
- B) J.B. Watson
- C) Wilhelm Wundt
- D) Carl Rogers

Answer: Wilhelm Wundt



Curriculum Development

1. Definition, Concept, and Derivation of Curriculum

- **Derivation:** The term **Curriculum** is derived from the Latin word "**Currere**," which means "runway," "path," or "a course to be run."
- **Dictionary Definition:** The *Concise Oxford Dictionary* defines it as a "chariot-race course," implying a defined course of study.
- **Modern Concept:** Curriculum is no longer just a list of subjects. It is the **sum total of all planned learning experiences** offered to students under the guidance of the school. This includes two key components:
 - **Curricular Activities:** These are the formal, structured, and academic activities included in the official school program. They are designed to achieve specific learning objectives.
 - **Examples:** Classroom lectures, laboratory experiments, assignments, quizzes, examinations.
 - **Co-curricular Activities:** These activities complement the formal curriculum but are not part of the regular academic schedule. They are often voluntary and aim at the holistic development of the student.
 - **Examples:** Sports, art and craft clubs, school band/orchestra, drama, debate clubs, science clubs, student government, and community service projects.

2. Curriculum in the Views of Experts

Various experts have broadened the scope of curriculum beyond mere subjects:

- **Hilda Taba:** "All the organized courses, activities, and experiences which students have under the direction of the school, whether in the classroom or not."
- **J.F. Kerr:** "All learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school."
- **Ralph Tyler (1949):** "All of the learning of students which is planned and directed by the school to attain its educational goals."
- **Alberty, A. & Alberty, E. (1959):** "Curriculum is the sum total of students' activities which the school sponsors to achieve its objectives."
- **Doll (1982):** "Curriculum includes all the experiences offered to the learner under the direction of the school."
- **Cunningham:** "Curriculum is a tool in the hands of the artist (the teacher) to mold his material (the pupil) in accordance with his ideals in his studio (the school)."
- **Smith:** "Curriculum provides instructional material."
- **Blonds Encyclopedia (1969):** "All the experiences a pupil has under the guidance of the school."
- **Arabic Term:** In Arabic, curriculum is called **Minhaj** (e.g., *Darse Nizami*, an 8-year course developed by Mullah Nizamuddin Sehvi in India).

3. Related Concepts: Syllabus, Course, and Content

- **Syllabus:** A syllabus is an **outline** of the topics and sub-topics of a subject to be covered in a specific time. It is a part of the broader curriculum.



One-Liner Statements - Curriculum Development

1. Definition, Concept, and Derivation of Curriculum

1. The term **Curriculum** is derived from the Latin word "Currere," meaning "runway" or "a course to be run."
2. The *Concise Oxford Dictionary* defines curriculum as a "chariot-race course."
3. The modern concept of curriculum is the **sum total of all planned learning experiences** under the school's guidance.
4. **Curricular Activities** are formal, structured academic activities like classroom lectures and examinations.
5. **Co-curricular Activities** are voluntary activities that complement the formal curriculum, such as sports and clubs, for holistic development.

2. Curriculum in the Views of Experts

Hilda Taba defined curriculum as all organized courses, activities, and experiences under the school's direction.

7. **J.F. Kerr** defined it as all learning which is planned and guided by the school.
8. **Ralph Tyler** viewed curriculum as all learning planned by the school to attain its educational goals.
9. **Alberty and Alberty** defined curriculum as the sum total of student activities sponsored by the school to achieve its objectives.
10. **Doll** stated that curriculum includes all experiences offered to the learner under the school's direction.
11. **Cunningham** metaphorically described curriculum as a tool in the hands of the teacher to mold the pupil.
12. The Arabic term for curriculum is **Minhaj**.

3. Related Concepts: Syllabus, Course, and Content

13. A **Syllabus** is an outline of topics for a subject to be covered in a specific time.
14. A **Course** refers to the detailed contents of subjects for a specific class or level.
15. **Subject Matter/Content** is the actual material presented for learning.
16. **Substantive Knowledge** is based on factual information and data.
17. **Syntactical Knowledge** relates to the methods of inquiry and thinking processes in a discipline.

4. & 5. Elements of Curriculum

18. According to **Mead**, the four fundamental elements of curriculum are **Objectives, Content, Pedagogy/Learning Experiences, and Evaluation**.
19. **Objectives** are the desired outcomes that guide the entire curriculum process.
20. The sources of objectives, according to **Hughes**, are Society, Knowledge, Learning Situation, and Learners.
21. **Bloom's Taxonomy** classifies educational objectives into three domains: **Cognitive, Affective,**

MCQs - Curriculum Development

1. The word "Curriculum" is derived from the Latin word meaning what?

- A) Chariot
- B) Runway
- C) Book
- D) Teacher

Answer: Runway

2. According to the modern concept, curriculum is the sum total of what?

- A) Textbooks and syllabi
- B) All planned learning experiences
- C) Only academic subjects
- D) Examination papers

Answer: All planned learning experiences

3. Which of the following is an example of a co-curricular activity?

- A) Classroom lecture
- B) Laboratory experiment
- C) Debate club
- D) Final examination

Answer: Debate club

4. Who defined curriculum as "All the organized courses, activities, and experiences which students have under the direction of the school"?

- A) Ralph Tyler
- B) J.F. Kerr
- C) Hilda Taba
- D) Doll

Answer: Hilda Taba

5. The Arabic term for curriculum is:

- A) Nizam
- B) Dars
- C) Minhaj
- D) Ilm

Answer: Minhaj

6. A detailed outline of the topics and sub-topics of a subject to be covered in a specific time is called a:

- A) Course
- B) Syllabus

C) Curriculum

D) Lesson Plan

Answer: Syllabus

7. Knowledge that is related to the methods of inquiry and thinking processes in a discipline is known as:

- A) Substantive Knowledge
- B) Procedural Knowledge
- C) Syntactical Knowledge
- D) Factual Knowledge

Answer: Syntactical Knowledge

8. According to Mead, which of the following is NOT a fundamental element of curriculum?

- A) Objectives
- B) Content
- C) School Building
- D) Evaluation

Answer: School Building

9. Bloom's Taxonomy classifies educational objectives into how many domains?

- A) Two
- B) Three
- C) Four
- D) Five

Answer: Three

10. The domain of Bloom's Taxonomy that involves feelings, attitudes, and values is the:

- A) Cognitive Domain
- B) Affective Domain
- C) Psychomotor Domain
- D) Social Domain

Answer: Affective Domain

11. Objectives that are written as observable and measurable statements of intended learning outcomes are called:

- A) General Objectives
- B) Specific Objectives
- C) Behavioral Objectives
- D) Unit Objectives

Answer: Behavioral Objectives

Educational Guidance and Counselling

1. Introduction to Guidance and Counselling

Definitions and Core Concepts

- **Guidance:**

- **Etymology:** The term is derived from the French word "*guider*", meaning "to guide, lead, or conduct."
- **Definition:** Guidance is a broad, systematic, and continuous process of assisting individuals of any age to understand themselves (their abilities, interests, aptitudes, and personality) and their world (educational, vocational, and social opportunities). This understanding empowers them to make wise choices, resolve problems independently, and achieve optimal adjustment and development.
- **According to Crow and Crow:** Guidance is assistance provided by personally qualified and adequately trained personnel to help individuals manage their life activities, develop their points of view, make decisions, and carry their burdens.
- **Perspectives of Guidance:**
 - **As a Concept:** A philosophy that emphasizes the inherent worth, dignity, and right to self-direction of every individual.
 - **As a Service:** A set of organized procedures like counselling, testing, placement, and follow-up designed to help individuals.
 - **As an Educational Construct:** An integral part of education designed to synthesize experiences and help students understand themselves.

- **Counselling:**

- **Definition:** Counselling is a specialized, in-depth, and personalized component of guidance. It is a learning-oriented, face-to-face relationship between a trained counsellor and a seeker (client/counselee). Conducted in a warm, confidential, and professional atmosphere, its goal is to facilitate self-exploration, self-understanding, and behaviour change, enabling the individual to become more self-directed and capable of solving their own problems.
- **According to Carl Rogers:** A service of direct contact with individuals to assist them in changing attitudes and behaviour.
- **According to Erickson:** A person-to-person relationship where one individual with problems seeks assistance from another professionally trained individual.
- **Key Focus:** It deals with the **personal meaning** of events and experiences rather than just external facts. It is an **applied social science**, utilizing knowledge from psychology, sociology, education, and philosophy.

Key Differences between Guidance and Counselling

Basis of Difference	Guidance	Counselling
Scope	Broad, comprehensive; includes many services.	Narrow, in-depth; a specific service within guidance.

- **Need for Training:** Counselling is a professional, technical occupation. Untrained counsellors can cause harm.
- **Core Components of Training:**
 1. **Theoretical Knowledge:** Theories, human development, social foundations.
 2. **Skills Development:** Techniques, assessment, research.
 3. **Practicum and Internship:** Supervised hands-on experience.
 4. **Personal Development:** Self-awareness.
 5. **Ethics:** Adherence to a professional code of conduct.

- **Counsellor Qualification:** According to Jones, a counsellor must have at least a **graduate or equivalent degree**.

Organization of Guidance Services

- **Approaches:**
 1. **Centralized Specialism:** Services by highly qualified specialists.
 2. **Decentralized Generalism:** All school personnel perform guidance functions.
 3. **Curricular Integration:** Guidance is integrated into the regular curriculum.
- **Role of Personnel:**
 - **Counsellor:** Primary role is to counsel; secondary roles include consultation and coordination.
 - **Teacher:** Acts as a guide and referrer; identifies students with special needs.
 - **Principal:** Provides leadership and resources.

10. The Pakistani Context, Issues, and Challenges

Status in Pakistan

- Despite being recommended in all major education policies since 1947, a structured and universal system is largely absent.
- Services are mostly available in some private and elite institutions.

Major Challenges

1. **Lack of Policy Implementation:** A significant gap between policy and practice.
2. **Shortage of Trained Personnel.**
3. **Financial Limitations:** A very small percentage of GNP is allocated to education, with little left for guidance programs.
4. **Social Stigma:** Lack of awareness leads to stigma around seeking psychological help.
5. **Absence of a Regulatory Body:** No national association to set standards, enforce ethics, or provide licensure.

The Way Forward

- Integrate guidance into teacher training programmes.
- Launch specialized degree programmes in counselling.
- Advocate for increased budgetary allocation.
- Initiate public awareness campaigns.
- Establish a professional regulatory body for counsellors.

119. **Financial limitations** and low allocation of GNP to education hinder guidance programs.
120. **Social stigma** is a significant barrier to seeking psychological help in Pakistan.
121. Pakistan faces an **absence of a regulatory body** to set standards for counsellors.
122. The way forward includes integrating guidance into **teacher training programmes** and launching specialized **degree programmes**.

MCQs – Educational Guidance and Counselling

1. The term "Guidance" is etymologically derived from which language?

- A) Latin
- B) Greek
- C) French
- D) German

Answer: French

2. According to Crow and Crow, the primary purpose of guidance is to:

- A) Treat mental illness
- B) Help individuals manage life activities and make decisions
- C) Provide financial assistance
- D) Enforce discipline in schools

Answer: Help individuals manage life activities and make decisions

3. Which perspective views guidance as a philosophy emphasizing the inherent worth and dignity of an individual?

- A) As a Service
- B) As an Educational Construct
- C) As a Concept
- D) As a Process

Answer: As a Concept

4. Guidance as a service includes organized procedures like:

- A) Only teaching and lecturing
- B) Counselling, testing, placement, and follow-up
- C) Medical diagnosis and treatment
- D) Financial aid distribution

Answer: Counselling, testing, placement, and follow-up

5. Counselling is best described as:

- A) A broad and general process
- B) A group-oriented activity only

C) A specialized, in-depth, and personalized component of guidance

D) A method for academic teaching only

Answer: A specialized, in-depth, and personalized component of guidance

6. According to Carl Rogers, counselling is a service to assist individuals in:

- A) Finding suitable employment
- B) Changing attitudes and behaviour
- C) Selecting university courses
- D) Improving physical health

Answer: Changing attitudes and behaviour

7. According to Erickson, counselling is:

- A) A group discussion about problems
- B) A person-to-person relationship where one individual with problems seeks assistance from a professionally trained individual
- C) A method of academic instruction
- D) A process of administering tests

Answer: A person-to-person relationship where one individual with problems seeks assistance from a professionally trained individual

8. What is the key focus of counselling?

- A) External facts and events only
- B) The personal meaning of events and experiences
- C) Historical data about the client
- D) Financial planning and budgeting

Answer: The personal meaning of events and experiences

9. Counselling is considered to be an:

- A) Applied natural science
- B) Applied social science
- C) Pure social science



School Administration and Supervision

1. Introduction: Concepts, Definitions, and Etymology

School Administration

- **Etymology and Origin:**
 - The term "**administration**" is derived from the Latin word administratio, meaning "management" or "direction."
 - Its root is administrare, which combines ad- (to) and ministrare (to serve). This implies that administration is fundamentally an **act of serving or managing for the welfare of others**.
- **Concept and Definition:**
 - Administration is the process of systematically arranging, coordinating, and directing human and material resources to achieve the stipulated goals of an organization.
 - **School Administration** is the application of this process within an educational institution. It involves **planning, organizing, directing, and controlling** all activities and resources to achieve educational objectives effectively.
 - It is not about doing things oneself, but about "**getting things done by others**" by directing and supervising their work.
 - **As a System:** An administrative system is an organized, complex whole—an assemblage of interdependent parts (like personnel, finance, curriculum) forming a unified entity.

Educational Supervision

- **Etymology and Origin:**
 - The term "**supervision**" comes from the Latin word supervisionem, meaning "a looking over." It is formed from super (over) and videre (to see). This implies overseeing or guiding the work of others from a position of responsibility.
- **Concept and Definition:**
 - Initially, educational supervision was focused on **inspection and control**, ensuring teachers followed prescribed curricula.
 - The modern concept views supervision as a **cooperative, developmental service**.
 - **Educational Supervision** is the process of guiding, supporting, assisting, and assessing teachers and educational staff to improve instructional quality, enhance professional growth, and ultimately improve student learning outcomes.
 - It is **supportive, explanatory, encouraging, guiding, advisory, improving, and sharing**, rather than merely directive or punitive.

2. Scope, Significance, and Need

Scope of School Administration and Supervision

The scope is vast and encompasses all activities that ensure the smooth and effective functioning of an educational institution. It can be understood through the following operational areas:

- **Determining Objectives and Procedures:** Answering fundamental questions: What is to be done? How will the work be divided and done? Who will do it? With what resources? When?
- **Curriculum and Instruction:** Planning, developing, implementing, and evaluating the educational program to ensure it is relevant and effective.

One-Liners Statements - School Administration & Supervision

1. Introduction: Concepts, Definitions, and Etymology

1. **Administration** is derived from the Latin word 'administratio', meaning management or direction.
2. The root 'administrare' combines 'ad-' (to) and 'ministrare' (to serve), implying it is an **act of serving**.
3. **Administration** is the process of arranging and directing human and material resources to achieve organizational goals.
4. **School Administration** involves **planning, organizing, directing, and controlling** activities to achieve educational objectives.
5. Administration is about **"getting things done by others"** through direction and supervision.
6. An administrative **system** is an assemblage of interdependent parts forming a unified entity.
7. **Supervision** comes from the Latin 'supervisionem', meaning "a looking over."
8. Historically, educational supervision focused on **inspection and control**.
9. Modern supervision is a **cooperative, developmental service**.
10. **Educational Supervision** guides and supports teachers to improve instruction and student learning outcomes.
11. Modern supervision is **supportive, explanatory, encouraging, guiding, advisory, improving, and sharing**.

2. Scope, Significance, and Need

12. The scope of school administration encompasses all activities for the **smooth functioning** of an institution.
13. A key operational area is **determining objectives and procedures** (What, How, Who, With what, When).
14. Administration covers **curriculum and instruction** planning, development, and evaluation.
15. **Staff Personnel** management includes recruitment, training, development, and appraisal.
16. **Student Personnel** services address admission, discipline, guidance, and welfare.
17. Administration manages **financial and physical resources**, including budgets and facilities.
18. Building **school-community relations** is a vital part of administration.
19. Administration ensures **policy implementation and legal compliance**.
20. Its significance lies in creating a **conducive learning environment**.
21. It ensures the **efficient and effective use** of resources.
22. It **promotes continuous improvement** in teaching and learning.
23. A key need for administration is to manage the **growing complexity of education systems**.
24. The goal is to secure **"one hundred cents worth of education from each dollar expanded."**

3. Evolution and Key Milestones

25. In the **19th century**, the role of the **school principal** emerged, focused on discipline.
26. **Frederick Taylor's Scientific Management** influenced early 20th-century administration, emphasizing efficiency.
27. **Post-World War II**, models shifted towards **democratic leadership and instructional leadership**.
28. Contemporary trends focus on **accountability, equity, and data-driven decision-making**.
29. Early supervision models in the 19th century were **inspection-based** and focused on control.

MCQs – School Administration and Supervision

1. The term "administration" is derived from the Latin word "administratio" which means:

- A) To lead and command
- B) To see and oversee
- C) Management or direction
- D) To organize and plan

Answer: Management or direction

2. The root word "administrare" combines 'ad-' and 'ministrare' which means:

- A) To command and lead
- B) To see and oversee
- C) To manage and control
- D) To serve and to

Answer: To serve and to

3. The term "supervision" comes from the Latin word "supervisionem" which means:

- A) To manage and serve
- B) A looking over
- C) To lead and command
- D) To control and direct

Answer: A looking over

4. The term "supervision" is formed from "super" and "videre" which mean:

- A) To manage and serve
- B) Over and to see
- C) To lead and command
- D) Under and to follow

Answer: Over and to see

5. Modern educational supervision is best described as:

- A) An inspectional service focused on control
- B) A cooperative, developmental service
- C) A punitive, directive service
- D) A financial audit service

Answer: A cooperative, developmental service

6. Administration is fundamentally an act of:

- A) Commanding
- B) Serving
- C) Inspecting

D) Evaluating

Answer: Serving

7. School administration involves planning, organizing, directing, and:

- A) Inspecting
- B) Controlling
- C) Evaluating
- D) Teaching

Answer: Controlling

8. Which of the following is NOT a key operational area in the scope of school administration?

- A) Curriculum and Instruction
- B) Staff Personnel
- C) Stock Market Analysis
- D) Financial and Physical Resources

Answer: Stock Market Analysis

9. A key need for school administration is to manage the:

- A) Political affiliations of staff
- B) Growing complexity of education systems
- C) Personal lives of students
- D) International trade policies

Answer: Growing complexity of education systems

10. The goal of administration is to secure "one hundred cents worth of education from each dollar expended" which relates to:

- A) Community Relations
- B) Financial Efficiency
- C) Student Discipline
- D) Teacher Salaries

Answer: Financial Efficiency

11. The role of the school principal emerged primarily in which century?

- A) 18th Century
- B) 19th Century
- C) 20th Century
- D) 21st Century

Answer: 19th Century

9. School Administration and Supervision

Planning and Management in Education

1. Foundations: Administration and Management

Definition and Core Concepts:

- **Administration:** It is the top-level, decision-making function concerned with the formulation of broad objectives, plans, and policies for an organization. Its essence is *thinking* and *deciding*.
- **Management:** It is the process of getting work done through others for the attainment of organizational goals. It is an execution function. Its essence is *doing* and *implementing*.

Detailed Comparison:

Basis	Administration	Management
Etymology	From Latin "ministrare," meaning "to serve."	From Latin "manus," meaning "hand."
Nature	A thinking and decision-making function.	A doing and execution function.
Process	Decides <i>what</i> is to be done and <i>when</i> .	Decides <i>who</i> will do the work and <i>how</i> .
Level	Top-level function (e.g., Minister, Secretary).	Middle and lower-level function.
Skills	Requires strong conceptual (visionary) and human skills.	Requires technical and human skills.
Influence	Shaped by public opinion, government policies, customs, and religious organizations.	Influenced by the values, opinions, beliefs, and decisions of the managers.
Functions	Determination of goals, policy formulation, decision-making, budgeting, recruitment.	Policy implementation, execution, governance, and profit-making in relevant contexts.
Heart	Directing and decision-making.	Planning.

- **Oliver Sheldon's Distinction (1923):** In his book "The Philosophy of Management," he highlighted that administration is a decision-making function, while management is an execution function.

2. Organization: The Structured Setting

Definition: An organization is a group of people working together in a consciously structured setting to achieve common group goals.

Types of Organizations:

- **Formal Organization:** Has well-defined objectives, structure, policies, rules, and regulations (e.g., a government school).
- **Informal Organization:** A network of interpersonal relationships that arise when people associate with one another. It has no defined objectives, structure, or rules (e.g., a teachers' social group).

Significance of Organization:

- Enables **specialization** and division of labor.
- Provides **role clarity** and reduces ambiguity.
- Ensures **optimum utilization of resources** (human, material, financial).
- Facilitates **coordination** and **effective administration**.

One-Liners Statement - Educational Planning and Management

1. Foundations: Administration and Management

1. **Administration** is a top-level, decision-making function concerned with formulating broad objectives, plans, and policies.
2. The essence of administration is **thinking** and **deciding**.
3. **Management** is the process of getting work done through others for the attainment of organizational goals.
4. The essence of management is **doing** and **implementing**.
5. Administration decides *what* is to be done and *when*.
6. Management decides *who* will do the work and *how*.
7. Administration is a **top-level** function (e.g., Minister, Secretary).
8. Management is a **middle and lower-level** function.
9. Administration requires strong **conceptual** (visionary) and **human** skills.
10. Management requires **technical** and **human** skills.
11. Administration is shaped by public opinion, government policies, and customs.
12. Management is influenced by the values, opinions, and beliefs of the managers.
13. The heart of administration is **directing and decision-making**.
14. The heart of management is **planning**.
15. **Oliver Sheldon** distinguished administration as a decision-making function and management as an execution function.

2. Organization: The Structured Setting

16. An **organization** is a group of people working together in a consciously structured setting to achieve common goals.
17. A **Formal Organization** has well-defined objectives, structure, policies, and rules (e.g., a government school).
18. An **Informal Organization** is a network of interpersonal relationships with no defined structure (e.g., a teachers' social group).
19. Organization enables **specialization** and division of labor.
20. Organization provides **role clarity** and reduces ambiguity.
21. Organization ensures **optimum utilization of resources** (human, material, financial).
22. Organization facilitates **coordination** and **effective administration**.

3. Core Elements and Functions of Management

23. **Henri Fayol** defined the key functions of management as **Planning, Organizing, Commanding, Coordinating, and Controlling (POCCC)**.
24. **Luther Gulick & Lyndall Urwick** coined **POSDCORB**: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting.
25. **Koontz and O'Donnell's** functions are **Planning, Organizing, Staffing, Directing, Controlling (POSDC)**.
26. **George & Jerry's** functions are **Planning, Organizing, Actuating, Controlling (POAC)**.
27. **Planning** is an intellectual activity to determine a future course of action.
28. **Organizing** is the process of allotting duties and building up resources to carry out the plan.
29. **Staffing** is the process of hiring and developing required personnel.

130. The tenure of a School Council is **2 years**.
 131. **Deconcentration** is the redistribution of administrative tasks within a centralized system.
 132. **Devolution** is the transfer of authority to local or regional levels.

14. The Integration of Education and National Development

133. Education is a key agent for **national development**.
 134. Effective educational planning is crucial for achieving Sustainable Development Goal 4 (SDG 4).
 135. A major challenge in Pakistan's education sector is **low budgetary allocation** (around 2.1% of GDP).

MCQs - Planning and Management in Education

1. According to the classical distinction, what is the essence of Administration?

- A) Doing and Implementing
- B) Thinking and Deciding
- C) Leading and Motivating
- D) Organizing and Staffing

Answer: Thinking and Deciding

2. Management is primarily concerned with:

- A) Formulating broad policies
- B) Getting work done through others
- C) Shaping public opinion
- D) Serving the board of directors

Answer: Getting work done through others

3. Which function is considered a top-level activity in educational institutions?

- A) Management
- B) Supervision
- C) Administration
- D) Operational planning

Answer: Administration

4. The heart of management is identified as:

- A) Directing
- B) Decision-making
- C) Planning
- D) Coordinating

Answer: Planning

5. Who distinguished administration as a decision-making function and management as an execution function?

- A) Henry Mintzberg
- B) Frederick Taylor

C) Oliver Sheldon

D) Henri Fayol

Answer: Oliver Sheldon

6. A government school is an example of which type of organization?

- A) Informal organization
- B) Formal organization
- C) Social organization
- D) Virtual organization

Answer: Formal organization

7. An informal organization is characterized by:

- A) Well-defined objectives
- B) A network of interpersonal relationships
- C) Clear rules and regulations
- D) A formal structure

Answer: A network of interpersonal relationships

8. Which of the following is a key significance of organization?

- A) Reduces specialization
- B) Increases role ambiguity
- C) Ensures optimum utilization of resources
- D) Promotes individual interests over group goals

Answer: Ensures optimum utilization of resources

9. The acronym POSDCORB was coined by:

- A) Koontz and O'Donnell
- B) George and Jerry
- C) Gulick and Urwick

Education Policies of Pakistan (1947-2009)

1. Introduction to Educational Policy

Definition:

An educational policy is a comprehensive framework of principles, rules, and guidelines formulated by a government or governing body to manage, direct, and improve the entire education system. It serves as a strategic blueprint for educational institutions, teachers, and administrators to achieve coherent national education goals, ensuring the system is organized, equitable, effective, and aligned with the nation's socio-economic and cultural aspirations.

Purposes of Educational Policy:

1. **Achieving National Goals:** Education policies are designed to align the education system with broader national development objectives, such as poverty reduction, economic growth, social cohesion, and, most fundamentally, the eradication of illiteracy.
 - *Example:* A policy mandating free and compulsory primary education directly contributes to the national goal of improving literacy rates.
2. **Shaping the Future of the Nation:** Education is the primary tool for preparing a skilled, knowledgeable, responsible, and patriotic citizenry capable of leading the country's future progress and development.
 - *Example:* Emphasizing Science, Technology, Engineering, and Mathematics (STEM) education helps create a workforce of engineers, doctors, and scientists essential for national advancement.
3. **Controlling the Quality of Education:** Policies establish minimum standards for instruction, infrastructure, and learning outcomes. They regulate teacher qualifications, curriculum content, and assessment methods to ensure a consistently high-quality education for all students.
 - *Example:* Mandating a B.Ed. degree for elementary school teachers ensures a baseline of pedagogical competence.
4. **Solving Critical Problems:** Policies provide targeted strategies to address urgent and systemic issues within the education system, such as low enrollment rates, high dropout rates, gender disparities, and poor learning outcomes.
 - *Example:* Introducing a Midday Meal Scheme in schools can significantly increase daily attendance and reduce dropout rates, particularly in underprivileged areas.
5. **Determining Outcomes and Outputs:** Policies define the desired learning objectives (outcomes) and establish mechanisms to measure student achievement and system performance (outputs).
 - *Example:* Standardized public examinations at the secondary level (Matric) are used to assess and certify student learning on a national scale.
6. **Distributing Educational Resources:** A key function of policy is to ensure the equitable and efficient allocation of finite resources—such as funding, textbooks, teaching staff, and physical infrastructure—across different regions and socio-economic groups to bridge resource gaps.
 - *Example:* Allocating specific funds for the construction of girls' schools in rural districts to improve access to education.
7. **Identifying How to Educate:** Policies guide pedagogical approaches, teaching methodologies, and the design of the curriculum, determining *how* knowledge is to be imparted to students.



One-Liner Statements - Education Policies of Pakistan (1947-2009)

1. Introduction to Educational Policy

1. An **educational policy** is a comprehensive framework of principles and guidelines to manage and improve the education system.
2. The purpose of an educational policy is to achieve **national goals** like poverty reduction and economic growth.
3. Education policies aim to shape a **skilled, knowledgeable, and patriotic citizenry** for the nation's future.
4. Policies control the **quality of education** by setting standards for instruction, infrastructure, and learning outcomes.
5. A key function of policy is to solve **critical problems** like low enrollment, high dropout rates, and gender disparities.
6. Policies determine the desired **learning outcomes** and establish mechanisms to measure student achievement.
7. Educational policies ensure the **equitable distribution of resources** like funding, textbooks, and teaching staff.
8. Policies guide **pedagogical approaches** and teaching methodologies, determining how knowledge is imparted.
9. A goal of policy is to ensure **effectiveness and efficiency** in the use of time, money, and resources.
10. Policies promote **standards and uniformity** to ensure a consistent educational experience across regions.
11. **Leveling the education system** to reduce urban-rural and socioeconomic disparities is a key policy aim.
12. Policies work towards **securing qualified and motivated teachers** and educational administrators.
13. Policies translate broad strategic visions into **concrete, actionable steps and programs** within institutions.

2. Chronological Overview of Pakistan's Education Policies

First Educational Conference, 1947

14. The **First Educational Conference** was held from November 27 to December 1, 1947, in Karachi.
15. It was presided by **Fazal Ur Rehman** and held under the supervision of **Quaid-e-Azam Muhammad Ali Jinnah**.
16. Its key focus was to establish an education system based on **Spiritual, Social, and Vocational** principles.
17. It proposed **free and compulsory primary education** for all children.
18. The Adult Education Committee estimated it would take **140 years** to eliminate illiteracy in Pakistan.
19. It introduced **compulsory Physical Education** in schools.
20. The conference proposed an **Overseas Scholarship Scheme** for higher education abroad.
21. It recommended the use of **broadcast media (radio) and films** as teaching tools.
22. It proposed a **Council of Technical Education** to address the shortage of technicians and engineers.
23. It recommended establishing a **Central Institute of Islamic Research**.

MCQs - Educational Policies of Pakistan

1. An educational policy is best defined as a comprehensive framework of principles, rules, and guidelines to:

- A) Generate revenue for the government
- B) Manage, direct, and improve the entire education system
- C) Replace traditional teaching methods
- D) Focus solely on higher education institutions

Answer: Manage, direct, and improve the entire education system

2. Which of the following is NOT listed as a purpose of educational policy?

- A) Achieving National Goals
- B) Controlling the Quality of Education
- C) Privatizing all educational institutions
- D) Solving Critical Problems

Answer: Privatizing all educational institutions

3. A policy mandating free and compulsory primary education directly contributes to which national goal?

- A) Economic growth only
- B) Improving literacy rates
- C) Military strengthening
- D) Religious propagation

Answer: Improving literacy rates

4. Emphasizing STEM education in policy helps create a workforce of:

- A) Lawyers and judges
- B) Engineers, doctors, and scientists
- C) Religious scholars
- D) Artists and musicians

Answer: Engineers, doctors, and scientists

5. Mandating a B.Ed. degree for elementary school teachers is an example of policy controlling:

- A) The distribution of resources
- B) The quality of education
- C) National development goals
- D) School infrastructure

Answer: The quality of education

6. Introducing a Midday Meal Scheme in schools is a policy strategy to:

- A) Improve teacher attendance
- B) Increase daily attendance and reduce dropout rates
- C) Teach cooking skills
- D) Promote religious education

Answer: Increase daily attendance and reduce dropout rates

7. The Single National Curriculum (SNC) is a modern effort to achieve:

- A) Privatization of education
- B) Standards and uniformity across regions
- C) Free university education
- D) Military training for all students

Answer: Standards and uniformity across regions

8. Providing need-based scholarships to students from low-income families is a policy aimed at:

- A) Islamizing the curriculum
- B) Leveling the education system and reducing disparities
- C) Centralizing administration
- D) Privatizing education

Answer: Leveling the education system and reducing disparities

9. The First Educational Conference of 1947 was held in which city?

- A) Lahore
- B) Islamabad
- C) Karachi
- D) Dhaka

Answer: Karachi

10. The First Educational Conference of 1947 was held from:

- A) August 14-15, 1947
- B) November 27 to December 1, 1947
- C) January 1-5, 1948
- D) March 23-25, 1947

Answer: November 27 to December 1, 1947



Educational Research

1. Introduction to Educational Research

Concept and Definition of Research

- **Etymology:** The word "research" is derived from the Middle French word “recherche”, meaning “to go about seeking”. It is a compound of “re-” (again) + “cerchier” (to search). Thus, it literally means to "search again and again."
- **General Definition:** Research is a systematic, formal, rigorous, and intensive process of inquiry aimed at discovering new knowledge, correcting previous errors, and adding in an orderly way to the existing body of knowledge. It is a systematic attempt to provide answers to questions.
- **Definition by John W. Best:** According to John W. Best in his book "Research in Education," research is *"the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events."* He also stated that *"The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths."*
- **Key Purpose:** The primary purpose of research is to discover new information or reach a new understanding of a topic or issue.

Characteristics of Research

Research, particularly scientific research, is characterized by a set of key features. Bruce W. Tuckman summarized these with the acronym **MOVIE** and other essential traits:

- **M – Mathematical Precision and Accuracy:** Relies on quantitative data, measurement, and statistical analysis.
- **O – Objectivity:** Findings are based on empirical evidence, free from personal bias, beliefs, or values.
- **V – Verifiability:** Results can be checked and confirmed by other researchers through replication.
- **I – Impartiality:** The researcher remains neutral and unbiased throughout the research process.
- **E – Expertness:** Requires specialized knowledge, skills, and training in research methodologies.

Additional Key Characteristics include:

- **Systematic:** It follows a structured and organized approach with specific, sequential steps and procedures.
- **Logical:** It is guided by principles of logical reasoning, ensuring conclusions are based on valid inferences from the data.
- **Empirical:** It is based on observed and measured phenomena, deriving knowledge from actual experience rather than just theory.
- **Reductive:** It aims to generalize from specific data and observations to broader principles or theories.
- **Replicable:** The research process and findings should be repeatable, allowing others to verify the results.
- **Transmissible:** The findings and knowledge generated can be shared and communicated to others.

Meaning and Specific Characteristics of Educational Research

One-Liners Statements - Educational Research

1. Introduction to Educational Research

1. The word "research" is derived from the Middle French word "**recherche**", meaning "to go about seeking".
2. Research is a **systematic, formal, rigorous, and intensive process** of inquiry.
3. The primary purpose of research is to **discover new information** or reach a new understanding.
4. According to **John W. Best**, research is the systematic and objective analysis of controlled observations.
5. Bruce W. Tuckman summarized the characteristics of research with the acronym **MOVIE**.
6. **M** in MOVIE stands for **Mathematical Precision and Accuracy**.
7. **O** in MOVIE stands for **Objectivity**, meaning findings are based on empirical evidence.
8. **V** in MOVIE stands for **Verifiability**, meaning results can be confirmed by others.
9. **I** in MOVIE stands for **Impartiality**, meaning the researcher remains neutral.
10. **E** in MOVIE stands for **Expertness**, requiring specialized knowledge and skills.
11. Research is **systematic**, following a structured and organized approach.
12. Research is **logical**, guided by principles of logical reasoning.
13. Research is **empirical**, based on observed and measured phenomena.
14. Research is **reductive**, aiming to generalize from specific data to broader theories.
15. Research is **replicable**, meaning the process and findings should be repeatable.
16. Research is **transmissible**, meaning findings can be shared with others.
17. **Educational Research** is the systematic application of the scientific method to solve educational problems.
18. The major concern of educational research is to **understand, explain, predict, and control** human behaviors in educational situations.
19. The main purpose of educational research is to **improve the teaching-learning process**.
20. A specific characteristic of educational research is that it deals with **complex human relationships**.
21. Educational research uses an **inter-disciplinary approach**, drawing from Psychology, Sociology, etc.
22. Educational research is **not as exact as physical sciences** due to the uniqueness of human beings.
23. Educational research is often **subjective and intangible**, dealing with concepts like motivation.
24. Educational research has a **school-based focus**, concerned with real-world problems.
25. Educational research is **practitioner-friendly** and can be undertaken by teachers (e.g., Action Research).
26. Educational research is generally **inexpensive** compared to large-scale scientific experiments.
27. Educational research aims at **bridging the gap between theory and practice**.

2. Sources of Knowledge and the Scientific Method

28. **Sense Perception** is a method of acquiring knowledge through our senses, but it can be misleading.
29. **Tradition/Custom** relies on established ways of doing things but can resist progress.
30. **Authority** involves accepting knowledge from a respected source, which can be dangerous if unchallenged.
31. **Expert Opinion** involves consulting specialists, but their credentials must be verified.
32. **Rationalism** gains knowledge through reason and logic without empirical verification.

MCQs – Educational Research

1. The word "research" is etymologically derived from the Middle French word "recherche" which means:

- A) To find answers
- B) To search again and again
- C) To analyze data
- D) To document findings

Answer: To search again and again

2. According to John W. Best, what is the secret of our cultural development?

- A) Tradition
- B) Authority
- C) Research
- D) Common Sense

Answer: Research

3. In Bruce W. Tuckman's acronym MOVIE for research characteristics, the letter 'M' stands for:

- A) Measurement
- B) Mathematical Precision and Accuracy
- C) Methodical Approach
- D) Meaningful Analysis

Answer: Mathematical Precision and Accuracy

4. In Bruce W. Tuckman's acronym MOVIE, the letter 'O' stands for:

- A) Observation
- B) Objectivity
- C) Organization
- D) Opinion

Answer: Objectivity

5. In Bruce W. Tuckman's acronym MOVIE, the letter 'V' stands for:

- A) Validity
- B) Verifiability
- C) Variability
- D) Visibility

Answer: Verifiability

6. In Bruce W. Tuckman's acronym MOVIE, the letter 'I' stands for:

- A) Impartiality

B) Investigation

C) Interpretation

D) Innovation

Answer: Impartiality

7. In Bruce W. Tuckman's acronym MOVIE, the letter 'E' stands for:

- A) Evidence
- B) Expertise
- C) Expertness
- D) Evaluation

Answer: Expertness

8. Which characteristic of research means that findings are based on empirical evidence, free from personal bias?

- A) Verifiability
- B) Objectivity
- C) Impartiality
- D) Replicability

Answer: Objectivity

9. Which characteristic of research means that results can be checked and confirmed by other researchers through replication?

- A) Objectivity
- B) Verifiability
- C) Impartiality
- D) Expertness

Answer: Verifiability

10. Which characteristic of research means the researcher remains neutral and unbiased throughout the research process?

- A) Objectivity
- B) Verifiability
- C) Impartiality
- D) Expertness

Answer: Impartiality

11. Research is considered systematic because it:

- A) Uses random procedures
- B) Follows a structured and organized approach with specific sequential steps
- C) Is based on personal opinions



Information and Communication Technology (ICT) in Education

1. Introduction to Computers and ICT

Definition of a Computer:

A computer is an electronic device that operates under the control of a set of instructions stored in its memory. It accepts data (input), processes that data according to predefined rules, produces results (output), and stores the results for future use. The term is derived from the Latin word 'computare', meaning to calculate. It is a programmable machine that executes arithmetic and logical operations automatically and sequentially.

Data vs. Information:

- **Data:** Refers to raw, unorganized, and unprocessed facts and figures. It is a collection of discrete values that convey no specific meaning on their own. For example: 51, 77, 58, 82, 64, 70.
- **Information:** Is data that has been processed, organized, structured, or presented in a given context to make it meaningful, useful, and relevant. For example: "The average of the six test scores is 67%."

Characteristics of Computers:

- **Speed:** Computers execute millions to billions of instructions per second, measured in Hertz (Hz).
- **Accuracy:** They perform operations with a high degree of precision. Errors are almost always due to human input (Garbage In, Garbage Out) or faulty programming.
- **Diligence:** Unlike humans, computers are immune to boredom, fatigue, or lack of concentration, making them ideal for repetitive, monotonous tasks.
- **Versatility:** Computers can perform a wide variety of tasks simultaneously by executing different programs, from complex calculations to graphic design and communication.
- **Storage Capacity:** Computers can store vast amounts of data in a very small physical space (on hard drives, SSDs, etc.) and retrieve it almost instantaneously.
- **Automation:** Once a task is programmed, a computer can carry it out automatically without human intervention.
- **Reliability:** With proper maintenance, computers can operate reliably for long periods without failure.

Types of Computers:

- **Supercomputers:** The fastest, most powerful, and most expensive computers. They are used for highly complex, calculation-intensive tasks like weather forecasting, nuclear weapon simulation, and scientific research (e.g., Frontier, Fugaku).
- **Mainframe Computers:** Large, high-powered computers that can support thousands of users simultaneously. They are used by large organizations for critical applications, bulk data processing (like census data), and transaction processing (e.g., in banking and insurance).
- **Mini-Computers:** Mid-range, multi-processing systems that lie between mainframes and microcomputers. They can support 4 to 200 users simultaneously and are often used as departmental servers in organizations.



- **Develop Localized Digital Content:** Create and curate OER and other digital content in local languages and that reflect local culture to ensure relevance.

Conclusion

ICT has fundamentally transformed the landscape of education, making it more accessible, engaging, personalized, and efficient. From understanding the basic components of a computer to navigating sophisticated online learning environments, ICT provides a powerful and evolving set of tools for both teachers and students. However, the effective integration of ICT requires more than just technical skills; it demands a thoughtful, student-centered approach to pedagogy, a strong ethical foundation, and a redefinition of the educator's role from information source to learning facilitator. A modern teacher must be a guide, a collaborator, and a lifelong learner to harness the full potential of ICT in creating dynamic, inclusive, and effective learning experiences for the 21st century.

One-Liner Statements - ICT in Education

1. Introduction to Computers and ICT

1. A **computer** is an electronic device that operates under the control of instructions stored in its memory.
2. The term computer is derived from the Latin word '**computare**', meaning to calculate.
3. **Data** refers to raw, unorganized, and unprocessed facts and figures.
4. **Information** is data that has been processed, organized, and structured to make it meaningful and useful.
5. Key characteristics of computers include **speed, accuracy, diligence, versatility, storage capacity, automation, and reliability**.
6. **Speed** of a computer is measured in **Hertz (Hz)**.
7. The principle **Garbage In, Garbage Out (GIGO)** means that incorrect input data leads to incorrect output.
8. **Supercomputers** are the fastest, most powerful, and most expensive computers used for complex tasks like weather forecasting.
9. **Mainframe computers** are large, high-powered computers that can support thousands of users simultaneously.
10. **Mini-computers** are mid-range, multi-processing systems that can support 4 to 200 users.
11. **Workstations** are powerful single-user computers used for specialized tasks like engineering design.
12. **Personal Computers (PCs)** are small, inexpensive computers designed for individual use, including desktops, laptops, and tablets.

2. Computer System Organization

13. A computer system is an integrated entity consisting of **hardware and software**.
14. The four primary functional units of a computer are the **Input Unit, CPU, Storage Unit, and Output Unit**.
15. The **Input Unit** accepts data and instructions and converts them into a digital form the computer can understand.
16. Examples of input devices include **keyboard, mouse, scanner, touch screen, and microphone**.
17. The **Central Processing Unit (CPU)** is the brain of the computer that executes instructions.

MCQs – ICT in Education

1. A computer is best defined as an electronic device that operates under the control of instructions stored in its memory to:

- A) Display information only
- B) Accept data, process it, produce results, and store them
- C) Connect to the internet
- D) Play multimedia content

Answer: Accept data, process it, produce results, and store them

2. The term "computer" is derived from which Latin word?

- A) Communis
- B) Componere
- C) Computare
- D) Computus

Answer: Computare

3. Raw, unorganized, and unprocessed facts and figures are known as:

- A) Information
- B) Data
- C) Input
- D) Output

Answer: Data

4. Which of the following is an example of information rather than data?

- A) 51, 77, 58, 82, 64, 70
- B) A list of student names
- C) The average of six test scores is 67%
- D) A series of random numbers

Answer: The average of six test scores is 67%

5. The speed of a computer is measured in:

- A) Bytes
- B) Hertz (Hz)
- C) Bits per second
- D) Volts

Answer: Hertz (Hz)

6. The principle "Garbage In, Garbage Out" (GIGO) highlights the importance of:

- A) Processing speed
- B) Input accuracy

C) Storage capacity

D) Output devices

Answer: Input accuracy

7. Which characteristic makes computers immune to boredom, fatigue, and lack of concentration?

- A) Speed
- B) Accuracy
- C) Diligence
- D) Versatility

Answer: Diligence

8. Which characteristic allows computers to perform a wide variety of tasks simultaneously?

- A) Speed
- B) Accuracy
- C) Diligence
- D) Versatility

Answer: Versatility

9. Which type of computer is the fastest, most powerful, and most expensive?

- A) Personal Computer
- B) Mainframe Computer
- C) Supercomputer
- D) Minicomputer

Answer: Supercomputer

10. Which type of computer can support thousands of users simultaneously and is used for bulk data processing?

- A) Workstation
- B) Supercomputer
- C) Minicomputer
- D) Mainframe Computer

Answer: Mainframe Computer

11. Which type of computer can support 4 to 200 users simultaneously and lies between mainframes and microcomputers?

- A) Workstation
- B) Supercomputer
- C) Minicomputer

Innovative Assessment and Evaluation

1. Definition of Core Concepts

Assessment:

- **Definition:** Assessment is the systematic process of gathering, interpreting, and using evidence about a student's learning, progress, and performance to make informed decisions and support their educational journey.
- **Example:** A teacher administers a quiz, observes class participation, or reviews a draft of an essay to understand how well students have grasped a new concept.

Evaluation:

- **Definition:** Evaluation is the process of making a judgment about the quality, value, effectiveness, or merit of something—such as an educational program, a project, a curriculum, or a teacher's performance—based on established criteria, standards, and evidence.
- **Example:** A school administrator reviews a teacher's lesson plans, classroom observations, and student results over a year to decide whether to grant them tenure or promotion.

2. Introduction to Innovative Assessment and Evaluation

- **Traditional Assessment:** This approach is typically **summative**, occurring *at the end* of a learning period (e.g., a unit, semester, or course). Its primary purpose is to measure and certify the amount of knowledge students have retained, often through standardized tests, final exams, and essays. The focus is on the final outcome (the grade/score).
- **Innovative Assessment:** This is a modern, **learner-centered** approach that **integrates assessment throughout the learning process**. It moves beyond mere memorization to focus on developing skills, understanding, and creativity. The goal is to enhance learning by making assessment meaningful, engaging, and reflective.

Core Philosophy of Innovative Assessment:

- It transforms assessment from a tool of **judgment** into a tool for **learning**.
- It aligns with the needs of 21st-century learners, emphasizing skills like critical thinking, collaboration, communication, and problem-solving.
- It promotes **continuous feedback**, active student participation, and the real-world application of knowledge and skills.
- By integrating assessment with teaching, it fosters a deeper understanding of content and makes learning more relevant, enjoyable, personalized, and effective.

3. The Need for Innovation in Assessment

- **Beyond Rote Memorization:** Traditional methods often prioritize the recall of facts over critical or creative thinking, which is insufficient for preparing students for modern challenges.
- **Developing 21st-Century Skills:** New-age learners require assessments that mirror real-world demands, evaluating skills like problem-solving, digital literacy, and teamwork.
- **Catering to Diverse Learners:** Innovative tools and methods support varied learning styles, needs, and paces, promoting inclusivity and equity in the classroom.
- **Enhancing Student Engagement:** Interactive and relevant assessment tasks increase student motivation and investment in their own learning process.



One-Liner Statements – Innovative Assessment and Evaluation

1. Core Concepts

1. **Assessment** is the systematic process of gathering, interpreting, and using evidence about a student's learning and progress.
2. An example of assessment is a teacher administering a **quiz** or observing **class participation**.
3. **Evaluation** is the process of making a judgment about the quality, value, or effectiveness of an educational program or performance.
4. An example of evaluation is a school administrator reviewing a teacher's performance to decide on **tenure or promotion**.

2. Introduction to Innovative Assessment

5. **Traditional Assessment** is typically **summative** and occurs at the end of a learning period.
6. The primary purpose of traditional assessment is to measure and **certify knowledge** retention.
7. **Innovative Assessment** is a modern, **learner-centered** approach that integrates assessment throughout the learning process.
8. The core philosophy of innovative assessment transforms it from a tool of **judgment** into a tool for **learning**.
9. Innovative assessment aligns with the needs of **21st-century learners**, emphasizing critical thinking and problem-solving.
10. It promotes **continuous feedback**, active student participation, and real-world application of knowledge.

3. The Need for Innovation in Assessment

11. Innovation is needed because traditional methods often prioritize **rote memorization** over critical thinking.
12. New-age learners require assessments that evaluate **21st-century skills** like digital literacy and teamwork.
13. Innovative tools cater to **diverse learners**, promoting inclusivity and equity.
14. Interactive and relevant assessment tasks enhance **student engagement** and motivation.

4. Types of Innovative Assessment

15. **Formative Assessment** is conducted *during* instruction to provide continuous feedback for growth and improvement.
16. The purpose of formative assessment is to identify **learning gaps** and guide subsequent instruction.
17. Examples of formative assessment include **exit tickets** and **one-minute papers**.
18. **Performance-Based Assessment** requires students to demonstrate knowledge by performing **real-**

MCQs – Innovative Assessment and Evaluation

1. What is the primary purpose of assessment as defined in the document?

- A) To judge teacher performance
- B) To gather evidence about a student's learning and progress
- C) To assign final grades at the end of a course
- D) To replace traditional teaching methods

Answer: To gather evidence about a student's learning and progress

2. Evaluation is best described as a process of making what?

- A) A judgment about the quality or effectiveness of a program
- B) A list of student grades
- C) A new curriculum
- D) A lesson plan for teachers

Answer: A judgment about the quality or effectiveness of a program

3. Which of the following is an example of evaluation?

- A) A student taking a quiz
- B) A teacher observing class participation
- C) An administrator reviewing a teacher's performance for promotion
- D) A student writing a self-reflection

Answer: An administrator reviewing a teacher's performance for promotion

4. Traditional assessment is typically characterized as being what?

- A) Formative
- B) Summative
- C) Learner-centered
- D) Innovative

Answer: Summative

5. What is the core philosophy of innovative assessment?

- A) It is a tool for final judgment
- B) It is a tool for learning
- C) It focuses solely on exam scores
- D) It eliminates the need for teachers

Answer: It is a tool for learning

6. Why is there a need for innovation in assessment?

- A) To increase the number of exams
- B) To prioritize rote memorization
- C) To develop 21st-century skills like problem-solving
- D) To make assessments more difficult

Answer: To develop 21st-century skills like problem-solving

7. Which type of assessment is ongoing and conducted during the instructional process?

- A) Summative Assessment
- B) Formative Assessment
- C) Peer Assessment
- D) Traditional Assessment

Answer: Formative Assessment

8. What is the main purpose of formative assessment?

- A) To assign a final grade
- B) To provide continuous feedback for growth and improvement
- C) To rank students against each other
- D) To replace all other forms of assessment

Answer: To provide continuous feedback for growth and improvement

9. An exit ticket or a one-minute paper is an example of what?

- A) Performance-Based Assessment
- B) Formative Assessment
- C) Portfolio Assessment
- D) Summative Assessment

Answer: Formative Assessment

10. In performance-based assessment, what is evaluated?

- A) Only the final product
- B) Only the process used by the student
- C) Both the process and the final product
- D) Only the student's theoretical knowledge

Answer: Both the process and the final product

Past Papers & Most Important MCQs

15. Past Papers & Most Important MCQs

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1. Instrument used for measuring sample of behavior is?

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Test

2. Limited to quantitative description of pupil's performance is?

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Measurement

3. The purpose of evaluation is to make?

- A) Decision
- B) Prediction
- C) Judgment
- D) Opinion

Answer: Judgment

4. Evaluation that monitors learning progress is?

- A) Placement evaluation
- B) Formative evaluation
- C) Diagnostic evaluation
- D) Summative evaluation

Answer: Formative evaluation

5. A formal and systematic procedure of getting information is?

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Assessment

6. The process of obtaining numerical value is?

- A) Test
- B) Measurement
- C) Assessment

D) Evaluation

Answer: Measurement

7. A sum of questions is?

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Test

8. The first step in measurement is?

- A) Decision of what to measure
- B) Development of the test
- C) Administering the test
- D) None

Answer: Decision of what to measure

9. The purpose of formative evaluation is?

- A) Decision of what to measure
- B) Development of the test
- C) Administering the test
- D) Monitoring progress of students

Answer: Monitoring progress of students

10. To assess achievement at the end of instruction is?

- A) Placement Assessment
- B) Formative Assessment
- C) Summative Assessment
- D) Diagnostic Assessment

Answer: Summative Assessment

11. Vast of all in scope?

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Evaluation

12. The least in scope is?

- A) Test
- B) Measurement
- C) Assessment
- D) Evaluation

Answer: Test

13. Permanent difficulties in learning are investigated in?

- A) Placement Assessment
- B) Formative Assessment
- C) Summative Assessment
- D) Diagnostic Assessment

Answer: Diagnostic Assessment

14. Broader in meaning is?

- A) Aims
- B) Objectives
- C) Instructional objectives
- D) Specific Objectives

Answer: Aims

15. Procedures used to determine person abilities is?

- A) Maximum performance test
- B) Typical performance test
- C) Norm performance test
- D) Criterion performance test

Answer: Maximum performance test

16. In norm referenced test the comparison is between?

- A) Groups
- B) Individuals
- C) Areas
- D) Interest

Answer: Individuals

17. In which question marking will be more reliable?

- A) Completion
- B) Short answer
- C) Multiple choice question
- D) Essay

Answer: Multiple choice question

18. Facility value of less than 0.20 means?

- A) Item is too easy
- B) Item is difficult
- C) Item is acceptable
- D) Item is easy

Answer: Item is difficult

19. Objective type question have advantage over essay type because such questions?

- A) Are easy to prepare
- B) Are easy to solve
- C) Are easy to mark
- D) None

Answer: Are easy to mark

20. Discrimination value of more than 0.4 means?

- A) Item is good
- B) Item is acceptable
- C) Item is weak
- D) None

Answer: Item is good

21. Test involving the construction of certain patterns are called?

- A) Intelligence test
- B) Performance tests
- C) Scholastic test
- D) None

Answer: Performance tests

22. In multiple choice items the stem of the items should be?

- A) Large
- B) Small
- C) Meaningful
- D) None

Answer: Meaningful

23. Which appropriate verb will you use to make an objective behavioral?

- A) To know
- B) To appreciate
- C) To understand
- D) To construct

Answer: To construct

24. Objectives representing the purposes of instruction of a teacher are called?

- A) Performance
- B) Instructional
- C) Attainment



230. Which storage is volatile?

- A) ROM
- B) Hard Disk
- C) RAM
- D) DVD

Answer: C

231. Which social media platform is limited to short posts?

- A) Facebook
- B) Instagram
- C) Twitter
- D) LinkedIn

Answer: C

232. Which Excel chart shows proportions?

- A) Line
- B) Bar
- C) Pie
- D) Scatter

Answer: C

233. What does URL stand for?

- A) Uniform Resource Locator
- B) Universal Resource Link
- C) Unified Resource Locator
- D) User Reference Link

Answer: A

234. Which virus targets boot sector?

- A) Macro virus
- B) Boot virus
- C) Worm
- D) Spyware

Answer: B

235. Which language is object-oriented?

- A) HTML
- B) C
- C) Java
- D) Assembly

Answer: C

236. Which key refreshes a web page?

- A) F1
- B) F2
- C) F5

D) F10

Answer: C

237. Which function adds numbers in Excel?

- A) COUNT
- B) SUM
- C) AVERAGE
- D) MAX

Answer: B

238. Antivirus software must be:

- A) Deleted
- B) Updated
- C) Installed once only
- D) All of these

Answer: B

239. What is a Trojan?

- A) Safe program
- B) Malicious program
- C) Hardware tool
- D) Backup system

Answer: B

240. In PowerPoint, animations are applied to:

- A) Files
- B) Slides only
- C) Objects
- D) Printer

Answer: C

241. Which company owns Facebook?

- A) Google
- B) Meta
- C) Microsoft
- D) Apple

Answer: B

242. What is central to administration:

- A) Organization
- B) Communication
- C) Decision making
- D) Coordination

Answer: C

243. Which Excel function finds average?

- A) SUM

D) International organizations

Answer: C

472. The Auditor General of Pakistan (AGP) is responsible for:

- A) Preparing the federal budget
- B) Auditing all accounts of provinces
- C) Collecting taxes in the country
- D) Managing public debt effectively

Answer: B

473. The administrative theory of management was developed by:

- A) Frederick Taylor
- B) Elton Mayo
- C) Henri Fayol
- D) Max Weber

Answer: C

474. The federal budget of Pakistan is presented in:

- A) January
- B) June
- C) December
- D) March

Answer: B

475. Anthropology primarily deals with:

- A) Study of Human beings
- B) Study of God and religion
- C) Study of the universe and its laws
- D) Development of logical reasoning

Answer: A

476. Leadership that involves participation is:

- A) Autocratic
- B) Democratic
- C) Laissez-faire
- D) Bureaucratic

Answer: B

477. Human relations in school emphasize:

- A) Authority
- B) Cooperation
- C) Punishment
- D) Rules

Answer: B

478. Reliability of a test means:

- A) Accuracy
- B) Consistency
- C) Validity
- D) Objectivity

Answer: B

479. Decision making is part of:

- A) Planning
- B) Evaluation
- C) Communication
- D) Discipline

Answer: A

480. Validity refers to:

- A) Consistency
- B) Accuracy of measurement
- C) Difficulty
- D) Length

Answer: B

481. Microteaching is:

- A) Content-oriented
- B) Skill-oriented
- C) Evaluation-oriented
- D) Curriculum-oriented

Answer: B

482. Discussion method promotes:

- A) Memorization
- B) Participation
- C) Silence
- D) Discipline

Answer: B

483. Lesson plan includes:

- A) Objectives
- B) Methods
- C) Evaluation
- D) All of these

Answer: D

484. To grasp the meaning of the material is:

- A) Comprehension
- B) Application
- C) Knowledge