

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 1

Duration: 25 Minutes

Maximum Marks: 25

Instructions

- This paper contains **25** Multiple Choice Questions (Single Correct Answer) based on the Teaching-Learning Environment in Schools section of **Bihar B.Ed CET**.
- Each correct answer carries **+1 mark**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct per question. Read all options carefully before answering.
- Topics covered: **Teaching Methods, Learning Theories, Classroom Communication, Motivation, School Management, Curriculum, Educational Psychology, and Evaluation.**
- Use of mobile phones, calculators, or any electronic gadgets is strictly prohibited.
- This is an OMR-based (offline) paper. Darken the correct bubble completely.

Questions

- Q1.** Which of the following statements BEST describes the lecture method of teaching and the situation in which it is most effectively used?
- (A) It is most effective when students need hands-on practical experience to master a skill
- (B) It enables a teacher to convey a large body of factual information to a large group of students efficiently in a limited time
- (C) It is best suited for developing problem-solving skills and critical thinking in students



- (D) It encourages maximum active participation and collaborative learning among all students

Q2. The demonstration method of teaching is primarily characterized by which of the following?

- (A) The teacher performs a procedure or shows a process while students carefully observe, providing a direct perceptual link between concept and practice
- (B) Students independently discover concepts by exploring materials without teacher guidance
- (C) Peers take turns explaining topics to each other under the teacher's broad supervision
- (D) Students engage in written practice exercises to reinforce knowledge gained from the textbook

Q3. Team teaching as an instructional method is BEST described as:

- (A) Dividing the class into competitive student teams to encourage peer-based learning
- (B) A single teacher alternating between multiple teaching strategies within one lesson
- (C) Students taking turns delivering portions of a lesson to their classmates under supervision
- (D) Two or more teachers jointly planning, delivering, and evaluating instruction to the same group of students, allowing combined subject expertise

Q4. During a brainstorming session in the classroom, what should the teacher PRIMARILY ensure to make the activity effective?

- (A) Evaluate each idea immediately as it is suggested to maintain the quality of the discussion



- (B) Allow only confident and academically strong students to share their ideas to save time
- (C) Accept all ideas without immediate criticism or judgment so as to encourage free and creative thinking
- (D) Focus the discussion toward one correct answer to keep the session structured and time-efficient

Q5. In Pavlov's classical conditioning experiment, a dog that had been trained to salivate at the sound of a bell—even in the absence of food—demonstrates which of the following?

- (A) An operant response where the animal's behavior is shaped through systematic reinforcement and punishment
- (B) A conditioned response elicited by a conditioned stimulus, showing that a neutral stimulus can acquire the power to trigger a natural reflex
- (C) Insight learning in which the animal mentally reorganizes its experience to solve a new problem
- (D) Observational learning in which the animal imitates behavior it has witnessed in others

Q6. According to Piaget's theory of cognitive development, which of the following abilities is CHARACTERISTIC of the concrete operational stage (approximately 7–11 years)?

- (A) Using symbols and language for simple representation while being unable to perform any logical operations
- (B) Thinking abstractly, reasoning hypothetically, and considering multiple variables simultaneously
- (C) Limited to sensorimotor actions with no capacity for symbolic or mental representation
- (D) Understanding the concept of conservation and performing logical operations on concrete, tangible objects



- Q7.** Wolfgang Köhler's experiments with chimpanzees led to the concept of insight learning. Which of the following is the CHIEF characteristic of insight learning?
- (A) A sudden, seemingly spontaneous grasping of the correct solution to a problem, often following a period of apparent inactivity or incubation
 - (B) A slow and incremental process of learning through repeated trial and error until the correct response is accidentally discovered
 - (C) Learning established by directly pairing a neutral stimulus with an unconditioned stimulus to produce a conditioned reflex
 - (D) Learning that occurs by observing and imitating the actions and consequences experienced by a model
- Q8.** In Robert Gagné's hierarchy of learning, which represents the HIGHEST and most complex level?
- (A) Signal learning, which involves the simplest form of conditioning to a broad, general stimulus
 - (B) Stimulus-response learning, which involves precise muscular or emotional responses to specific stimuli
 - (C) Problem solving, which requires the learner to combine previously learned principles to find a solution to a novel situation
 - (D) Concept learning, which involves classifying objects or events into categories based on shared attributes
- Q9.** Which type of questioning technique in the classroom is MOST effective for promoting higher-order thinking skills among students?
- (A) Convergent questions that direct students toward a single predetermined factual answer
 - (B) Divergent questions that require students to analyse, synthesise, and evaluate information in multiple ways



- (C) Rhetorical questions posed by the teacher that do not require or expect any student response
- (D) Leading questions that subtly guide students toward the answer the teacher has already decided upon

Q10. What is the PRIMARY purpose of providing timely and specific feedback to students in the classroom?

- (A) To inform students about the quality of their current performance and provide concrete guidance so they can improve their learning
- (B) To rank students in order of academic achievement for the purpose of competitive selection
- (C) To generate data for assigning end-of-term grades and issuing certificates
- (D) To document teacher effectiveness for administrative appraisal and annual performance reports

Q11. Which of the following is a KEY component of active listening in the context of classroom communication?

- (A) Mentally formulating one's own response while the other person is still speaking
- (B) Deliberately avoiding eye contact in order to reduce distraction and focus on the words alone
- (C) Demonstrating comprehension by paraphrasing what has been said and asking clarifying questions to check understanding
- (D) Interrupting the speaker promptly whenever a factual error or misconception is detected

Q12. In the context of learning, intrinsic motivation is BEST described as:

- (A) The drive to learn that is fuelled by external rewards such as grades, prizes, or public praise from the teacher



- (B) Motivation that arises from peer pressure, social comparison, and competitive ranking within the class
- (C) The desire to learn primarily in order to avoid punishment, failure, or parental displeasure
- (D) Motivation that comes from within the learner, rooted in genuine curiosity, personal interest, and the satisfaction of mastering new knowledge

Q13. According to Maslow's Hierarchy of Needs, which level of need must be substantially satisfied BEFORE a student can meaningfully pursue esteem needs?

- (A) Self-actualization needs, which represent the highest level of personal fulfillment
- (B) Belongingness and love needs, representing the social need to feel accepted, valued, and connected to a group
- (C) Esteem needs are at the very base of the hierarchy and do not depend on the fulfillment of any other level
- (D) Cognitive needs such as the desire for knowledge and intellectual understanding

Q14. According to Weiner's Attribution Theory, a student who consistently believes that examination success is due to hard work and sustained effort is demonstrating:

- (A) An internal and controllable locus of control, attributing outcomes to factors within the self that can be changed
- (B) An external and uncontrollable locus of control, attributing success to luck or the difficulty of the task
- (C) An external and controllable locus of control, crediting the quality of teaching and school resources
- (D) An internal and uncontrollable locus of control, attributing performance to fixed innate ability



- Q15.** Maintaining systematic and up-to-date school records is important PRIMARILY because:
- (A) It significantly increases the administrative workload of teachers without offering any practical benefit
 - (B) Records are required only during government inspections and have no value for routine school functioning
 - (C) They provide a continuous documentary basis for educational planning, monitoring student progress, evaluation, and institutional accountability
 - (D) They completely replace the need for direct communication and personal interaction between teachers and parents
- Q16.** Which of the following is an important principle that should guide the preparation of a school time-table?
- (A) Subjects that demand the most concentration should be scheduled at the end of the day when students have settled into a routine
 - (B) All subjects should be allotted identical time slots regardless of their cognitive demands or curricular importance
 - (C) The scheduling of periods should be determined primarily by the personal convenience and preferences of individual teachers
 - (D) Subjects requiring high levels of concentration and mental effort should be placed in early periods when students are mentally fresh and alert
- Q17.** As an instructional leader, the MOST important function of the headmaster or principal is to:
- (A) Manage the school's financial budget, physical infrastructure, and procurement of equipment exclusively
 - (B) Supervise, guide, mentor, and continuously improve the quality of teaching-learning processes taking place in the school



- (C) Focus primarily on enforcing discipline and administering punishments to maintain order among students
- (D) Represent the institution at external government functions, conferences, and administrative meetings

Q18. Which of the following statements BEST defines the term ‘curriculum’ in its broadest educational sense?

- (A) All planned learning experiences—including formal subject teaching, co-curricular activities, and experiential opportunities—provided by the school
- (B) Only the written syllabus documents and prescribed textbooks officially approved for use by teachers
- (C) The school’s annual academic calendar, examination schedule, and timetable for the year
- (D) The code of conduct, rules, and regulations that govern student behavior and school discipline

Q19. The National Curriculum Framework (NCF) 2005 strongly recommends that classroom learning should primarily be:

- (A) Rote-based and repetitive to ensure secure mastery of essential foundational knowledge and facts
- (B) Strictly confined to prescribed textbooks and syllabi to maintain uniformity across schools
- (C) Connected to the child’s real life and environment outside the school so that learning becomes meaningful, joyful, and relevant
- (D) Assessed exclusively through formal, standardized written examinations at the end of each academic term

Q20. The concept of ‘hidden curriculum’ in schools refers to:

- (A) The portion of the official syllabus that teachers are unable to cover within the available academic time



- (B) Extra coaching classes and tuition sessions conducted privately outside regular school hours
- (C) Experimental or pilot curriculum being tested in selected schools before wider implementation
- (D) The unintended yet powerful learning of values, social norms, attitudes, and behavioral expectations that students absorb through the school's environment, culture, and routines

Q21. A teacher who genuinely accommodates individual differences among students in the classroom will MOST likely:

- (A) Apply a single standardized teaching method to the entire class at all times to ensure uniformity of instruction
- (B) Adopt differentiated instructional strategies, varied materials, and flexible grouping to address the diverse learning needs and styles of students
- (C) Disregard variations in learning pace and ability, and design lessons exclusively for the average-ability student
- (D) Provide advanced and enriched content exclusively to high-achieving students while the rest follow the basic syllabus

Q22. Ebbinghaus's forgetting curve, derived from his experiments on memory, demonstrates that:

- (A) Forgetting is most rapid immediately after learning—losing a large proportion of material within the first few hours—and then gradually decelerates over time
- (B) Forgetting proceeds at a constant, uniform rate, with an equal amount of information lost during each successive time interval
- (C) Meaningful, well-organised material is forgotten at exactly the same rate as meaningless nonsense syllables
- (D) Once information is learned to a criterion of complete mastery, it is permanently retained and never lost without direct interference



- Q23.** A student who has learned to type efficiently on a keyboard finds it noticeably easier to learn to play the piano. This phenomenon is BEST classified as:
- (A) Negative transfer, in which earlier learning actively interferes with and impedes new learning
 - (B) Zero transfer, in which prior learning has no measurable effect—helpful or harmful—on the acquisition of new skills
 - (C) Positive transfer, in which prior learning facilitates and accelerates the acquisition of new, related learning
 - (D) Retroactive transfer, in which new learning subsequently improves recall and retention of previously learned material
- Q24.** The MAIN purpose of formative assessment, as distinguished from summative assessment, is to:
- (A) Certify and document student achievement at the conclusion of a course or programme of study
 - (B) Rank and select students for admission to the next level or stream of education
 - (C) Compare the relative performance of different schools, districts, or educational systems at a national level
 - (D) Monitor student understanding and progress during the course of instruction so that timely, targeted feedback can be given to improve ongoing learning
- Q25.** Which of the following is a KEY feature that distinguishes Continuous and Comprehensive Evaluation (CCE) from traditional examination-based assessment?
- (A) It evaluates students solely through a single high-stakes annual written examination at the end of the school year
 - (B) It assesses both scholastic achievement and co-scholastic areas—including life skills, values, and attitudes—on a continuous basis throughout the year



- (C) It focuses exclusively on academic performance in core subjects and deliberately excludes personal qualities and social behavior
- (D) It is conducted entirely by external, independent examiners to eliminate any possibility of teacher bias



Detailed Solutions

Q1.

Solution**Concept — Teaching Methods: Lecture Method:****Quick Solution:** The lecture method is most effective for conveying factual information to a large group efficiently ⇒ **B**

The lecture method is a teacher-centred approach in which the teacher verbally presents information to students. Its greatest strength is *efficiency*: a knowledgeable teacher can communicate a substantial amount of structured, sequenced content to a large audience in a relatively short time. It is best suited for introducing new topics, providing an overview, or explaining theoretical frameworks where direct experience is not immediately necessary.

Why other options are wrong:

- Option A (hands-on experience): The *demonstration* or *laboratory* method, not the lecture, is designed for skill-based, experiential learning.
- Option C (problem-solving skills): Problem-based learning or the *Socratic method* is better suited for developing higher-order thinking.
- Option D (active participation): Methods such as discussion, cooperative learning, or project work are designed for maximum student participation.

Answer: (B) [Go Back to Q1](#)

Q2.

Solution**Concept — Teaching Methods: Demonstration Method:**

Quick Solution: The demonstration method is characterized by the teacher showing a procedure while students observe $\Rightarrow$ **A**

In the demonstration method, the teacher (or a designated student) physically performs a process, experiment, or procedure while the class observes. Its key feature is providing a direct perceptual link between abstract knowledge and its concrete application, making abstract concepts tangible and reducing misunderstanding.

Why other options are wrong:

- Option B (independent discovery): This describes *discovery learning* or the *inquiry method*, not demonstration.
- Option C (peer explanation): Peer-teaching or the *jigsaw method* involves student-led instruction, which differs from teacher demonstration.
- Option D (written practice): This describes a drill-and-practice or assignment-based method, not demonstration.

Answer: (A) [Go Back to Q2](#)

Q3.

Solution**Concept — Teaching Methods: Team Teaching:**

Quick Solution: Team teaching involves two or more teachers jointly planning and delivering instruction to the same student group $\Rightarrow$ **D**

Team teaching is a collaborative instructional arrangement in which two or more teachers share responsibility for planning, delivery, and evaluation of the same class or group of students. The key benefit is that it combines the subject expertise of multiple professionals, provides varied perspectives, and models collaborative professional practice for students.

Why other options are wrong:

- Option A (student teams): This describes *cooperative/competitive learning* strategies, not team teaching.
- Option B (one teacher, multiple strategies): Using varied strategies is good



teaching practice but is not “team teaching” as defined—a single teacher is involved.

- Option C (students teaching): This is *peer teaching* or the *student-as-teacher* approach, distinct from team teaching.

Answer: (D) [Go Back to Q3](#)

Q4.

Solution

Concept — Teaching Methods: Brainstorming:

Quick Solution: In brainstorming, all ideas must be accepted without criticism to promote free and creative thinking ⇒

Brainstorming is a divergent-thinking technique introduced by Alex Osborn. Its fundamental rule is the *deferral of judgment*: all ideas, however unusual, must be accepted without criticism during the generation phase. This psychological safety encourages students to think creatively without fear of ridicule, maximizing the quantity and originality of ideas before evaluation occurs.

Why other options are wrong:

- Option A (immediate evaluation): Evaluating ideas as they emerge is the antithesis of brainstorming; it inhibits free expression.
- Option B (only confident students): Restricting participation defeats the purpose of generating diverse ideas and excludes shy but creative students.
- Option D (one correct answer): Convergent, single-answer discussions are appropriate for other methods; brainstorming is explicitly divergent.

Answer: (C) [Go Back to Q4](#)



Q5.

Solution**Concept — Learning Theories: Pavlov's Classical Conditioning:****Quick Solution:** Salivating to the bell alone is a conditioned response to a conditioned stimulus $\Rightarrow$ **B**

Ivan Pavlov paired a neutral stimulus (bell) with an unconditioned stimulus (food) until the neutral stimulus alone could elicit the unconditioned response (salivation). After conditioning, the bell becomes a *conditioned stimulus* (CS) and salivation in its presence is a *conditioned response* (CR). This demonstrates that biological reflexes can be attached to new, previously neutral signals through repeated pairing.

Why other options are wrong:

- Option A (operant conditioning): Operant conditioning (Skinner) involves voluntary behaviors shaped by reinforcement/punishment, not reflex-based pairing.
- Option C (insight learning): Köhler's insight learning is cognitive and involves sudden problem restructuring, entirely different from reflex conditioning.
- Option D (observational learning): Bandura's observational learning requires watching a model; Pavlov's dogs were conditioned, not observing others.

Answer: (B) [Go Back to Q5](#)

Q6.

Solution**Concept — Learning Theories: Piaget's Concrete Operational Stage:****Quick Solution:** Understanding conservation and performing logical operations on concrete objects is characteristic of the concrete operational stage $\Rightarrow$ **D**

Piaget's concrete operational stage (approximately 7–11 years) is marked by the emergence of logical thinking applied to *concrete*, tangible objects and situations. Children at this stage master *conservation* (understanding that quantity remains constant despite changes in appearance), *seriation*, and *classification*. However, they still struggle with purely abstract or hypothetical reasoning.



Why other options are wrong:

- Option A: This describes the *pre-operational* stage (2–7 years), which features symbolic thinking but lacks logical operations.
- Option B: Abstract and hypothetical reasoning characterizes the *formal operational* stage (12+ years), not the concrete operational stage.
- Option C: Purely sensorimotor functioning describes the *sensorimotor* stage (0–2 years) with no symbolic capacity.

Answer: (D) [Go Back to Q6](#)

Q7.

Solution**Concept — Learning Theories: Köhler’s Insight Learning:**

Quick Solution: Insight learning is characterized by a sudden grasp of the solution after a period of apparent inactivity ⇒ **A**

Wolfgang Köhler (Gestalt psychologist) observed that when his chimpanzees faced a problem (e.g., reaching a banana with sticks), they first appeared inactive or contemplative, then suddenly—“*Aha!*”—produced the correct solution in its entirety. This sudden restructuring of the perceptual field, not gradual trial-and-error, is the defining hallmark of insight learning.

Why other options are wrong:

- Option B (trial and error): This is Thorndike’s *connectionism* / S-R bond theory, not insight learning.
- Option C (stimulus-response conditioning): This describes Pavlovian classical conditioning, which is reflex-based.
- Option D (observation and imitation): This is Bandura’s *social learning theory*, which requires a model.

Answer: (A) [Go Back to Q7](#)



Q8.

Solution**Concept — Learning Theories: Gagné's Hierarchy of Learning:****Quick Solution:** Problem solving is the highest level in Gagné's hierarchy of learning $\Rightarrow$ **C**

Robert Gagné proposed eight hierarchical types of learning, from simplest to most complex: (1) Signal learning, (2) Stimulus-response learning, (3) Chaining, (4) Verbal association, (5) Discrimination learning, (6) Concept learning, (7) Principle learning, and (8) *Problem solving*. Problem solving is the apex because it requires the learner to retrieve and combine lower-level rules and principles to produce a new, higher-order rule applicable to novel situations.

Why other options are wrong:

- Option A (signal learning): This is the *lowest* level—the simplest conditioned response to a broad signal.
- Option B (stimulus-response): This is the second level, involving more precise responses to specific stimuli.
- Option D (concept learning): Concept learning (level 6) is below principle learning (level 7) and problem solving (level 8).

Answer: (C) [Go Back to Q8](#)

Q9.

Solution**Concept — Classroom Communication: Questioning Techniques:****Quick Solution:** Divergent questions that require analysis and evaluation are most effective for higher-order thinking $\Rightarrow$ **B**

Bloom's Taxonomy distinguishes between lower-order (recall, comprehension) and higher-order (analysis, synthesis, evaluation, creation) thinking. *Divergent questions* have multiple valid answers and require students to think critically, creatively, and evaluatively—engaging the higher-order cognitive skills. They are therefore the most effective for stimulating deep intellectual engagement.

Why other options are wrong:

- Option A (convergent): Convergent questions test recall and factual knowl-



edge (lower-order thinking), not higher-order skills.

- Option C (rhetorical): Rhetorical questions are used for emphasis or effect and do not engage students cognitively.
- Option D (leading): Leading questions bias students toward a preset answer and undermine authentic thinking and exploration.

Answer: (B) [Go Back to Q9](#)

Q10.

Solution

Concept — Classroom Communication: Feedback Mechanisms:

Quick Solution: The primary purpose of feedback is to inform students of their performance and guide improvement ⇒ **A**

Feedback in education serves a *formative* and *corrective* function: it closes the gap between current performance and the learning goal by informing the student about what was done well, what needs improvement, and how to improve it. This directly supports self-regulation, metacognition, and ongoing learning—not ranking or administrative reporting.

Why other options are wrong:

- Option B (ranking students): Ranking is a *summative* and competitive function; it does not guide individual improvement.
- Option C (assigning grades): Grading is an evaluative/certification function, distinct from the pedagogical purpose of feedback.
- Option D (documenting teacher performance): Teacher appraisal is an administrative function; feedback to students serves the students, not administrative records.

Answer: (A) [Go Back to Q10](#)



Q11.

Solution**Concept — Classroom Communication: Active Listening:****Quick Solution:** Paraphrasing and asking clarifying questions is the key component of active listening ⇒ **C**

Active listening is an intentional, effortful process of fully attending to a speaker, comprehending their message, and demonstrating understanding. Its key components include maintaining appropriate eye contact, asking clarifying questions, paraphrasing to confirm understanding, and withholding judgment. Paraphrasing in particular signals that the listener has processed the content, not merely heard the words.

Why other options are wrong:

- Option A (preparing response while listening): This is a hallmark of *passive or distracted* listening, not active listening.
- Option B (avoiding eye contact): Appropriate eye contact signals attentiveness; avoiding it generally signals disengagement.
- Option D (interrupting to correct): Interrupting—however well intentioned—disrupts the speaker's flow and violates a core principle of active listening.

Answer: (C) [Go Back to Q11](#)

Q12.

Solution**Concept — Motivation: Intrinsic vs. Extrinsic Motivation:****Quick Solution:** Intrinsic motivation comes from within the learner, based on interest and personal satisfaction ⇒ **D**

Deci and Ryan's *Self-Determination Theory* distinguishes between intrinsic motivation (driven by internal factors such as curiosity, interest, and the inherent satisfaction of learning) and extrinsic motivation (driven by external rewards or the avoidance of punishment). Intrinsically motivated students engage with tasks because the activity itself is rewarding, leading to deeper learning and greater persistence.

Why other options are wrong:

- Option A (grades and prizes): These are classic *extrinsic* motivators—external to the learner.
- Option B (peer pressure and competition): Social comparison is an extrinsic, socially driven motivator.
- Option C (avoiding punishment): Fear-based motivation is a negative form of *extrinsic* motivation.

Answer: (D) [Go Back to Q12](#)

Q13.

Solution

Concept — Motivation: Maslow's Hierarchy of Needs:

Quick Solution: Belongingness and love needs (level 3) must be met before esteem needs (level 4) can emerge ⇒ **B**

Abraham Maslow arranged human needs in a five-level pyramid (bottom to top): Physiological → Safety → Belongingness/Love → Esteem → Self-actualization. According to the theory, lower-level needs must be reasonably satisfied before the next level becomes a primary motivator. Esteem needs (level 4) cannot dominate motivation until belongingness and love needs (level 3) are met.

Why other options are wrong:

- Option A (self-actualization): Self-actualization (level 5) is *above* esteem needs; it is not a prerequisite for them.
- Option C (esteem at the base): Esteem needs are the *fourth* level, not the base; physiological needs are at the base.
- Option D (cognitive needs): Maslow's original five-level model does not place cognitive needs as a formal level below esteem.

Answer: (B) [Go Back to Q13](#)



Q14.

Solution**Concept — Motivation: Weiner's Attribution Theory:****Quick Solution:** Attributing success to effort reflects an internal and controllable locus of control ⇒ **A**

Bernard Weiner identified two key dimensions for attributing academic outcomes: *locus* (internal vs. external) and *controllability* (controllable vs. uncontrollable). Attributing success to *effort* is both *internal* (the cause resides within the student) and *controllable* (effort can be increased or decreased). This attribution pattern is most conducive to sustained motivation and academic resilience.

Why other options are wrong:

- Option B (external and uncontrollable): Luck or task difficulty are external and uncontrollable—not applicable to effort.
- Option C (external and controllable): Quality of teaching is external (outside the student), unlike effort.
- Option D (internal and uncontrollable): Fixed innate ability is internal but *uncontrollable*; effort is controllable.

Answer: (A) [Go Back to Q14](#)

Q15.

Solution**Concept — School Management: Importance of School Records:****Quick Solution:** School records provide a continuous basis for planning, evaluation, and accountability ⇒ **C**

School records (admission registers, attendance registers, progress records, stock registers, service books, etc.) serve multiple ongoing functions: they enable administrators and teachers to *plan* future activities based on historical data, *monitor* individual student progress, *evaluate* institutional performance, ensure *accountability* to education authorities, and provide evidence in legal or regulatory matters. Their value extends far beyond inspection visits.

Why other options are wrong:

- Option A (unnecessary workload): Properly designed records management



does add some workload but the benefits in planning and accountability clearly outweigh this cost.

- Option B (only for inspections): Records are used daily for teaching decisions, parent communication, and resource management—not only during inspections.
- Option D (replace communication): Records supplement—they do not replace—direct teacher-parent interaction.

Answer: (C) [Go Back to Q15](#)

Q16.

Solution

Concept — School Management: Principles of Time-Table Preparation:

Quick Solution: High-concentration subjects should be placed in early periods when students are mentally alert ⇒ **D**

A well-constructed school time-table follows established pedagogical principles. One of the most important is the *principle of psychological sequencing*: subjects that demand the highest level of sustained mental concentration (mathematics, science) should be scheduled in early morning periods when students' cognitive energy and attention are at their peak. This maximises learning efficiency and reduces cognitive fatigue.

Why other options are wrong:

- Option A (difficult subjects at end of day): This contradicts the psychological principle; mental fatigue accumulates through the day.
- Option B (equal time for all subjects): Allocating equal time ignores the varying cognitive demands and curricular importance of different subjects.
- Option C (teacher convenience): Teacher preference is a secondary consideration; student learning needs must be the primary criterion.

Answer: (D) [Go Back to Q16](#)



Q17.

Solution**Concept — School Management: Instructional Leadership of the Headmaster:****Quick Solution:** As instructional leader, the headmaster's primary function is to supervise and improve teaching-learning processes ⇒ **B**

The concept of the *instructional leader* (Hallinger & Murphy, 1985) positions the headmaster as the chief guardian and developer of the school's academic quality. This involves: observing and providing feedback on classroom teaching, facilitating professional development for teachers, setting a shared vision for learning, and fostering a culture of continuous improvement—rather than purely administrative or disciplinary roles.

Why other options are wrong:

- Option A (budget and infrastructure only): These are *administrative management* functions; important, but not the defining feature of instructional leadership.
- Option C (enforcing discipline): Discipline management is a secondary duty; instructional leadership is about improving teaching and learning.
- Option D (external representation): Representing the school at external events is a *public relations/liaison* role, not instructional leadership.

Answer: (B) [Go Back to Q17](#)

Q18.

Solution**Concept — Curriculum: Definition and Types:****Quick Solution:** Curriculum in its broadest sense includes all planned learning experiences—formal, co-curricular, and experiential ⇒ **A**

In contemporary educational thought, “curriculum” is understood holistically as the *totality of learning experiences* provided by the school—formal subject teaching, co-curricular activities (sports, arts, debates), and experiential learning through school culture and community engagement. This broad definition encompasses the *explicit, implicit/hidden, and null* curriculum.

Why other options are wrong:

- Option B (only syllabus and textbooks): This is an outdated, narrow definition; modern curriculum theory includes much more than printed syllabi.
- Option C (timetable and exam schedule): These are administrative tools that *organise* the curriculum; they are not the curriculum itself.
- Option D (rules and regulations): School rules constitute part of the hidden curriculum at most; they are not the curriculum.

Answer: (A) [Go Back to Q18](#)

Q19.

Solution

Concept — Curriculum: NCF 2005 Key Recommendations:

Quick Solution: NCF 2005 recommends connecting learning to the child's real life to make it meaningful and joyful ⇒

The National Curriculum Framework 2005, developed by NCERT under the chairmanship of Prof. Yash Pal, is guided by the principle of “*Connecting Knowledge to Life Outside the School.*” It advocates moving away from rote memorization and textbook-centric teaching toward a constructivist, child-centred pedagogy where learning is rooted in the child's immediate social and cultural reality, making it personally meaningful and intrinsically motivating.

Why other options are wrong:

- Option A (rote learning): NCF 2005 explicitly critiques rote learning as a major failure of the existing system.
- Option B (confined to textbooks): NCF 2005 calls for reducing the “tyranny of the textbook” and broadening learning sources.
- Option D (written terminal exams only): NCF 2005 advocates diverse forms of assessment, not exclusive reliance on terminal written examinations.

Answer: (C) [Go Back to Q19](#)



Q20.

Solution**Concept — Curriculum: Hidden Curriculum:**

Quick Solution: Hidden curriculum refers to the unintended learning of values, norms, and attitudes absorbed through school environment and culture ⇒ **D**

The term *hidden curriculum* was popularised by Philip Jackson (*Life in Classrooms*, 1968). It refers to the unofficial, unintended, yet powerful lessons students learn simply by participating in school life: values such as obedience, competition, or cooperation; gender norms; attitudes toward authority; and social class expectations. These are “hidden” because they are not written in any official syllabus, yet are often more influential than the formal curriculum.

Why other options are wrong:

- Option A (uncovered syllabus): Uncovered syllabus content is simply an implementation gap in the *formal* curriculum.
- Option B (private coaching): Extra tuition is a supplementary educational activity outside the school’s responsibility.
- Option C (pilot curriculum): Experimental curriculum is still an *explicit, planned* curriculum, merely in a testing phase.

Answer: (D) [Go Back to Q20](#)

Q21.

Solution**Concept — Educational Psychology: Individual Differences and Teaching:**

Quick Solution: Accommodating individual differences requires adopting differentiated instructional strategies ⇒ **B**

Individual differences in intelligence, learning style, prior knowledge, socio-economic background, and pace of learning are well-established in educational psychology. *Differentiated instruction* (Tomlinson, 1999) is the evidence-based response: teachers vary content, process, products, and learning environment to address this diversity rather than using one-size-fits-all methods.

Why other options are wrong:

- Option A (single standardized method): Ignoring diversity leads to the ex-



clusion of students who do not fit the dominant learning profile.

- Option C (focus only on average students): Teaching only to the “middle” neglects both slow learners and gifted students.
- Option D (advanced content only for high achievers): Exclusive enrichment for high-achievers without support for others is inequitable and contradicts inclusive education principles.

Answer: (B) [Go Back to Q21](#)

Q22.

Solution

Concept — Educational Psychology: Ebbinghaus Forgetting Curve:

Quick Solution: Forgetting is most rapid immediately after learning and slows over time—as shown by Ebbinghaus’s forgetting curve $\Rightarrow$ **A**

Hermann Ebbinghaus (1885) conducted systematic self-experiments on memory retention using nonsense syllables. His forgetting curve shows a *negatively accelerating* decline: approximately 40–50% of new information is lost within the first 20 minutes, about 60% within an hour, and around 70% within a day—after which the rate of forgetting slows considerably. This has profound implications for spacing practice (the *spacing effect*) in education.

Why other options are wrong:

- Option B (constant rate): The forgetting curve is exponential, not linear; forgetting is rapid at first and then decelerates.
- Option C (same rate for meaningful material): Ebbinghaus himself and subsequent research confirm that meaningful, organized material is forgotten more slowly than nonsense syllables.
- Option D (perfect retention after mastery): Ebbinghaus showed that even well-learned material decays without review; hence the importance of spaced repetition.

Answer: (A) [Go Back to Q22](#)



Q23.

Solution**Concept — Educational Psychology: Transfer of Learning:****Quick Solution:** Prior keyboard learning facilitating piano learning is an example of positive transfer ⇒ **C**

Transfer of learning occurs when prior learning influences new learning. *Positive transfer* occurs when the two tasks share similar elements, principles, or procedures, and prior learning *facilitates* the new learning. Typing on a keyboard and playing piano both require sequential fine-motor finger movements and hand-eye coordination, so keyboard experience helps piano learning—a classic case of positive transfer.

Why other options are wrong:

- Option A (negative transfer): Negative transfer occurs when prior learning *impedes* new learning (e.g., driving on the left side interfering with learning to drive on the right).
- Option B (zero transfer): Zero transfer means no influence at all; in this case there is a clearly positive influence.
- Option D (retroactive transfer): Retroactive interference/transfer describes how new learning affects *recall of older* material—the opposite direction.

Answer: (C) [Go Back to Q23](#)

Q24.

Solution**Concept — Evaluation: Formative Assessment:****Quick Solution:** Formative assessment monitors learning during instruction and provides ongoing feedback to improve learning ⇒ **D**

Formative assessment (Scriven, 1967; Black & Wiliam, 1998) is assessment *for* learning—conducted during the instructional process with the explicit aim of monitoring student understanding and providing feedback that teachers and students can use to adjust teaching and learning *while it is still happening*. It is distinguished from *summative assessment* (assessment *of* learning) by its timing, purpose, and consequences.



Why other options are wrong:

- Option A (certifying achievement): Certification is the function of *summative* assessment (final exams, board examinations).
- Option B (ranking for admission): Selection and ranking are uses of *summative or high-stakes* assessment.
- Option C (comparing schools/districts): Large-scale performance comparison is the function of *system-level or evaluative* assessment, not classroom formative assessment.

Answer: (D) [Go Back to Q24](#)

Q25.

Solution**Concept — Evaluation: Continuous and Comprehensive Evaluation (CCE):**

Quick Solution: CCE assesses both scholastic and co-scholastic areas of student development throughout the year ⇒ **B**

CCE was introduced by the CBSE (2009) under the Right to Education Act to move away from high-stakes, single-point evaluation. Its defining feature is its *dual comprehensiveness*: (i) *continuous*—assessment spread throughout the year through formative and summative tasks; and (ii) *comprehensive*—covering both *scholastic* domains (all subjects, cognitive skills) and *co-scholastic* domains (life skills, attitudes, values, health, and physical education).

Why other options are wrong:

- Option A (single annual exam): CCE was introduced precisely to *replace* the single high-stakes annual examination.
- Option C (academic only): By definition, CCE is “comprehensive” because it includes co-scholastic areas beyond academic subjects.
- Option D (external examiners only): CCE emphasises the central role of the classroom teacher in continuous, internal assessment, supplemented by school-level summative assessments.

Answer: (B) [Go Back to Q25](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	A	3	D	4	C	5	B
6	D	7	A	8	C	9	B	10	A
11	C	12	D	13	B	14	A	15	C
16	D	17	B	18	A	19	C	20	D
21	B	22	A	23	C	24	D	25	B

