

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 2

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.

PART A — Teaching-Learning Environment in Schools — 25 Questions

Q.1. Which of the following BEST describes the discussion method of teaching?

- (A) The teacher presents information while students take notes silently
- (B) Students work independently on assigned problems without peer interaction
- (C) Students and teacher collaboratively explore a topic through an interactive exchange of ideas



- (D) The teacher demonstrates a skill step-by-step for students to observe and copy

Q.2. Which of the following represents the CORRECT sequence of steps in the problem-solving method of teaching?

- (A) Solution → Hypothesis → Problem identification → Verification
(B) Hypothesis → Problem identification → Data collection → Solution
(C) Data collection → Hypothesis → Problem identification → Solution
(D) Problem identification → Hypothesis → Data collection → Solution → Verification

Q.3. The MOST distinctive feature of programmed instruction as a method of teaching is that it:

- (A) Allows each learner to proceed at their own individual pace (self-pacing)
(B) Requires a qualified teacher to supervise and direct every learning session
(C) Uses exclusively audio-visual materials such as films and slideshows
(D) Focuses on cooperative group activities for knowledge construction

Q.4. In the microteaching technique of teacher training, the typical duration of a single micro-lesson (practice session) is:

- (A) 30 to 40 minutes
(B) 5 to 10 minutes
(C) 20 to 25 minutes
(D) 45 to 60 minutes

Q.5. According to Skinner's theory of operant conditioning, which reinforcement schedule produces behavior that is MOST resistant to extinction?

- (A) Fixed-ratio schedule



- (B) Fixed-interval schedule
- (C) Continuous reinforcement schedule
- (D) Variable-ratio schedule

Q.6. Vygotsky's concept of the Zone of Proximal Development (ZPD) is best defined as:

- (A) The complete set of skills a child has already mastered without any assistance
- (B) The maximum cognitive level a child can ever achieve regardless of support
- (C) The difference between what a learner can accomplish independently and what they can accomplish with guidance from a more capable person
- (D) The developmental stage at which abstract and formal reasoning first appears

Q.7. In Bruner's discovery learning approach, the PRIMARY role assigned to the learner is to:

- (A) Passively receive structured information presented by the teacher
- (B) Actively explore, inquire, and construct knowledge through personal discovery
- (C) Memorize the facts and definitions provided by the teacher and textbooks
- (D) Follow detailed, step-by-step written instructions to reach a predetermined answer

Q.8. According to George Miller's research on the information processing model, the capacity of short-term memory (STM) is approximately:

- (A) 7 ± 2 chunks of information
- (B) 3 ± 1 chunks of information



- (C) 12 ± 2 chunks of information
- (D) 20 ± 5 chunks of information

Q.9. Non-verbal cues in classroom teaching are MOST important because they:

- (A) Completely replace the need for verbal communication in advanced classes
- (B) Are only relevant when verbal communication has broken down or failed
- (C) Reinforce, complement, or sometimes contradict verbal messages, thereby enhancing overall understanding
- (D) Are significant only in primary school classrooms and not in higher grades

Q.10. The term **proxemics** in the context of classroom communication refers to:

- (A) The speed, clarity, and fluency of a teacher's spoken delivery
- (B) The deliberate use of gestures and facial expressions to emphasize meaning
- (C) The tone, pitch, and modulation of the teacher's voice during instruction
- (D) The study of how physical space and interpersonal distance influence communication and social interaction

Q.11. The term **classroom discourse** primarily refers to:

- (A) Written assignments, projects, and homework tasks assigned by the teacher
- (B) The patterns of verbal interaction and language use between teachers and students during classroom instruction
- (C) The official syllabus and curriculum documents followed in the classroom



- (D) The physical arrangement and seating layout of desks and chairs in the classroom

Q.12. Which of the following is the BEST example of **extrinsic motivation** in a school setting?

- (A) A student studies hard to earn a gold star or merit certificate from the teacher
- (B) A student reads extra books because she genuinely loves acquiring knowledge
- (C) A student spends hours solving mathematical puzzles purely for the joy of it
- (D) A student practices music daily because she finds it personally fulfilling and meaningful

Q.13. According to Albert Bandura, **self-efficacy** is best defined as:

- (A) A student's innate level of intelligence as measured by standardized IQ tests
- (B) The competitive desire to outperform peers in academic or co-curricular situations
- (C) A person's belief in their own capability to execute specific behaviors and successfully achieve particular goals
- (D) The total amount of effort and time a student is willing to invest in completing a task

Q.14. From a **behaviorist** perspective, the use of punishment in classroom management is primarily intended to:

- (A) Help students develop moral insight into the ethical consequences of their actions
- (B) Build and sustain intrinsic motivation and self-discipline in students
- (C) Encourage critical thinking and reflective problem-solving in learners



- (D) Decrease the frequency of undesirable behaviors by applying an aversive consequence

Q.15. The PRIMARY purpose of parent-teacher meetings in the context of school management is to:

- (A) Share student progress information and strengthen the home-school partnership for improved learning outcomes
- (B) Allow parents to inspect and scrutinize the school's administrative and financial records
- (C) Provide a formal platform where parents can evaluate and rate teacher performance
- (D) Discuss and negotiate the school's fee structure and payment schedules with parents

Q.16. Co-curricular activities in schools are considered MOST important because they:

- (A) Are intended to replace formal academic subjects with hands-on practical skills training
- (B) Contribute significantly to the holistic development of students beyond the boundaries of academic learning
- (C) Primarily serve to reduce the teaching workload and instructional burden on classroom teachers
- (D) Are mandatory requirements laid down by government bodies for school accreditation and recognition

Q.17. In building constructive school-community relations, the teacher's MOST important role is to:

- (A) Prevent community members from influencing or interfering in school curriculum decisions
- (B) Maintain strict separation between school affairs and community involvement at all times



- (C) Act as a bridge between the school and the community to promote mutual understanding, cooperation, and support
- (D) Ensure that school functions and events are exclusively organized for school staff and enrolled students only

Q.18. Which of the following is **NOT** a recognized principle of curriculum construction?

- (A) Principle of child-centeredness
- (B) Principle of community-centeredness
- (C) Principle of forward-looking orientation (future relevance)
- (D) Principle of maximizing competitive examinations and high-stakes testing

Q.19. The MAIN characteristic that distinguishes an **activity curriculum** from a traditional subject-centered curriculum is that it:

- (A) Centers the learning process around purposeful activities and real-life experiences rather than prescribed subject matter divisions
- (B) Places primary emphasis on rote memorization and reproduction of facts and definitions
- (C) Follows a strict subject-wise division with no integration or connection between different disciplines
- (D) Is specifically designed for higher education institutions and not applicable to school-level education

Q.20. In curriculum development, the concept of **correlation** refers to:

- (A) Arranging and sequencing all curriculum subjects in increasing order of their conceptual difficulty
- (B) Establishing meaningful and deliberate connections between different subjects or topics across the curriculum to enrich learning
- (C) Ensuring that each subject is taught in complete isolation without any reference to other disciplines



- (D) Matching or correlating student examination marks with their attendance and participation records

Q.21. Which of the following BEST describes a factor that effectively sustains student **attention** during classroom instruction?

- (A) Monotonous repetition of the same content to reinforce memory through drill and practice
- (B) Lengthy, uninterrupted, teacher-centered lectures delivered without breaks or variation
- (C) Novelty, variety, and perceived relevance of the learning material to students' lives and interests
- (D) Restricting the number of questions students are permitted to ask during a lesson

Q.22. According to Daniel Goleman's model, which of the following is **NOT** one of the five core components of **emotional intelligence**?

- (A) Self-awareness
- (B) Empathy
- (C) Social skills
- (D) Logical-mathematical reasoning ability

Q.23. Regarding the relative influence of **heredity and environment** on learning, the prevailing view among contemporary educational psychologists is that:

- (A) Both heredity and environment interact dynamically and together shape a learner's abilities, personality, and overall development
- (B) Heredity alone is the decisive factor that determines a child's academic potential and achievement
- (C) The environment is entirely responsible for all observed differences in student learning and achievement



- (D) Neither heredity nor environment has any significant measurable influence on learning outcomes

Q.24. The PRIMARY purpose of **diagnostic assessment** in education is to:

- (A) Assign final summative grades to students at the conclusion of a course or unit
- (B) Identify specific learning difficulties, misconceptions, and knowledge gaps so that targeted remedial instruction can be planned
- (C) Rank and compare students against each other based on their overall academic performance
- (D) Evaluate the effectiveness of the school's administrative policies and resource allocation

Q.25. The MAIN advantage of **portfolio assessment** over conventional written tests is that it:

- (A) Is significantly faster and easier to administer, score, and report to parents
- (B) Focuses exclusively on measuring performance in formal written examination conditions
- (C) Captures the learner's growth, effort, and progress over an extended period through a curated collection of work samples and reflections
- (D) Entirely eliminates the need for teacher feedback, commentary, or evaluative judgment



DETAILED SOLUTIONS

Sol.1.

Solution

Concept — Discussion Method of Teaching:

Quick Solution: Students and teacher collaboratively explore a topic through interactive exchange of ideas $\Rightarrow$

The discussion method is a student-centered, interactive strategy in which both the teacher and students participate actively in exploring a topic. It encourages higher-order thinking, critical analysis, and collaborative meaning-making. Unlike the lecture method (one-way transmission), discussion is two-way and multi-directional.

Why other options are wrong:

- Option A: Describes the traditional lecture method — teacher talks, students listen and note.
- Option B: Describes independent/individual study or seatwork, not discussion.
- Option D: Describes the demonstration method where the teacher models a skill for observation.

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

Sol.2.

Solution

Concept — Steps of the Problem-Solving Method:

Quick Solution: Problem identification $\rightarrow$ Hypothesis $\rightarrow$ Data collection $\rightarrow$ Solution $\rightarrow$ Verification $\Rightarrow$

The problem-solving method follows a systematic, scientific sequence: (1) Identify/define the problem, (2) Formulate hypotheses (possible solutions), (3) Collect relevant data, (4) Test and select the solution, (5) Verify or evaluate the solution. This mirrors the scientific method and promotes higher-order thinking and reasoning.

Why other options are wrong:

- Option A: Placing “Solution” first is illogical; you cannot reach a solution before identifying the problem.



- Option B: Beginning with a hypothesis before identifying the problem violates the logical sequence.
- Option C: Collecting data before forming a hypothesis is methodologically incorrect.

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

Sol.3.

Solution

Concept — Programmed Instruction:

Quick Solution: Allows each learner to proceed at their own individual pace ⇒

A

Programmed instruction, developed primarily by B.F. Skinner and others in the 1950s–60s, is a self-instructional method in which content is broken into small sequential steps (frames). The defining and unique feature is *self-pacing* — each learner progresses through the material at their own rate, receiving immediate feedback after each response. It can be delivered via printed workbooks or computer-based modules.

Why other options are wrong:

- Option B: Programmed instruction is specifically designed to reduce dependence on teacher supervision.
- Option C: Though audio-visual aids can supplement it, they are not its defining characteristic.
- Option D: Programmed instruction is fundamentally individualized, not group-oriented.

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



Sol.4.

Solution**Concept — Microteaching Duration:****Quick Solution:** Typical micro-lesson duration is 5 to 10 minutes ⇒ **B**

Microteaching is a teacher-training technique developed at Stanford University (Allen & Ryan, 1960s) in which a trainee teacher practices a single specific teaching skill with a small group of students (5–10) for a brief, focused period. The standard duration of a micro-lesson is **5 to 10 minutes**, allowing concentrated practice of one skill (e.g., set induction, questioning, reinforcement) followed by feedback and re-teaching.

Why other options are wrong:

- Option A: 30–40 minutes describes a standard classroom lesson, not a micro-lesson.
- Option C: 20–25 minutes is longer than the prescribed micro-lesson window.
- Option D: 45–60 minutes is a full-length regular class period, not microteaching.

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

Sol.5.

Solution**Concept — Skinner's Reinforcement Schedules:****Quick Solution:** Variable-ratio schedule produces the most resistant-to-extinction behavior ⇒ **D**

In operant conditioning, Skinner identified four partial (intermittent) reinforcement schedules. The **variable-ratio (VR)** schedule delivers reinforcement after an unpredictable, varying number of responses. It produces the highest and most sustained rate of responding and generates behavior that is extremely resistant to extinction because the organism cannot predict when reinforcement will occur. Slot machines operate on this principle.

Why other options are wrong:

- Option A: Fixed-ratio produces a post-reinforcement pause but is not the most extinction-resistant.
- Option B: Fixed-interval produces a scallop pattern; behavior drops after reinforcement and rises before the next interval.



- Option C: Continuous reinforcement leads to the fastest extinction once reinforcement is removed.

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

Sol.6.

Solution

Concept — Vygotsky's Zone of Proximal Development (ZPD):

Quick Solution: ZPD = gap between independent ability and ability with expert guidance ⇒ **C**

Lev Vygotsky (1978) defined the ZPD as the distance between a learner's *actual developmental level* (what they can do independently) and their *potential developmental level* (what they can achieve with guidance from a more knowledgeable other — teacher, peer, or parent). Teaching is most effective when it targets the ZPD. The concept underpins practices such as scaffolding and collaborative learning.

Why other options are wrong:

- Option A: Describes the learner's existing, already-mastered skill set — this is the actual development level, not the ZPD.
- Option B: The ZPD is not a fixed ceiling; it expands as the learner develops.
- Option D: Describes Piaget's formal operational stage, a different concept from a different theorist.

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

Sol.7.

Solution

Concept — Bruner's Discovery Learning:

Quick Solution: Learner actively explores and constructs knowledge through personal inquiry ⇒ **B**

Jerome Bruner (1961) proposed that learning is most effective when learners are not passive recipients of information but active constructors of knowledge. In discovery learning, the learner explores problems, identifies patterns, and arrives at principles independently. The teacher acts as a guide or facilitator, not an



instructor who transmits ready-made answers. This approach develops intrinsic motivation, problem-solving skills, and deeper conceptual understanding.

Why other options are wrong:

- Option A: Passive reception describes the traditional expository/lecture method, which Bruner contrasted against discovery learning.
- Option C: Memorization of teacher-provided facts is the antithesis of discovery learning.
- Option D: Following detailed step-by-step instructions removes the element of discovery; it is guided practice, not inquiry.

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

Sol.8.

Solution

Concept — Miller's Law and Short-Term Memory Capacity:

Quick Solution: STM capacity is approximately 7 ± 2 chunks (Miller, 1956) $\Rightarrow$

A

George Miller's landmark 1956 paper "The Magical Number Seven, Plus or Minus Two" established that the capacity of short-term (working) memory is approximately 7 ± 2 *chunks* of meaningful information (i.e., between 5 and 9 items). A "chunk" is any unit of information that is perceived as a single meaningful entity (e.g., a digit, a word, an acronym). This capacity limitation has profound implications for lesson planning and instructional design.

Why other options are wrong:

- Option B: 3 ± 1 is too low; more recent research suggests a minimum of about 4–5 chunks.
- Option C: 12 ± 2 exceeds the well-established STM capacity limit identified by Miller.
- Option D: 20 ± 5 is far beyond any accepted estimate of STM capacity.

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



Sol.9.

Solution**Concept — Non-Verbal Communication in Teaching:**

Quick Solution: Non-verbal cues reinforce, complement, or contradict verbal messages $\Rightarrow$

Non-verbal cues encompass facial expressions, eye contact, gestures, posture, movement, and tone of voice. Research (Mehrabian, 1971) suggests that a substantial portion of a message's emotional meaning is conveyed non-verbally. In teaching, non-verbal cues *reinforce* what is said (nodding while saying "correct"), *complement* verbal content (using gestures to illustrate a concept), or *contradict* it (saying "good question" with an irritated expression). Teachers who use effective non-verbal communication establish better rapport, manage classrooms more effectively, and communicate enthusiasm.

Why other options are wrong:

- Option A: Non-verbal cues supplement, not replace, verbal communication.
- Option B: Non-verbal cues are always active, not just when verbal communication fails.
- Option D: Non-verbal cues are equally important at all grade levels.

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

Sol.10.

Solution**Concept — Proxemics in Communication:**

Quick Solution: Proxemics studies how physical space and distance influence communication $\Rightarrow$

Proxemics is a subfield of non-verbal communication coined by anthropologist Edward T. Hall (1966) in his book *The Hidden Dimension*. It studies how humans use, perceive, and manage physical space in social interactions. Hall identified four distance zones: intimate (<45 cm), personal (45 cm–1.2 m), social (1.2–3.6 m), and public (>3.6 m). In the classroom, a teacher's positioning and movement affect student attention, authority perception, and the quality of interaction.

Why other options are wrong:

- Option A: Speech speed and clarity relate to *articulation* and *fluency*, not proxemics.



- Option B: Gestures and facial expressions fall under *kinesics*, a different non-verbal category.
- Option C: Tone and pitch of voice relate to *paralanguage* or *vocalics*.

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

Sol.11.

Solution

Concept — Classroom Discourse:

Quick Solution: Classroom discourse = patterns of verbal interaction between teachers and students ⇒ **B**

Classroom discourse refers to the structured, purposeful patterns of talk and language exchange that occur between teachers and students (and among students) during instruction. It is a central topic in educational linguistics and pedagogy. Researchers like Sinclair and Coulthard identified the IRF (Initiation–Response–Feedback) sequence as the dominant pattern. Analyzing classroom discourse reveals how knowledge is co-constructed, how questions are used, and how authority is distributed in the learning space.

Why other options are wrong:

- Option A: Written homework is a product of learning, not discourse (which is spoken/interactional).
- Option C: The official syllabus is a document, not a pattern of interaction.
- Option D: Physical seating arrangement belongs to classroom management and environment, not discourse.

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

Sol.12.

Solution

Concept — Extrinsic vs Intrinsic Motivation:

Quick Solution: Studying to earn a gold star from the teacher is extrinsic motivation ⇒ **A**

Extrinsic motivation arises from external rewards or incentives (grades, prizes, praise, certificates, gold stars) that are separate from the activity itself. The stu-



dent's behavior is driven by consequences that come from outside the learner. In contrast, *intrinsic motivation* comes from within — the learner engages in an activity because it is inherently enjoyable or personally meaningful (love of learning, curiosity, personal fulfilment).

Why other options are wrong:

- Option B: Reading for the love of learning is intrinsic motivation.
- Option C: Solving puzzles for the joy of problem-solving is intrinsic motivation.
- Option D: Practicing music because it is personally fulfilling is intrinsic motivation.

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

Sol.13.

Solution

Concept — Bandura's Self-Efficacy:

Quick Solution: Self-efficacy = belief in one's own capability to execute specific behaviors and achieve goals $\Rightarrow$

Albert Bandura (1977) introduced self-efficacy as part of his social cognitive theory. It is defined as a person's *belief in their own capacity* to successfully perform specific actions required to produce particular outcomes. Self-efficacy is task-specific and situation-specific; it is not the same as general self-esteem or actual ability. Four main sources build self-efficacy: mastery experiences, vicarious experiences (observing others succeed), social persuasion (verbal encouragement), and physiological/emotional states.

Why other options are wrong:

- Option A: IQ is a measure of cognitive ability, not of the belief in one's capacity to perform a task.
- Option B: The competitive desire to outperform others relates more to ego-orientation and extrinsic motivation.
- Option D: Effort is a behavioral output; self-efficacy is a cognitive belief that precedes and influences effort.

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



Sol.14.

Solution**Concept — Punishment in Behaviorism:**

Quick Solution: Punishment decreases the frequency of undesirable behavior through aversive consequences $\Rightarrow$ **D**

Within the behaviorist framework (Skinner, Thorndike), **punishment** is an operant conditioning procedure designed to *reduce or eliminate* the frequency of an undesirable behavior. Positive punishment adds an aversive stimulus (e.g., extra work); negative punishment removes a pleasant stimulus (e.g., loss of free time). Crucially, behaviorism focuses on observable behavior change, not on moral understanding or intrinsic motivation.

Why other options are wrong:

- Option A: Developing moral insight is a goal of character education and cognitive-developmental approaches (Kohlberg), not behaviorism.
- Option B: Behaviorism deals with extrinsic control; building intrinsic motivation is a humanistic/cognitive goal.
- Option C: Critical thinking is a higher-order cognitive outcome, outside the scope of behavioral conditioning.

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

Sol.15.

Solution**Concept — Parent-Teacher Meetings (PTM):**

Quick Solution: PTMs share student progress and strengthen the home-school partnership $\Rightarrow$ **A**

Parent-teacher meetings are a vital tool in school management for maintaining open, transparent communication between the school and the home. Their primary purposes include: sharing progress reports, discussing academic difficulties and behavioral concerns, obtaining parental support for remediation, and building a collaborative home-school partnership. When parents are informed and involved, student motivation, attendance, and learning outcomes improve significantly.

Why other options are wrong:

- Option B: Administrative and financial records are not routinely shared in PTMs; those are confidential institutional documents.
- Option C: PTMs are not formal teacher performance evaluations; that is the function of academic supervisors or school heads.
- Option D: Fee structures are communicated through fee notices or separate meetings, not through PTMs focused on student progress.

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

Sol.16.

Solution

Concept — Co-Curricular Activities:

Quick Solution: Co-curricular activities contribute to the holistic development of students ⇒ **B**

Co-curricular activities (CCAs) — sports, debates, dramatics, music, clubs, student government — complement the formal academic curriculum. They are critical because they develop qualities that the academic curriculum alone cannot fully address: leadership, teamwork, creativity, physical fitness, social skills, emotional resilience, and civic responsibility. The National Policy on Education and NCF documents consistently emphasize the holistic development of the child, of which CCAs are an integral component.

Why other options are wrong:

- Option A: CCAs supplement the curriculum; they are not designed to replace academic subjects.
- Option C: CCAs require significant teacher time and planning; they do not reduce workload.
- Option D: While schools may report CCAs for accreditation, the primary value is in student development, not compliance.

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



Sol.17.

Solution**Concept — School-Community Relations:**

Quick Solution: Teacher acts as a bridge between school and community for mutual understanding ⇒ **C**

The school does not exist in isolation; it is embedded within and accountable to the community it serves. A positive school-community relationship improves resource sharing, student relevance of learning, community trust in the school, and parental engagement. The teacher, as the most visible representative of the school in the community, plays a crucial role as a *liaison* or *bridge* — communicating school goals to the community and bringing community values, resources, and expertise into the school.

Why other options are wrong:

- Option A: Community members contribute valuable perspectives; their input on curriculum relevance should be welcomed, not blocked.
- Option B: Strict separation is an outdated, isolationist view that weakens school effectiveness.
- Option D: Excluding community members from school events undermines trust and the principle of community-centered education.

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

Sol.18.

Solution**Concept — Principles of Curriculum Construction:**

Quick Solution: Maximizing competitive examinations is NOT a recognized curriculum construction principle ⇒ **D**

Established principles that guide sound curriculum construction include: (i) *Child-centeredness* — curriculum should match learners' developmental needs, interests, and capacities; (ii) *Community-centeredness* — it should reflect social needs and cultural values; (iii) *Forward-looking orientation* — it should prepare students for a changing future; (iv) *Flexibility, Balance, Integration, and Activity-centeredness*. Maximizing competitive examinations as a guiding principle contradicts the broader educational goal of holistic development and is not recognized in curriculum theory.



Why other options are wrong:

- Option A: Child-centeredness is a cornerstone principle upheld by Dewey, Rousseau, and modern curriculum frameworks.
- Option B: Community-centeredness ensures the curriculum is socially relevant and responsive.
- Option C: Forward-looking orientation (preparing students for future challenges) is consistently emphasized in NEP 2020 and NCF documents.

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

Sol.19.

Solution**Concept — Activity Curriculum:**

Quick Solution: Activity curriculum centers learning on purposeful activities and real-life experiences ⇒ **A**

The activity curriculum (also called experience curriculum), associated with John Dewey's philosophy of "learning by doing," organizes the educational program around purposeful activities, projects, and real-life experiences rather than around traditional subject-matter divisions. Children learn through engagement with meaningful tasks: gardening, cooking, construction, dramatic play. The curriculum is flexible, integrated, and emerges from learner interests. It contrasts sharply with subject-centered curricula (where content is organized by discipline) and is most associated with progressive education.

Why other options are wrong:

- Option B: Rote memorization is the hallmark of a traditional, content-centered curriculum.
- Option C: Strict subject-wise division describes the subject-centered curriculum, the opposite of activity curriculum.
- Option D: Activity curriculum is particularly relevant and widely used at the primary school level.

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



Sol.20.

Solution**Concept — Correlation in Curriculum:**

Quick Solution: Correlation establishes meaningful connections between different subjects across the curriculum $\Rightarrow$ **B**

Correlation in curriculum development refers to the deliberate establishment of meaningful connections and relationships between different subjects or areas of knowledge. For example, historical events studied in Social Science can be correlated with literary works from the same period in Language Arts, or mathematical concepts can be connected to science experiments. Correlation can be vertical (between topics within a subject over time) or horizontal (across subjects at the same level). It prevents fragmentation of knowledge and promotes interdisciplinary understanding.

Why other options are wrong:

- Option A: Sequencing subjects by difficulty is a principle of *scope and sequence*, not correlation.
- Option C: Teaching subjects in complete isolation is the antithesis of correlation.
- Option D: Linking marks to attendance is an administrative/evaluative procedure, not a curriculum concept.

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

Sol.21.

Solution**Concept — Factors Affecting Attention in the Classroom:**

Quick Solution: Novelty, variety, and relevance of material best sustain student attention $\Rightarrow$ **C**

Attention is a limited cognitive resource, and it is selectively directed toward stimuli that possess certain qualities. Research in educational psychology identifies key factors that sustain attention: *novelty* (new, unexpected stimuli capture attention), *variety* (changing activities prevent habituation), *intensity* (vivid, striking stimuli), *relevance* (material connected to the learner's own life and goals), and *movement/change*. Teachers who vary their instructional methods, use concrete examples, relate content to students' experience, and incorporate changes of pace maintain higher levels of student attention.



Why other options are wrong:

- Option A: Monotonous repetition causes habituation and reduces attention; it is the opposite of what sustains attention.
- Option B: Lengthy uninterrupted lectures lead to attention decline (“lecture fatigue”) after about 10–15 minutes.
- Option D: Restricting student questions removes interactive engagement, which is a key attention-sustaining factor.

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

Sol.22.

Solution**Concept — Goleman’s Five Components of Emotional Intelligence:**

Quick Solution: Logical-mathematical reasoning is NOT a component of emotional intelligence (it is cognitive) $\Rightarrow$ **D**

Daniel Goleman (1995) in his book *Emotional Intelligence* identified five key components: (1) **Self-awareness** — recognizing one’s own emotions; (2) **Self-regulation** — managing one’s emotions; (3) **Motivation** — being driven to achieve for internal reasons; (4) **Empathy** — understanding others’ emotions; (5) **Social skills** — managing relationships effectively. *Logical-mathematical reasoning ability* is a component of cognitive intelligence (measured by IQ), not emotional intelligence.

Why other options are wrong:

- Option A: Self-awareness is the first and foundational component of Goleman’s EI model.
- Option B: Empathy is the fourth component, enabling teachers and students to understand each other’s perspectives.
- Option C: Social skills (relationship management) is the fifth component, crucial for collaborative classroom environments.

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



Sol.23.

Solution**Concept — Heredity vs Environment in Learning:**

Quick Solution: Heredity and environment interact and together shape learner abilities and development $\Rightarrow$ **A**

The nature-nurture debate has been a central question in psychology and education. Contemporary educational psychologists and developmental scientists reject both extreme positions (pure nativism and pure environmentalism). Modern evidence from behavioral genetics, neuroscience, and longitudinal studies consistently shows that cognitive abilities, personality, and learning outcomes are the product of a dynamic *interaction* between genetic predispositions (heredity) and environmental experiences (schooling, family, culture, nutrition). Neither factor operates alone; they are deeply intertwined through mechanisms such as gene-environment correlation and epigenetics.

Why other options are wrong:

- Option B: Genetic determinism (heredity alone) ignores overwhelming evidence for environmental influence.
- Option C: Pure environmentalism (tabula rasa) ignores the substantial heritability of cognitive traits.
- Option D: Claiming neither factor matters contradicts the entire field of educational psychology and human development.

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

Sol.24.

Solution**Concept — Diagnostic Assessment:**

Quick Solution: Diagnostic assessment identifies learning gaps to plan remedial instruction $\Rightarrow$ **B**

Diagnostic assessment is conducted *before* or *during* instruction to identify what students already know, what misconceptions they hold, and where specific gaps or learning difficulties exist. Unlike summative assessment (which judges overall achievement at the end) or formative assessment (which monitors progress during learning), diagnostic assessment is specifically oriented toward *informing remediation*. Examples include pre-tests, error analysis tasks, and diagnostic reading inventories. The data from diagnostic assessment enables teachers to tailor



instruction to individual needs.

Why other options are wrong:

- Option A: Assigning final grades is the purpose of summative assessment, not diagnostic assessment.
- Option C: Ranking students competitively is the goal of norm-referenced summative assessment.
- Option D: Evaluating administrative policies is a function of institutional review and school inspection, not classroom assessment.

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

Sol.25.

Solution

Concept — Portfolio Assessment:

Quick Solution: Portfolio assessment captures learner growth and progress over time through collected work samples ⇒

A portfolio is a purposeful, organized collection of a student's work over time that demonstrates effort, progress, and achievement relative to specific learning goals. The defining advantage of portfolio assessment is its ability to capture *growth over time* — showing not just where a student is, but how far they have come. Portfolios can include drafts, final products, self-reflections, peer comments, and teacher feedback. They promote metacognition and self-regulated learning. They are used widely in language arts, arts education, and teacher education programs.

Why other options are wrong:

- Option A: Portfolio assessment is actually more time-consuming to compile, review, and score than a standardized test.
- Option B: Portfolios incorporate multiple modes of evidence (projects, reflections, drafts) far beyond written examinations.
- Option D: Teacher feedback and evaluative commentary are integral and essential components of meaningful portfolio assessment.

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



ANSWER KEY

Quick Reference Answer Key

Click any answer to jump to its solution.

Questions 1–25

Q.No	Ans		Q.No	Ans		Q.No	Ans		
1	C		10	D		19	A		
2	D		11	B		20	B		
3	A		12	A		21	C		
4	B		13	C		22	D		
5	D		14	D		23	A		
6	C		15	A		24	B		
7	B		16	B		25	C		
8	A		17	C					
9	C		18	D					

Auto-generated Answer Summary (Q. 1 – Q. 25):

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

Answer Distribution:

- A: Q3, Q8, Q12, Q15, Q19, Q23 (6 questions)
- B: Q4, Q7, Q11, Q16, Q20, Q24 (6 questions)
- C: Q1, Q6, Q9, Q13, Q17, Q21, Q25 (7 questions)
- D: Q2, Q5, Q10, Q14, Q18, Q22 (6 questions)

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