

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 3

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 best describes the **key principle** of **activity-based learning**?
- (A) Rote memorisation is the primary method of instruction
 - (B) The teacher is the sole authority and students passively receive knowledge
 - (C) Learning by doing enhances understanding and long-term retention
 - (D) Abstract concepts must always be taught before concrete examples are given



- Q2.** What is the **primary benefit** of the **role-play method** in classroom learning?
- (A) It develops empathy and perspective-taking in learners
 - (B) It is most suitable for teaching mathematical computations
 - (C) It eliminates the need for theoretical instruction entirely
 - (D) It is effective only in higher education settings
- Q3.** What does **collaborative learning** primarily emphasise?
- (A) Individual competition to achieve personal academic goals
 - (B) Teacher-centred instruction with students as passive recipients
 - (C) Learning exclusively through textbooks and written notes
 - (D) Social interaction and shared responsibility for the learning process
- Q4.** Which of the following is the **main advantage** of **peer teaching**?
- (A) It replaces the need for trained and qualified teachers
 - (B) The student who teaches others deepens their own understanding of the content
 - (C) It is effective only for remedial or low-achieving students
 - (D) It completely eliminates classroom management challenges
- Q5.** According to Thorndike's **Law of Effect** in trial-and-error learning, which statement is correct?
- (A) Practice alone is sufficient for learning regardless of outcome or feedback
 - (B) Learning is most effective when stimulus and response occur simultaneously
 - (C) Responses followed by satisfying consequences tend to be strengthened
 - (D) All responses in a given situation are equally likely to recur



- Q6.** How many types of intelligences did Howard Gardner **originally propose** in his Theory of Multiple Intelligences (1983)?
- (A) 7
 - (B) 8
 - (C) 9
 - (D) 6
- Q7.** According to David Ausubel's theory of **meaningful verbal learning**, what is an **advance organiser**?
- (A) A post-lesson summary of the key concepts taught
 - (B) A collection of visual aids and diagrams used during instruction
 - (C) A pre-test administered to students before the lesson begins
 - (D) Introductory material that links new knowledge to a learner's existing cognitive structure
- Q8.** In Bloom's **original (1956) Taxonomy of Educational Objectives**, which cognitive level is the **highest**?
- (A) Analysis
 - (B) Evaluation
 - (C) Synthesis
 - (D) Application
- Q9.** Which of the following is an example of a **semantic barrier** to communication in the classroom?
- (A) Loud noise coming from outside the classroom
 - (B) Poor lighting and inadequate ventilation in the room
 - (C) Using technical jargon or unfamiliar vocabulary that students do not understand
 - (D) Physical distance between the teacher and students seated at the back



- Q10.** Which principle governs the **effective use** of the blackboard or white-board as a teaching aid?
- (A) Write legibly and organise content systematically from left-to-right and top-to-bottom
 - (B) Fill the entire board with information before beginning any verbal explanation
 - (C) Erase all writing immediately after each point to conserve board space
 - (D) Restrict board use to copying passages directly from the textbook
- Q11.** Which of the following is a key **advantage of ICT tools** in classroom teaching?
- (A) They completely replace the need for any teacher-student interaction
 - (B) They are effective only for science and mathematics subjects
 - (C) They ensure all students learn at the same pace automatically
 - (D) They provide access to rich multimedia content that enhances engagement and understanding
- Q12.** According to McClelland's theory of **Achievement Motivation (nAch)**, what characterises individuals with **high achievement motivation**?
- (A) They prefer extremely easy tasks that guarantee success
 - (B) They prefer moderately challenging tasks and take personal responsibility for outcomes
 - (C) They are primarily motivated by financial rewards and external recognition
 - (D) They avoid competitive situations to minimise the risk of failure
- Q13.** According to the **Expectancy-Value Theory** of motivation, student motivation is determined by:
- (A) Immediate rewards that consistently follow correct responses
 - (B) Natural intelligence that is fixed at birth and cannot be changed



- (C) The product of their expectation of success and the value they place on the task
- (D) Equal motivation across all students when placed in the same environment

Q14. What is the **role of interest and curiosity** in the learning process?

- (A) They act as intrinsic motivators that sustain attention and promote deeper learning
- (B) They distract students from focusing on the structured curriculum
- (C) They are relevant only in extracurricular activities, not in academic learning
- (D) Their impact on learning decreases significantly as students progress to higher grades

Q15. Which of the following is a **preventive discipline technique** in classroom management?

- (A) Issuing strict punishments for every minor infraction to deter future misbehaviour
- (B) Ignoring misbehaviour until it escalates to a serious level
- (C) Immediately separating misbehaving students from the rest of the class
- (D) Establishing clear rules and consistent routines at the beginning of the school year

Q16. What is the **primary educational purpose** of **library management** in schools?

- (A) It serves only as a storage facility for distributing textbooks to students
- (B) Access to the library should be restricted to academically high-achieving students



- (C) It supports self-directed learning and cultivates reading habits in students
- (D) Library management is a purely administrative function with no educational value

Q17. What is the **teacher's primary responsibility** regarding **laboratory safety management**?

- (A) Safety rules apply only to students; the teacher as an expert is exempt from them
- (B) Ensuring that students are briefed on safety protocols before beginning any experiment
- (C) Delegating all laboratory safety responsibilities entirely to the laboratory assistant
- (D) Lab safety is relevant only in chemistry laboratories, not in physics or biology labs

Q18. What is the **main benefit** of an **integrated curriculum**?

- (A) It helps students see connections between subjects, promoting holistic understanding
- (B) It reduces the total number of subjects that students are required to study
- (C) It is designed exclusively for students at the primary school level only
- (D) It eliminates the need for subject specialists in the school

Q19. Which of the following is the **defining feature** of a **core curriculum**?

- (A) It is entirely optional and individually selected by each student
- (B) It focuses exclusively on vocational and technical skills
- (C) It varies completely from one school to another with no common elements
- (D) It comprises essential subjects and learning experiences required for all students



Q20. Which of the following best describes the **major curriculum reform focus** of India's **National Education Policy (NEP) 2020**?

- (A) Retaining the existing 10+2 school structure without any modification
- (B) Increasing the total number of examinations to strengthen academic rigour
- (C) Shifting from rote learning to competency-based, holistic, and multi-disciplinary education
- (D) Restricting the medium of instruction to English from Class 1 onwards

Q21. Which of the following correctly defines **dyslexia**?

- (A) A condition characterised by difficulty in mathematical computation and number sense
- (B) A specific learning disability primarily affecting reading, spelling, and decoding of written language
- (C) A general intellectual disability that affects all areas of academic performance equally
- (D) A behavioural disorder causing hyperactivity and inattention in the classroom

Q22. In the context of creativity in learning, **divergent thinking** refers to:

- (A) The ability to generate multiple, varied, and original ideas from a single starting point
- (B) The process of arriving at one correct answer through logical step-by-step analysis
- (C) The capacity to memorise and accurately recall large amounts of information
- (D) Focusing exclusively on conventional and established methods of problem-solving

Q23. What is the **importance of play** in the learning and development of young



children in early childhood education?

- (A) Play is purely recreational and has no educational value in early childhood
- (B) Play-based learning is less effective than formal instruction even for young children
- (C) Play is a fundamental medium through which young children explore, discover, and construct knowledge
- (D) The role of play in learning diminishes significantly after a child turns three years of age

Q24. How does **criterion-referenced testing** differ from norm-referenced testing?

- (A) Criterion-referenced tests rank students relative to each other along a bell curve
- (B) Criterion-referenced tests are used only for aptitude and general intelligence assessment
- (C) Criterion-referenced tests measure performance against pre-established learning objectives, not against other students
- (D) Criterion-referenced tests are exclusively used in higher education institutions

Q25. In question paper construction, what is the **purpose of a blueprint** (table of specifications)?

- (A) It is a decorative template specifying only the visual layout of the question paper
- (B) It ensures balanced coverage of topics, cognitive levels, and marks distribution
- (C) It specifies only the time duration and total marks of the examination
- (D) It is used exclusively for standardised national-level examinations, not for school tests



DETAILED SOLUTIONS

Q1. Which of the following best describes the **key principle** of **activity-based learning**?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): Activity-based learning is rooted in the philosophy of **learning by doing**, most prominently associated with the educational philosopher John Dewey.

Activity-based learning is rooted in the philosophy of **learning by doing**, most prominently associated with the educational philosopher John Dewey. When students actively engage with materials, perform hands-on tasks, or participate in structured activities, they construct understanding through direct experience. This active involvement promotes deeper cognitive processing, stronger retention, and the ability to transfer learning to new contexts. Research in educational psychology confirms that active engagement leads to significantly better comprehension and recall compared to passive reception of information. Activity-based learning emphasises student agency, experiential engagement, and the construction of meaning through purposeful action rather than rote repetition.

Q2. What is the **primary benefit** of the **role-play method** in classroom learning?

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): The role-play method requires students to step into roles different from their own, simulating real-life situations, historical events, or social scenarios.

The role-play method requires students to step into roles different from their own, simulating real-life situations, historical events, or social scenarios. This immersive experience is uniquely effective at developing **empathy**—the ability to understand and share the feelings of others—and **perspective-taking**—the ability to view situations from multiple viewpoints. These skills are particularly valuable in social studies, history, language arts, and value education. Role-play also enhances communication skills, self-confidence, and the ability to apply conceptual knowledge in contextualised, emotionally engaging scenarios, making abstract ideas concrete and



personally meaningful for learners.

Q3. What does collaborative learning primarily emphasise?

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): Collaborative learning is grounded in the **social constructivist** view, most strongly associated with Vygotsky, that knowledge is built through social interaction rather than in isolation.

Collaborative learning is grounded in the **social constructivist** view, most strongly associated with Vygotsky, that knowledge is built through social interaction rather than in isolation. It emphasises that students learn most effectively when they work together, share diverse perspectives, and take **collective responsibility** for each other's understanding. Group members contribute individual strengths, negotiate meanings, and co-construct knowledge. Unlike competitive or individualistic learning structures, collaborative learning fosters positive interdependence, communication, critical thinking, and interpersonal skills. The process of articulating ideas to peers and responding to their thinking deepens each individual's comprehension in ways that solitary study cannot replicate.

Q4. Which of the following is the main advantage of peer teaching?

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): Peer teaching benefits both the student being taught and, most significantly, the **student doing the teaching**.

Peer teaching benefits both the student being taught and, most significantly, the **student doing the teaching**. Research consistently demonstrates that teaching others is among the most effective learning strategies. According to the Learning Pyramid (National Training Laboratories), teaching others yields retention rates of approximately 90%, far exceeding passive methods such as reading (10%) or lecture (5%). When a student prepares to teach a concept, they must organise their knowledge coherently, identify and address their own gaps in understanding, and communicate ideas clearly. This metacognitive process deepens comprehension, consolidates memory, and strengthens conceptual mastery far beyond what independent study alone achieves.



Q5. According to Thorndike's **Law of Effect**, which statement is correct?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): E.L. Thorndike's **Law of Effect** (1911), derived from his famous puzzle-box experiments with cats, is one of the foundational principles of behaviourist learning theory.

E.L. Thorndike's **Law of Effect** (1911), derived from his famous puzzle-box experiments with cats, is one of the foundational principles of behaviourist learning theory. It states that: *"Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction will, other things being equal, be more firmly connected with the situation."* In practical terms, **responses followed by satisfying (rewarding) consequences** are strengthened and made more likely to recur in similar situations, while responses followed by discomfort or failure are weakened. This principle directly foreshadowed B.F. Skinner's operant conditioning framework and the modern concept of positive reinforcement in classroom teaching.

Q6. How many types of intelligences did Howard Gardner **originally propose**?

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): Howard Gardner introduced the Theory of Multiple Intelligences in his landmark 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.

Howard Gardner introduced the Theory of Multiple Intelligences in his landmark 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. He originally proposed **seven intelligences**: (1) Linguistic, (2) Logical-Mathematical, (3) Spatial, (4) Musical, (5) Bodily-Kinaesthetic, (6) Interpersonal, and (7) Intrapersonal. Gardner later added an eighth intelligence—**Naturalist**—in 1996, and proposed a ninth (Existential) without formally including it in the framework. For examination purposes, the **original number is 7**. Gardner's theory fundamentally challenged the narrow, IQ-based view of intelligence, arguing that human cognitive abilities are pluralistic and that schools should recognise and nurture all forms of intelligence.

Q7. According to David Ausubel's theory of **meaningful verbal learning**, what



is an **advance organiser**?

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): David Ausubel proposed the concept of the **advance organiser** as a key instructional strategy within his Assimilation Theory of Meaningful Verbal Learning (1963).

David Ausubel proposed the concept of the **advance organiser** as a key instructional strategy within his Assimilation Theory of Meaningful Verbal Learning (1963). An advance organiser is **introductory material presented before new learning content** at a higher level of abstraction and generality than the material to follow. Its function is to activate relevant prior knowledge (what Ausubel called the learner's "cognitive structure") and provide an intellectual scaffold into which new information can be meaningfully assimilated. There are two types: **expository organisers** (for material entirely new to the learner) and **comparative organisers** (for material that relates to something already known). The advance organiser distinguishes meaningful learning from rote memorisation.

Q8. In Bloom's original (1956) Taxonomy, which cognitive level is the highest?

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): Bloom's original 1956 Taxonomy of Educational Objectives (Cognitive Domain), developed by Benjamin Bloom and colleagues, lists six hierarchical levels of cognitive complexity in ascending order, with **Evaluation** as the highest.

Bloom's original 1956 Taxonomy of Educational Objectives (Cognitive Domain), developed by Benjamin Bloom and colleagues, lists six hierarchical levels of cognitive complexity in ascending order: 1. **Knowledge** 2. **Comprehension** 3. **Application** 4. **Analysis** 5. **Synthesis** 6. **Evaluation** **Evaluation**—making judgments about the value, quality, or validity of ideas, methods, or materials based on established criteria—is the highest level in the original taxonomy. *Note:* In the **revised taxonomy** (Anderson & Krathwohl, 2001), the order was changed and **Creating** (formerly Synthesis) became the highest level. For Bihar B.Ed CET and most Indian teacher education examinations, the **original 1956 taxonomy** is the standard reference.



Q9. Which is an example of a **semantic barrier** to communication in the classroom?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): Barriers to effective classroom communication are classified into several categories.

Barriers to effective classroom communication are classified into several categories. **Semantic barriers** arise from the **meaning of words and language**—specifically when the message sender uses words, symbols, technical jargon, or ambiguous terminology that the receiver cannot decode or interprets differently from the intended meaning. In a classroom context, a teacher who uses highly specialised subject vocabulary, abbreviations, or complex sentence structures without adequate explanation creates a semantic barrier. The student receives the sound of the message but cannot extract its meaning. The other options in this question represent different barrier types: option (A) is a **physical/environmental barrier**; option (B) is a **physical infrastructure barrier**; option (D) is a **physical distance barrier**.

Q10. Which principle governs the **effective use** of the blackboard or whiteboard?

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): The blackboard or whiteboard is one of the most versatile and universally accessible teaching aids.

The blackboard or whiteboard is one of the most versatile and universally accessible teaching aids. Its effective use is governed by several principles, the most fundamental being **legibility and systematic organisation of content**. Writing should proceed from left to right and top to bottom, mirroring natural reading patterns, so students can follow the logical development of ideas. Effective board use requires advance planning: the teacher should know what to write, where to write it, and what to erase and when. Board work should **complement verbal explanation**—not replace it—and should highlight key terms, diagrams, steps in a process, or summaries. Crowded, disorganised, or illegible board work impedes comprehension rather than supporting it.

Q11. Which is a key **advantage of ICT tools** in classroom teaching?



Answer: (D)**Solution**

Quick Solution (Teaching-Learning Environment): ICT (Information and Communication Technology) tools—including interactive smartboards, projectors, educational software, digital simulations, videos, and internet resources—provide several pedagogical advantages.

ICT (Information and Communication Technology) tools—including interactive smartboards, projectors, educational software, digital simulations, videos, and internet resources—provide several pedagogical advantages. Their most significant advantage is providing access to **rich, dynamic multimedia content** that makes abstract concepts visible, brings authentic real-world examples into the classroom, and effectively caters to diverse learning styles (visual, auditory, kinaesthetic). Animated simulations, for instance, can demonstrate processes (e.g., cellular division, electrical circuits) that are impossible to observe in a standard classroom. ICT tools do not eliminate the need for teacher-student interaction (option A is incorrect), are beneficial across all subjects (option B is incorrect), and individual learning pace still varies with or without technology (option C is incorrect).

Q12. According to McClelland's theory of **Achievement Motivation (nAch)**, what characterises high achievers?

Answer: (B)**Solution**

Quick Solution (Teaching-Learning Environment): David McClelland and his colleagues identified the **need for Achievement (nAch)** as a stable motivational disposition that predicts academic and professional success.

David McClelland and his colleagues identified the **need for Achievement (nAch)** as a stable motivational disposition that predicts academic and professional success. Through extensive research, they found that individuals with high nAch exhibit a distinctive pattern: (1) they prefer tasks of **moderate difficulty**—neither too easy (offering no challenge or learning) nor too hard (offering no realistic chance of success); (2) they take **personal responsibility** for their performance rather than attributing results to luck or external factors; (3) they actively seek **informative feedback** to monitor their progress; and (4) they are driven primarily by the **intrinsic satisfaction of achieving a challenging goal**, not mainly by external rewards such as money or praise.



Q13. According to the **Expectancy-Value Theory** of motivation, student motivation is determined by:

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): The Expectancy-Value Theory of motivation, developed by Eccles, Wigfield, and colleagues, proposes that students' motivation is predicted by two factors: **Expectancy of success** (belief about how well they will perform) and **Subjective task value** (how interesting or important they find the task)...

The Expectancy-Value Theory of motivation, most comprehensively developed by **Eccles, Wigfield, and colleagues** from the 1980s onwards, proposes that students' motivation, academic choices, and persistence are primarily predicted by two key factors: (1) **Expectancy of success**—the student's belief about how well they will perform on a task ("Can I succeed at this?"); and (2) **Subjective task value**—the degree to which the student finds the task interesting, useful, or important ("Is this worth doing?"). Motivation is the **product** of these two components: it is highest when both expectancy and value are high, and collapses if either component is absent. This theory has important implications for how teachers explain the relevance of content and build student self-confidence.

Q14. What is the **role of interest and curiosity** in the learning process?

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): Interest and curiosity are among the most powerful **intrinsic motivators** that influence the quality and depth of learning.

Interest and curiosity are among the most powerful **intrinsic motivators** that influence the quality and depth of learning. When students are genuinely interested in a topic or driven by curiosity, they: (1) sustain **focused attention** over longer periods without external pressure; (2) engage in **deeper cognitive processing**—elaborating, questioning, connecting new information to prior knowledge; (3) exhibit greater **persistence** when encountering difficulty; and (4) demonstrate better **long-term retention**. Curiosity, described by Loewenstein (1994) as arising from an "information gap," motivates students to actively seek understanding. Far from being distracting, interest and curiosity are **essential drivers of academic engagement** across all grade levels and subjects, and teachers should deliberately cultivate



them through varied, relevant, and thought-provoking instruction.

Q15. Which is a preventive discipline technique in classroom management?

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): Classroom management strategies are broadly classified as **preventive** (proactive) or **corrective** (reactive).

Classroom management strategies are broadly classified as **preventive** (proactive) or **corrective** (reactive). Preventive discipline aims to **minimise the occurrence of misbehaviour before it arises** by creating a structured, predictable, and positive learning environment. The most effective preventive strategy is **establishing clear, specific, and consistent rules and routines** at the very start of the school year. When students understand behavioural expectations and experience a predictable daily structure, the likelihood of disruptive behaviour decreases significantly. Reactive strategies—punishing (option A), ignoring (option B), or removing students (option C)—address problems only after they occur. Kounin's (1970) landmark classroom management research demonstrated that the most effective teachers **prevent problems** rather than simply responding to them after the fact.

Q16. What is the primary educational purpose of library management in schools?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): The school library is a vital **educational resource centre** that extends and enriches learning far beyond the classroom.

The school library is a vital **educational resource centre** that extends and enriches learning far beyond the classroom. Its primary educational purpose is to **support self-directed learning** and to **cultivate lifelong reading habits** in students. An effectively managed library provides diverse reading materials (fiction, non-fiction, reference texts, periodicals, digital resources), supports independent research and inquiry, and develops information literacy, critical thinking, and the habit of learning on one's own initiative. The UNESCO School Library Manifesto affirms that the school library equips students with the skills needed for lifelong learning. The li-



brary is not merely a storage facility (option A), access should be available to all students (option B is incorrect), and it is a fundamentally educational—not purely administrative—institution (option D is incorrect).

Q17. What is the **teacher's primary responsibility** regarding laboratory safety management?

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): Laboratory practical work provides invaluable hands-on learning experiences across science subjects, but also involves inherent physical and chemical hazards.

Laboratory practical work provides invaluable hands-on learning experiences across science subjects, but also involves inherent physical and chemical hazards. The teacher's **primary responsibility** is **proactive briefing of all students on safety protocols** before any experimental activity begins. This includes: explaining proper handling of equipment and chemicals; identifying specific hazards relevant to the experiment; demonstrating correct procedures; instructing on emergency protocols (fire, spillage, cuts); and ensuring use of appropriate personal protective equipment such as lab coats and safety goggles. Safety responsibilities cannot be delegated entirely to the laboratory assistant (option C)—the teacher retains both instructional responsibility and duty of care. Lab safety is equally important and legally mandated in physics and biology laboratories (option D is incorrect).

Q18. What is the **main benefit** of an **integrated curriculum**?

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): An **integrated curriculum** deliberately organises learning around themes, real-world problems, or projects that draw content and skills from multiple academic disciplines, breaking down artificial subject-area boundaries.

An **integrated curriculum** deliberately organises learning around themes, real-world problems, or projects that draw content and skills from multiple academic disciplines, breaking down artificial subject-area boundaries. Its primary benefit is that it enables students to **perceive and understand connections between dif-**



ferent areas of knowledge, leading to **holistic rather than fragmented understanding**. Real-world challenges—environmental issues, health problems, social questions—do not fit neatly into single disciplines; by experiencing knowledge as interconnected and applicable across contexts, students develop stronger transfer of learning and a deeper appreciation of how different ways of knowing complement each other. Integration also enhances student motivation by making learning more meaningful and relevant to life. It is applicable and beneficial across all school levels (option C is incorrect).

Q19. Which is the defining feature of a core curriculum?

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): A **core curriculum** refers to a mandatory, standardised set of subjects and learning experiences considered foundational and required for all students in a school or educational system, regardless of their individual interests, background, or future career paths.

A **core curriculum** refers to a **mandatory, standardised set of subjects, content areas, and learning experiences** considered foundational and required for all students in a school or educational system, regardless of their individual interests, background, or future career paths. It represents society's shared educational priorities and ensures that every student receives a common minimum educational experience. The core curriculum forms the foundation upon which further specialisation and elective study is built. It is **compulsory**—not optional or student-selected (option A is incorrect); **broadly based**—not limited to vocational or technical skills (option B is incorrect); and **standardised across schools within a system**—not entirely different from school to school (option C is incorrect). In India, the NCF and NEP frameworks guide the composition of the core curriculum.

Q20. Which best describes the major curriculum reform focus of India's NEP 2020?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): India's **National Education Policy 2020** (NEP 2020) represents the most comprehensive educational reform since 1986.



India's **National Education Policy 2020** (NEP 2020) represents the most comprehensive educational reform since 1986. Its major curriculum reform focus is a **fundamental paradigm shift from rote learning and examination-centric education to competency-based, holistic, and multidisciplinary education**. Key curricular reforms include: replacing the 10+2 structure with a **5+3+3+4** developmental framework; emphasising **mother-tongue or regional language** as the medium of instruction in foundational years—directly contradicting option (D); integrating arts, sports, and vocational education into the mainstream curriculum; promoting critical thinking, creativity, and 21st-century skills; reducing curriculum content to make space for deeper conceptual understanding; and introducing competency-based assessment that evaluates higher-order thinking rather than rote recall.

Q21. Which correctly defines **dyslexia**?

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): **Dyslexia** is a **specific learning disability** of neurological origin that primarily affects the accurate and fluent acquisition of reading, spelling, and the decoding of written language.

Dyslexia is a **specific learning disability** of neurological origin that primarily affects the accurate and fluent acquisition of **reading, spelling, and the decoding of written language**. It is characterised by difficulties with phonological processing, word recognition, and decoding, despite adequate general intelligence, conventional classroom instruction, and normal vision and hearing. Dyslexia is *not* a general intellectual disability (option C) and is unrelated to intelligence or effort. Option (A) describes **dyscalculia**—difficulty with numbers and arithmetic. Option (D) describes characteristics more associated with **ADHD** (Attention-Deficit/Hyperactivity Disorder). Teachers aware of dyslexia can provide evidence-based support such as structured literacy, multisensory instruction, and extended time on written tasks to help dyslexic learners succeed academically.

Q22. In creativity research, **divergent thinking** refers to:

Answer: (A)



Solution

Quick Solution (Teaching-Learning Environment): Divergent thinking, popularised by J.P. Guilford, is defined as the cognitive process of generating multiple, varied, original, and fluent responses from a single stimulus or open-ended problem.

Divergent thinking, a concept extensively researched and popularised by J.P. Guilford in his landmark 1950 APA presidential address and subsequent Structure of Intellect model, is defined as the cognitive process of **generating multiple, varied, original, and fluent responses** from a single stimulus or open-ended problem. It is assessed along dimensions including **fluency** (total number of ideas), **flexibility** (variety of idea categories), **originality** (uniqueness or unusualness), and **elaboration** (level of detail). Divergent thinking is widely regarded as a hallmark of creative potential and contrasts with **convergent thinking**—the logical, analytical, step-by-step process of arriving at a single best answer (option B). Fostering divergent thinking in classrooms through open-ended questions, brainstorming, and creative projects is essential for developing students' creative capacity.

Q23. What is the **importance of play** in the learning and development of young children?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): Play is universally recognised by developmental psychologists and early childhood educators as the most **natural, intrinsically motivated, and effective medium for learning** in young children.

Play is universally recognised by developmental psychologists and early childhood educators as the most **natural, intrinsically motivated, and effective medium for learning** in young children. Through play, children: **explore** their physical and social environment and discover cause-and-effect relationships; **construct** cognitive schemas (Piaget's assimilation and accommodation); develop **language and communication** skills through pretend play and social interaction; build **social competencies** such as turn-taking, empathy, and conflict resolution; and exercise **creativity and imagination**. Vygotsky argued that play creates a "zone of proximal development" in which children operate cognitively above their everyday level. Froebel, who founded the kindergarten concept, called play "the highest expression of human development in childhood." Play is not merely recreational—it is the work of childhood.



Q24. How does **criterion-referenced testing** differ from norm-referenced testing?

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): **Criterion-referenced testing (CRT)** evaluates a student's performance against specific, pre-established learning criteria or standards, completely independently of how other students perform.

Criterion-referenced testing (CRT) evaluates a student's performance against **specific, pre-established learning criteria or standards**, completely independently of how other students perform. The central question is: "Has this student mastered the defined learning objective?" (e.g., "Can the student correctly multiply two-digit numbers?" or "Can the student write a grammatically correct paragraph?"). Results are reported as mastery/non-mastery or as a percentage of defined objectives achieved. In contrast, **norm-referenced testing (NRT)** compares a student's performance to that of a **normative peer group**, producing relative rankings (percentile scores, stanines, z-scores). CRT is more appropriate for **instructional decision-making and competency verification**, is valuable at all educational levels (option D is incorrect), and is particularly central to the competency-based assessment approach advocated in NEP 2020.

Q25. In question paper construction, what is the **purpose of a blueprint** (table of specifications)?

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): A **test blueprint** (also called a table of specifications or design matrix) is an essential planning document in systematic question paper construction.

A **test blueprint** (also called a **table of specifications** or **design matrix**) is an essential planning document in systematic question paper construction. It is a two-dimensional matrix that maps **content areas** (topics and units of the syllabus) against **cognitive levels** (e.g., Bloom's taxonomy levels: knowledge, comprehension, application, analysis), specifying the number of marks or questions allocated to each cell. Its primary purpose is to ensure: (1) **balanced and comprehensive coverage** of the entire syllabus—preventing disproportionate testing of any single topic; (2) appropriate **cognitive-level distribution**—ensuring questions span re-



call, understanding, and application levels appropriately; (3) **content validity**—the assessment genuinely measures the declared learning outcomes; and (4) **fairness and transparency**. Blueprints are used at every level from school tests to national board examinations and are an essential tool for professional question paper setters.



ANSWER KEY

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

