

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 4

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.

SECTION: QUESTIONS

Q.1. John Dewey's philosophy of "learning by doing" is BEST reflected in which of the following teaching methods?

- (A) Lecture method
- (B) Demonstration method
- (C) Programmed instruction
- (D) Inquiry-based learning

Q.2. William Heard Kilpatrick's project method involves four sequential phases. Which option CORRECTLY lists these phases in order?



- (A) Planning, Executing, Evaluating, Publishing
- (B) Purposing, Planning, Executing, Evaluating
- (C) Identifying, Planning, Implementing, Reviewing
- (D) Designing, Developing, Delivering, Assessing

Q.3. Which of the following is the MOST significant benefit of Computer-Assisted Instruction (CAI) in the classroom?

- (A) It allows for individualised, self-paced learning
- (B) It completely replaces the need for a teacher
- (C) It is free of cost for all schools
- (D) It works effectively only for gifted students

Q.4. Which sequence BEST represents the steps of the Direct Instruction model of teaching?

- (A) Explore → Explain → Elaborate → Evaluate
- (B) Motivate → Practice → Reflect → Assess
- (C) Review → Presentation → Guided Practice → Independent Practice → Closure
- (D) Introduction → Discussion → Application → Summarisation

Q.5. According to Albert Bandura's Social Learning Theory, learning occurs primarily through:

- (A) Classical conditioning of reflexes
- (B) Observation, imitation, and modelling
- (C) Trial-and-error reinforcement only
- (D) Cognitive dissonance resolution

Q.6. Robert Sternberg's Triarchic Theory of Intelligence identifies three distinct types of intelligence. Which option CORRECTLY lists all three?

- (A) Linguistic, logical-mathematical, and spatial intelligence



- (B) Fluid, crystallised, and social intelligence
- (C) Verbal, performance, and full-scale intelligence
- (D) Analytical, creative, and practical intelligence

Q.7. Edward Tolman's concept of the "cognitive map" is most closely associated with which type of learning?

- (A) Latent learning — learning that occurs without immediate reinforcement
- (B) Conditioned learning through reward and punishment
- (C) Insight learning through sudden reorganisation of perception
- (D) Observational learning through modelling

Q.8. In a constructivist classroom, what is the PRIMARY role of the student?

- (A) Passive recipient of knowledge from the teacher
- (B) Memoriser of facts and definitions provided in textbooks
- (C) Active constructor of knowledge through experience and reflection
- (D) Evaluator of the teacher's instructional performance

Q.9. The Socratic method of questioning is PRIMARILY used in teaching to:

- (A) Test students' factual recall at the end of a lesson
- (B) Monitor student attendance and participation records
- (C) Speed up the delivery of curriculum content
- (D) Stimulate critical thinking through a series of probing questions

Q.10. Which characteristic of verbal communication is MOST important for effective classroom teaching?

- (A) Use of technical jargon to demonstrate subject expertise
- (B) Clarity, simplicity, and appropriateness to the learners' level
- (C) Rapid delivery to cover the syllabus within the stipulated time
- (D) Use of complex sentence structures to enrich students' vocabulary



- Q.11.** Which statement BEST distinguishes active listening from passive listening in a teaching-learning context?
- (A) Active listening involves interpreting, evaluating, and responding to the speaker's message; passive listening involves hearing without processing
 - (B) Active listening means listening with eyes closed; passive listening means listening with eyes open
 - (C) Active listening is done only by teachers; passive listening is done only by students
 - (D) Active listening requires written notes while passive listening requires only oral repetition
- Q.12.** According to Edwin Locke's Goal-Setting Theory, specific and challenging goals affect student performance by:
- (A) Reducing effort since the goal is already defined
 - (B) Creating anxiety that consistently hinders performance
 - (C) Directing attention, increasing effort, and improving persistence
 - (D) Eliminating the need for teacher feedback or evaluation
- Q.13.** Research on competition and cooperation in classroom settings indicates that:
- (A) Competition always produces higher academic achievement than co-operation
 - (B) Cooperative learning is ineffective for high-ability students
 - (C) Competition eliminates all forms of anxiety in students
 - (D) Cooperative learning generally enhances motivation, self-esteem, and social skills more than pure competition
- Q.14.** Which teacher strategy is MOST effective in building and sustaining student motivation in the classroom?
- (A) Threatening students with failure to ensure they study harder



- (B) Providing specific, positive feedback and recognising student effort
- (C) Maintaining strict silence so students concentrate better
- (D) Assigning identical tasks to all students regardless of ability level

Q.15. “Positive discipline” in school management is BEST described as:

- (A) A proactive approach that teaches self-regulation and socially acceptable behaviour through guidance rather than punishment
- (B) Awarding prizes for every correct answer given in class
- (C) Strict enforcement of rules using corporal punishment to deter misconduct
- (D) Ignoring misbehaviour and allowing students to self-correct over time

Q.16. In school financial management, an effective school budget should PRIMARILY be based on:

- (A) The personal preferences of the school principal
- (B) The amount spent in the previous year only
- (C) Identified educational needs, objectives, and available resources
- (D) Donations received from parents and community members only

Q.17. Research on the physical environment of schools indicates that:

- (A) Classroom size has no measurable effect on student learning outcomes
- (B) A bright, colourful environment always distracts students from learning
- (C) Noise level in the school environment does not affect student concentration
- (D) Factors such as lighting, ventilation, seating arrangement, and cleanliness significantly affect student learning and well-being

Q.18. The concept of a child-centred curriculum, as advocated by John Dewey, is based on the principle that:



- (A) The curriculum should be organised around the logical structure of academic disciplines
- (B) The child's interests, experiences, and social activities should be the starting point of curriculum design
- (C) All curriculum decisions should be made exclusively by government authorities
- (D) Subjects like mathematics and science are inherently more important than arts and physical education

Q.19. When curriculum planners use Bloom's Taxonomy to design learning objectives, their PRIMARY purpose is to:

- (A) Ensure that objectives are written at appropriate cognitive levels, from lower-order to higher-order thinking
- (B) Arrange subjects alphabetically for easy administrative reference
- (C) Reduce the number of topics to be taught in a semester
- (D) Standardise examination formats across all schools in the state

Q.20. Formative curriculum evaluation is PRIMARILY conducted:

- (A) After the curriculum has been fully implemented and final results are reviewed
- (B) Only when a new government policy requires curriculum revision
- (C) During the process of curriculum development to improve it before final implementation
- (D) Exclusively by external examination boards and inspection authorities

Q.21. Which of the following is a characteristic COMMONLY associated with gifted children?

- (A) Below-average performance in all academic subjects
- (B) Inability to concentrate for long periods on a single task



- (C) A strong preference for routine tasks over complex intellectual challenges
- (D) Advanced vocabulary, rapid learning rate, and strong curiosity about complex ideas

Q.22. In the context of educational psychology, habit formation is important in learning PRIMARILY because:

- (A) Habits allow teachers to reduce the total number of lessons taught
- (B) Well-formed habits free cognitive resources for higher-level thinking by making routine actions automatic
- (C) Habits are irreversible and thus eliminate the need for further instruction
- (D) Habit formation replaces the need for motivation in student learning

Q.23. A teacher's PRIMARY responsibility regarding students' mental health in school is to:

- (A) Diagnose and treat students' psychological disorders independently
- (B) Ignore behavioural changes in students unless they disrupt the class
- (C) Create a safe, supportive classroom environment and refer students with serious concerns to professional counsellors
- (D) Share students' personal mental health information with all school staff members

Q.24. A norm-referenced test is designed to:

- (A) Rank and compare students' performance relative to a standardised reference group (norm group)
- (B) Determine whether a student has mastered a defined set of learning objectives
- (C) Assess only the affective domain of student learning and attitude
- (D) Measure a student's performance against a predetermined pass/fail criterion



Q.25. An anecdotal record as an observation technique in educational assessment is BEST described as:

- (A) A standardised multiple-choice test administered uniformly to all students
- (B) A checklist of pre-defined behaviours ticked off during systematic observation
- (C) A rating scale used to score students on a numerical continuum
- (D) A brief, factual, narrative description of a specific student behaviour as observed in a natural setting



DETAILED SOLUTIONS

Q.1. John Dewey's philosophy of "learning by doing" — Inquiry-based learning

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): John Dewey (1859–1952), the father of progressive education, believed that genuine learning arises from active engagement with real problems rather than passive absorption of information.

John Dewey (1859–1952), the father of progressive education, believed that genuine learning arises from active engagement with real problems rather than passive absorption of information. His foundational principle — “education is not preparation for life; education is life itself” — is most directly embodied in the **inquiry-based (discovery) method**, where students investigate questions, conduct experiments, and construct understanding through hands-on experience. The lecture method (A) is teacher-centred and passive; the demonstration method (B) shows without full student engagement; and programmed instruction (C) is self-paced but scripted rather than open-ended inquiry. Option (D) correctly captures Dewey's learn-by-doing ethos.

Q.2. Kilpatrick's project method — four sequential phases

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): William Heard Kilpatrick (1918) formalised the project method as a purposeful activity carried out in a social context.

William Heard Kilpatrick (1918) formalised the project method as a purposeful activity carried out in a social context. He identified **four sequential phases**: (1) **Purposing** — the learner identifies and internalises the goal; (2) **Planning** — the learner decides how to achieve the purpose; (3) **Executing** — carrying out the plan with full engagement; (4) **Evaluating/Judging** — assessing whether the outcome met the purpose. This learner-centred sequence ensures that motivation, strategy, action, and reflection are all built into the project experience. The other options either mis-sequence the phases or use non-standard terminology.

Q.3. Computer-Assisted Instruction (CAI) — most significant benefit

Answer: (A)



Solution

Quick Solution (Teaching-Learning Environment): The defining and most significant pedagogical advantage of Computer-Assisted Instruction (CAI) is **individualised, self-paced learning**.

The defining and most significant pedagogical advantage of Computer-Assisted Instruction (CAI) is **individualised, self-paced learning**. CAI programmes adapt to each learner's pace: a student who masters a concept quickly moves ahead without waiting for peers, while a struggling student can revisit explanations and attempt questions repeatedly until mastery is achieved. Immediate, personalised feedback is another key feature. CAI supplements but does not replace the teacher (B); it is not necessarily free of cost (C); and research shows it benefits learners across all ability levels, not only gifted students (D).

Q.4. Direct Instruction model — explicit teaching sequence

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): The Direct Instruction model, articulated by Madeline Hunter and Barak Rosenshine, follows a structured, teacher-directed sequence designed to maximise clarity and reduce cognitive overload.

The Direct Instruction model, articulated by Madeline Hunter and Barak Rosenshine, follows a structured, teacher-directed sequence designed to maximise clarity and reduce cognitive overload. The canonical steps are: **(1) Review** of prior learning; **(2) Presentation** of new content with clear explanation and modelling; **(3) Guided Practice** — teacher-supported practice with corrective feedback; **(4) Independent Practice** — students practise without teacher support to consolidate learning; **(5) Closure/Summary** — the lesson is summarised and key points reinforced. Option (C) reflects this sequence most accurately. Options (A), (B), and (D) describe other instructional models (5E constructivist, reflective, and inductive, respectively).

Q.5. Bandura's Social Learning Theory — learning through observation and modelling

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): Albert Bandura's Social Learning Theory (1977) diverged from pure behaviourism by demonstrating that



learning occurs through **observation, imitation, and modelling** — even in the absence of direct reinforcement.

Albert Bandura's Social Learning Theory (1977) diverged from pure behaviourism by demonstrating that learning occurs through **observation, imitation, and modelling** — even in the absence of direct reinforcement. His famous Bobo doll experiments showed that children imitated aggressive behaviour they had merely observed. Bandura identified four cognitive subprocesses governing observational learning: **attention** (noticing the model), **retention** (remembering the behaviour), **reproduction** (motor ability to replicate), and **motivation** (incentive to perform). Classical conditioning (A) is Pavlov's framework; trial-and-error reinforcement (C) is Thorndike/Skinner; cognitive dissonance (D) is Festinger's concept from social psychology.

Q.6. Sternberg's Triarchic Theory — three components of intelligence

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): Robert Sternberg's **Triarchic Theory of Intelligence** (1985) proposed three components: **Analytical** (capacity to analyse, compare, evaluate), **Creative** (generating novel ideas), and **Practical** (applying knowledge to real-world problems).

Robert Sternberg's **Triarchic Theory of Intelligence** (1985) proposed that intelligence has three distinct components: **(1) Analytical intelligence** — the capacity to analyse, compare, evaluate, and judge (what traditional IQ tests measure); **(2) Creative intelligence** — the ability to generate novel ideas and adapt effectively to new and unusual situations; **(3) Practical intelligence** — the ability to apply knowledge to everyday, real-world problems ("street smarts"). Sternberg argued that traditional education over-rewards analytical intelligence while neglecting creative and practical abilities. Option (A) lists Howard Gardner's multiple intelligences; (B) refers to Cattell-Horn theory; (C) refers to Wechsler IQ test scales.

Q.7. Tolman's cognitive map — latent learning

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): Edward Tolman (1948) conducted classic experiments in which rats navigated mazes *without* food reward, yet later — when food was introduced — performed as well as rats that had been



reinforced from the start.

Edward Tolman (1948) conducted classic experiments in which rats navigated mazes *without* food reward, yet later — when food was introduced — performed as well as rats that had been reinforced from the start. This demonstrated **latent learning**: the rats had formed an internal mental representation (a “cognitive map”) of the maze environment during unreinforced exploration, even though this learning was not expressed in behaviour until motivation was present. Tolman’s work was pivotal in bridging behaviourism and cognitive psychology, showing that learning is not merely stimulus–response but involves internal mental representations. Options (B)–(D) describe other theorists’ frameworks (Skinner, Kohler, and Bandura, respectively).

Q.8. Constructivism in the classroom — primary role of the student

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): Constructivism, rooted in the theories of Jean Piaget, Lev Vygotsky, and Jerome Bruner, holds that learners do not passively receive knowledge but **actively construct their own understanding** by relating new experiences to prior knowledge through processes of assimilation and accommodation.

Constructivism, rooted in the theories of Jean Piaget, Lev Vygotsky, and Jerome Bruner, holds that learners do not passively receive knowledge but **actively construct their own understanding** by relating new experiences to prior knowledge through processes of assimilation and accommodation. In a constructivist classroom, students: explore open-ended problems, collaborate with peers, reflect on their own thinking (metacognition), and build conceptual understanding through meaningful activity. The teacher functions as a facilitator and guide rather than an information transmitter. Passive reception (A), rote memorisation (B), and evaluating teacher performance (D) are inconsistent with constructivist principles.

Q.9. Socratic method of questioning — primary purpose in teaching

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): The **Socratic method**, developed by the Athenian philosopher Socrates (470–399 BCE), involves asking a carefully structured series of probing, open-ended questions to lead learners to-



ward examining their assumptions, recognising contradictions, and reasoning their way to deeper understanding.

The **Socratic method**, developed by the Athenian philosopher Socrates (470–399 BCE), involves asking a carefully structured series of probing, open-ended questions to lead learners toward examining their assumptions, recognising contradictions, and reasoning their way to deeper understanding. Rather than lecturing or providing answers, the teacher (as “intellectual midwife”) helps students “give birth” to knowledge already latent within them. This method is primarily a tool for developing **critical thinking, reasoning, and self-directed inquiry**. It is not a mechanism for routine recall testing (A), attendance monitoring (B), or speeding through content delivery (C).

Q.10. Verbal communication in teaching — most important characteristic

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): Effective verbal communication in teaching requires that the teacher’s language be **clear** (unambiguous and precise), **simple** (accessible to the students’ comprehension level), and **appropriate** (contextually and culturally suitable).

Effective verbal communication in teaching requires that the teacher’s language be **clear** (unambiguous and precise), **simple** (accessible to the students’ age and comprehension level), and **appropriate** (contextually and culturally suitable). When these conditions are met, the intended message is successfully decoded by all students, reducing misunderstanding and cognitive load. Using excessive jargon (A) alienates students who are unfamiliar with technical terms; speaking too rapidly (C) prevents processing; and unnecessarily complex sentences (D) impede comprehension without adding meaning. The communicative goal is understanding, not display of expertise.

Q.11. Active listening vs. passive listening in teaching-learning

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): **Active listening** is a deliberate, engaged cognitive process in which the listener focuses full attention on the speaker, interprets meaning, evaluates content critically, and provides appropriate feedback — unlike passive listening, which involves hearing without deep engage-



ment.

Active listening is a deliberate, engaged cognitive process in which the listener: (i) focuses full attention on the speaker; (ii) interprets and makes meaning of the message; (iii) evaluates content critically; (iv) asks clarifying questions; and (v) provides appropriate verbal and non-verbal feedback to the speaker. **Passive listening**, by contrast, involves hearing the sounds or words without deep mental engagement, processing, or response. In the classroom, active listening by both teacher and students significantly enhances comprehension, recall, and interpersonal communication. The other options (B, C, D) describe physically or role-based distinctions that do not accurately characterise the cognitive difference between the two types of listening.

Q.12. Locke's Goal-Setting Theory — effect of specific goals on performance

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): Edwin Locke and Gary Latham's **Goal-Setting Theory** (1968, 1990) demonstrates that specific, challenging goals consistently lead to higher performance than vague ("do your best") or easy goals.

Edwin Locke and Gary Latham's **Goal-Setting Theory** (1968, 1990) demonstrates that specific, challenging goals consistently lead to higher performance than vague ("do your best") or easy goals. Specific goals improve performance through four mechanisms: **(1) directing attention** toward goal-relevant activities; **(2) mobilising effort** proportional to difficulty; **(3) enhancing persistence** — individuals sustain effort longer when pursuing specific targets; **(4) motivating strategy development** to achieve the goal. Feedback remains essential to track progress (ruling out D), and goals must be accepted by the learner. Specific goals do not reduce effort (A) or universally cause debilitating anxiety (B) when set at an appropriate difficulty level.

Q.13. Competition vs. cooperation — effect on classroom motivation

Answer: (D)

Solution

Quick Solution (Teaching-Learning Environment): A substantial body of research by Johnson & Johnson and Morton Deutsch consistently shows that **cooperative learning environments** lead to higher intrinsic motivation, stronger self-



esteem, better interpersonal skills, and improved academic outcomes compared to purely competitive environments.

A substantial body of research by Johnson & Johnson (social interdependence theory) and Morton Deutsch consistently shows that **cooperative learning environments** lead to higher intrinsic motivation, stronger self-esteem, better interpersonal skills, and, frequently, improved academic outcomes compared to purely competitive environments. In cooperative settings, students experience positive interdependence (their success is linked to peers' success), which fosters a sense of belonging and shared purpose. Excessive competition (A) can increase performance anxiety, reduce intrinsic motivation, and harm peer relationships. Cooperative structures benefit all students including high-ability learners (B), and competition does not eliminate anxiety (C) — it often amplifies it.

Q.14. Teacher strategy for building and sustaining student motivation

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): Research grounded in self-determination theory (Deci & Ryan) and Carol Dweck's growth mindset work consistently identifies **specific, positive feedback that recognises effort** as one of the most powerful strategies for sustaining student motivation.

Research grounded in self-determination theory (Deci & Ryan) and Carol Dweck's growth mindset work consistently identifies **specific, positive feedback that recognises effort** as one of the most powerful strategies for sustaining student motivation. When teachers praise *effort* and *strategy* ("You worked through that problem carefully") rather than fixed ability ("You're so smart"), students develop a growth mindset, attribute success to controllable factors, and maintain motivation even when they encounter difficulty. Threats of failure (A) damage intrinsic motivation and create anxiety; enforced silence (C) is a management tactic rather than a motivational strategy; one-size-fits-all tasks (D) fail to engage students at different ability levels.

Q.15. Positive discipline in school management — meaning

Answer: (A)



Solution

Quick Solution (Teaching-Learning Environment): **Positive discipline** is a proactive, relationship-based approach to student behaviour that focuses on *teaching* rather than punishing.

Positive discipline is a proactive, relationship-based approach to student behaviour that focuses on *teaching* rather than punishing. Originating in the work of Alfred Adler and popularised by Jane Nelsen, positive discipline aims to help students develop: **self-regulation**, a sense of belonging, and the social-emotional skills needed for responsible behaviour. It involves setting clear, consistent expectations; using natural and logical consequences rather than punitive measures; building strong teacher–student relationships; and reinforcing desired behaviour. Corporal punishment (C) is prohibited in Indian schools and is antithetical to positive discipline; simply ignoring misbehaviour (D) is not an effective strategy; and awarding prizes for every answer (B) is a superficial extrinsic reward rather than discipline.

Q.16. School financial management — basis for budget preparation

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): An effective school budget is a **strategic financial plan** that translates educational priorities into resource allocation.

An effective school budget is a **strategic financial plan** that translates educational priorities into resource allocation. It must be based on: **(1) identified educational needs and institutional objectives**; **(2) available resources** — government grants, fee income, and other funding sources; **(3) programme requirements** for instruction, co-curricular activities, facilities maintenance, and staff development; and **(4) accountability and reporting obligations**. Basing a budget solely on previous year's expenditure (B) ignores changing needs and inflation; personal preferences (A) introduce bias and inequity; relying exclusively on donations (D) is financially unsustainable and inequitable. Sound budget preparation ensures transparency, accountability, and the alignment of spending with educational mission.

Q.17. Physical environment of school — effect on student learning

Answer: (D)



Solution

Quick Solution (Teaching-Learning Environment): Research in environmental psychology and educational architecture consistently demonstrates that the physical school environment — lighting, ventilation, seating, and noise levels — has a significant impact on student learning and well-being.

Research in environmental psychology and educational architecture (including studies by Heschong Mahone Group on daylighting and Earthman on facility conditions) consistently demonstrates that the physical school environment has a significant impact on learning. Key factors include: **lighting** (adequate natural light improves alertness, mood, and achievement); **ventilation and air quality** (poor air quality increases fatigue and reduces concentration); **seating arrangement** (affects interaction patterns and engagement); **cleanliness and safety** (promote a sense of belonging and reduce anxiety); and **noise levels** (high ambient noise impairs reading comprehension and concentration). Contrary to options (A), (B), and (C), these physical variables consistently show measurable effects on academic performance and student well-being.

Q.18. Child-centred curriculum — Dewey's philosophical basis

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): John Dewey's philosophy of education holds that the child's interests, lived experiences, and participation in social activities must be the **starting point and organising principle** of curriculum design.

John Dewey's philosophy of education, elaborated in *The Child and the Curriculum* (1902) and *Democracy and Education* (1916), holds that the child's interests, lived experiences, and participation in social activities must be the **starting point and organising principle** of curriculum design. Dewey rejected the sharp separation between the child's experience and academic subject matter, arguing that curriculum should be built from where children are developmentally and then gradually lead them toward organised knowledge. A subject-centred curriculum (A) organised around disciplinary logic ignores the learner's perspective; exclusive government control (C) removes learner and teacher voice; and the hierarchy of subjects (D) contradicts Dewey's holistic view of education.

Q.19. Bloom's Taxonomy in curriculum planning — primary purpose

Answer: (A)



Solution

Quick Solution (Teaching-Learning Environment): Benjamin Bloom's **Taxonomy of Educational Objectives** (1956), revised by Anderson & Krathwohl (2001), provides curriculum planners with a structured framework for writing clear, measurable learning objectives at appropriate cognitive levels.

Benjamin Bloom's **Taxonomy of Educational Objectives** (1956), revised by Anderson & Krathwohl (2001) into: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating, provides curriculum planners with a structured framework for writing **clear, measurable learning objectives at appropriate cognitive levels**. Its primary use in curriculum planning is to ensure a deliberate balance between lower-order thinking skills (recall, comprehension) and higher-order thinking skills (analysis, evaluation, synthesis/creation), and to align objectives with instructional activities and assessment tasks. Alphabetical arrangement (B), topic reduction (C), and examination standardisation (D) are administrative concerns unrelated to Bloom's pedagogical purpose.

Q.20. Formative curriculum evaluation — when and why it is conducted

Answer: (C)

Solution

Quick Solution (Teaching-Learning Environment): **Formative curriculum evaluation**, a term systematised by Michael Scriven (1967), is conducted *during* the development, piloting, and revision stages of a curriculum — before it is fully and officially implemented.

Formative curriculum evaluation, a term systematised by Michael Scriven (1967), is conducted *during* the development, piloting, and revision stages of a curriculum — before it is fully and officially implemented. Its purpose is **improvement**: gathering ongoing feedback from teachers, students, and curriculum experts to identify weaknesses, inconsistencies, or gaps so they can be corrected before wide-scale adoption. This contrasts with **summative evaluation**, which assesses an already-implemented curriculum's overall effectiveness after the fact (A). Formative evaluation is not triggered solely by policy changes (B), and it involves developers, teachers, and learners — not only external bodies (D).

Q.21. Gifted children — commonly associated characteristics

Answer: (D)



Solution

Quick Solution (Teaching-Learning Environment): Gifted children are identified by a cluster of characteristics that distinguish them from age peers in cognitive development.

Gifted children are identified by a cluster of characteristics that distinguish them from age peers in cognitive development. These include: **advanced vocabulary and language facility**; the ability to **learn new concepts faster** and with fewer repetitions; **intense and wide-ranging curiosity**, particularly about complex, abstract, or unusual ideas; advanced reasoning and problem-solving ability; excellent long-term memory; and a preference for challenging, open-ended tasks over routine drill. They may also exhibit heightened sensitivity and intense interests in specific domains. Teachers who recognise these traits can provide appropriate enrichment, acceleration, or differentiated instruction to prevent underachievement and disengagement. Options (A), (B), and (C) describe characteristics more typical of learning difficulties or underachievement, not giftedness.

Q.22. Habit formation — its role in learning

Answer: (B)

Solution

Quick Solution (Teaching-Learning Environment): In educational psychology, habit formation is valuable because repeated practice automatises skills and behaviours, making them **effortless and unconscious**.

In educational psychology, habit formation is valuable because repeated practice automatises skills and behaviours, making them **effortless and unconscious**. This frees up the limited capacity of **working memory** (Baddeley's model) for more demanding, higher-order cognitive tasks. For example: once a student has automatised multiplication facts, working memory is available for complex problem-solving; once handwriting is fluent, attention can focus on composition and ideas. William James, in *The Principles of Psychology* (1890), described habit as the “enormous flywheel of society” and emphasised its role in conserving cognitive energy. Habits are not irreversible (C); they do not reduce the number of lessons needed (A); and motivation remains important alongside habitual behaviour (D).

Q.23. Teacher's responsibility regarding students' mental health

Answer: (C)



Solution

Quick Solution (Teaching-Learning Environment): Teachers are not licensed mental health professionals and must not attempt to diagnose or treat psychological disorders; their primary responsibility is to create a safe, supportive classroom environment and refer serious concerns to professional counsellors.

Teachers are not licensed mental health professionals and must not attempt to diagnose or treat psychological disorders (A). However, they play a critical role in students' mental health by: **(1) creating a psychologically safe, inclusive, and supportive classroom climate** where students feel respected, valued, and free from fear of ridicule; **(2) observing and responding sensitively** to changes in behaviour, affect, or engagement that may signal distress; and **(3) making timely, appropriate referrals** to the school counsellor, psychologist, or relevant professional when serious concerns arise. Confidentiality is paramount — sharing sensitive personal information with all staff (D) violates students' privacy and trust. Ignoring behavioural changes (B) amounts to a dereliction of the teacher's duty of care.

Q.24. Norm-referenced testing — meaning and use

Answer: (A)

Solution

Quick Solution (Teaching-Learning Environment): A **norm-referenced test (NRT)** is designed to **rank and compare** an individual student's performance relative to that of a standardisation sample (norm group) drawn from a representative population.

A **norm-referenced test (NRT)** is designed to **rank and compare** an individual student's performance relative to that of a standardisation sample (norm group) drawn from a representative population. Results are typically expressed as percentile ranks (e.g., "scored at the 75th percentile"), stanines, or standard scores (e.g., IQ = 115), indicating where the student stands relative to peers. Examples include standardised IQ tests, most national achievement surveys, and competitive entrance examinations. In contrast, a **criterion-referenced test (CRT)** measures mastery against a fixed, predetermined performance standard — regardless of how others perform (options B and D describe CRTs). Option (C) is incorrect; NRTs can assess any domain, not only affect.

Q.25. Anecdotal records as an observation-based assessment technique

Answer: (D)



Solution

Quick Solution (Teaching-Learning Environment): An **anecdotal record** is a qualitative, naturalistic assessment tool in which the teacher writes a brief, objective, factual, narrative account of a specific, significant incident or behaviour observed in a student's natural setting.

An **anecdotal record** is a qualitative, naturalistic assessment tool in which the teacher writes a brief, **objective, factual, narrative account** of a specific, significant incident or behaviour observed in a student's natural setting (the classroom, playground, or laboratory). Each entry records: *who* was involved, *what* happened, *where* and *when* it occurred — without interpretation, inference, or value judgment at the time of recording. Accumulated over time, anecdotal records provide rich evidence of a student's social-emotional development, learning behaviours, and individual progress. They differ from checklists (B) — which use pre-defined items ticked off — and rating scales (C) — which assign numerical values. They are not standardised tests (A).



ANSWER KEY

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

Q.No.	Ans	Q.No.	Ans
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All questions carry equal marks (+1 for correct, 0 for incorrect/unattempted). Click any answer to jump to its solution.

