Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 10

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. *Johann Friedrich Herbart* proposed a systematic lesson structure known as the **five formal steps** of a lesson. In the correct sequence of these steps, which step comes *first* and what is its pedagogical purpose?

(A) Application — the teacher begins by asking students to solve practical exercises so that their prior difficulties are revealed before new content is presented.

(B) Preparation — the teacher activates students' existing knowledge and experience to create a mental readiness and a meaningful context into which the new lesson content can be assimilated.

(C) Generalisation — the teacher starts by helping students formulate broad rules and principles from which specific examples will subsequently be derived.

(D) Presentation — the teacher opens the lesson by directly introducing new facts and concepts through carefully selected concrete examples without any reference to prior learning.

Q2. A teacher wishes to use the **concept attainment model** (associated with Bruner and elaborated by Taba) to teach the concept of "democracy." Which of the following most accurately describes how the teacher would implement this model?

(A) The teacher begins by providing a precise formal definition of democracy, then asks students to locate supporting examples in their textbooks and copy them into their notebooks.

(B) The teacher assigns students to memorise a list of defining attributes of democracy and tests their recall through a short written quiz at the end of the lesson.

(C) The teacher delivers a structured lecture describing democracy's key characteristics, followed by comprehension questions to verify that students can reproduce the information.

(D) The teacher presents a series of labeled examples ("Yes" — constitutional republic, free elections) and non-examples ("No" — military dictatorship, one-party state), guiding students to hypothesise and test the defining attributes of democracy until they can accurately classify new instances independently.

Q3. **STAD (Student Teams Achievement Divisions)**, developed by Robert Slavin, is a widely used cooperative learning structure. Which of the following correctly identifies its *most distinctive feature* compared to other cooperative learning approaches?

(A) Each student earns team points based on an **individual improvement score** — the amount by which their quiz score exceeds their

own personal baseline average — ensuring that every team member, regardless of prior ability level, can make an equally meaningful contribution to the team's success.

(B) Each team member is assigned one distinct portion of the learning material and is exclusively responsible for mastering and teaching that portion to teammates, with no overlap between members' assigned topics.

(C) Teams compete against each other on the basis of cumulative total scores, and the highest-scoring team is publicly recognised and rewarded at the end of every instructional cycle.

(D) The teacher assigns different learning objectives and tasks to each team according to the team's collective prior ability, so that lower-ability teams complete simpler content than higher-ability teams.

Q4. **Educational television** has been used as a teaching aid at all levels of schooling. Compared with interactive teaching methods, what is its *chief limitation*?

(A) Educational television is prohibitively expensive to produce and broadcast and is therefore inaccessible to the vast majority of schools in both urban and rural settings.

(B) Educational television broadcasts identical content to that found in printed textbooks and therefore contributes no additional instructional value beyond what students can access through self-study.

(C) Educational television is an inherently one-way, passive medium: students can watch and listen but cannot ask questions, seek immediate clarification, or receive adaptive feedback — making it unable to respond to the individual learner's needs, confusions, or level of understanding.

(D) Educational television requires students to possess advanced subject-matter background before viewing, making it unsuitable for introducing new concepts to learners who have no prior knowledge of the topic.

Q5. According to *Jean Piaget*, children in the **pre-operational stage** (approximately ages 2–7) exhibit a characteristic limitation in their thinking. Which of the following best describes this limitation?

(A) Children in the pre-operational stage are entirely unable to use symbolic representation or language to stand for absent objects and events in their immediate environment.

(B) Children in the pre-operational stage think **egocentrically** — they cannot take another person's perspective — and show **centration**, focusing on only one perceptual feature of a situation at a time, which underlies their characteristic failure to conserve quantity when a perceptual transformation occurs.

(C) Children in the pre-operational stage can perform fully reversible mental operations on concrete objects but are unable to apply logical reasoning to abstract or hypothetical propositions.

(D) Children in the pre-operational stage have already developed conservation of number, liquid, and mass because they can mentally reverse transformations by approximately age five.

Q6. In *Erik Erikson's* psychosocial theory, the fourth stage — **Industry versus Inferiority** — corresponds to the school years (approximately ages 6–12). According to Erikson, what specifically leads a school-age child to develop a sense of *inferiority*?

(A) When school-age children repeatedly experience failure in academic and social tasks, receive excessive criticism from teachers or parents, or persistently feel unable to meet the standards expected of them, they develop a pervasive sense of **inferiority** — a belief in their own fundamental inadequacy — that undermines future motivation and self-directed effort.

(B) Inferiority in this stage results exclusively from a constitutional neurological impairment that prevents the child from acquiring literacy and numeracy skills at the expected developmental pace, making it entirely unrelated to the child's social or educational environment.

(C) The sense of inferiority in Erikson's fourth stage arises primarily from unresolved attachment difficulties in infancy, making it a direct consequence of the earlier trust-versus-mistrust crisis rather than any school-related experience.

(D) Inferiority at the industry stage develops when children are given excessive academic freedom and insufficient structure, causing them to become overwhelmed by open-ended choices and unable to direct their efforts productively toward any goal.

Q7. In the psychology of **concept formation**, what is the combined role played by **abstraction** and **generalisation** in how a learner acquires a new concept?

(A) Abstraction and generalisation play no meaningful role in concept learning because concepts are formed through direct perceptual contact with individual concrete objects, requiring no higher-order mental processing.

(B) In concept learning, abstraction refers to the physical act of sorting objects into visible groups, while generalisation refers to the oral repetition of a concept's name until it is encoded in long-term memory through rehearsal.

(C) Concept formation relies primarily on rote memorisation of definitions, and abstraction and generalisation become pedagogically relevant only in advanced academic study at the tertiary level.

(D) **Abstraction** enables the learner to identify and mentally isolate the common defining attributes shared across specific instances of a concept, while **generalisation** allows the learner to extend the concept to new, previously unencountered instances that share those defining attributes — together providing the cognitive foundation upon which all concept learning is built.

Q8. From a **Gestalt perspective**, how does **insight learning** fundamentally differ from Thorndike's **trial-and-error** learning, particularly in the *mechanism* by which the solution is reached?

(A) Insight learning and trial-and-error are functionally identical, because both involve repeated attempts at a problem; the only difference is that insight learning uses mental rather than physical trials.

(B) Insight learning is distinguished by the complete absence of any prior knowledge or experience; the solution appears spontaneously in a learner with no relevant background, arising from nothing.

(C) In insight learning, the solution emerges through a **sudden, discontinuous restructuring** of the entire perceptual-cognitive field — the organism perceives the relationships between problem elements in a qualitatively new configuration (the "aha" moment) — in contrast to trial-and-error learning, where the correct response is arrived at gradually through blind attempts and the incremental strengthening of successful stimulus-response associations.

(D) Insight learning differs from trial-and-error solely in the speed of the final correct response; both involve the same underlying process of gradually strengthening stimulus-response bonds through repetition and reinforcement.

Q9. **Paralanguage** is an important dimension of classroom communication. Which of the following most accurately explains how **voice tone, pitch, and pace** affect the reception of a teacher's message by students?

(A) Paralanguage refers exclusively to body language, posture, and physical gestures; it has no connection to vocal qualities such as tone, pitch, pace, or volume.

(B) Paralanguage — encompassing voice tone, pitch, pace, volume, and pauses — profoundly shapes message reception in teaching: the same verbal content delivered in a warm, varied tone conveys enthusiasm and respect, while a flat or harsh delivery communicates indifference or hostility, independently of the words used, and directly influences students' attentiveness and emotional engagement.

(C) Paralanguage is a technical linguistic term that refers specifically to the grammatical and syntactic structures used in formal teacher-student communication during structured classroom dialogue.

(D) Paralanguage is relevant only in individual counselling or one-to-one settings and plays no significant communicative role in whole-class instruction, where verbal content dominates student attention.

Q10. What is the *specific communicative function* of **eye contact** during classroom teaching interaction?

(A) Eye contact functions as a **channel management and engagement signal**: it establishes a direct communicative connection with individual students, communicates attentiveness and respect, helps the teacher distribute attention equitably across the room, and enables continuous non-verbal monitoring of student comprehension and emotional engagement during instruction.

(B) Eye contact in classroom teaching is primarily a discipline technique used to intimidate disruptive students into compliance through the non-verbal assertion of authority.

(C) Sustained teacher eye contact with a student primarily signals displeasure and is therefore pedagogically counterproductive, as it creates anxiety that inhibits voluntary participation and cognitive functioning.

(D) Eye contact is communicatively relevant only in individual or small-group settings and has no measurable function in whole-class teaching, where the teacher must address all students simultaneously without focusing on any individual.

Q11. Why is **empathy** considered an *essential* quality in teacher-student communication in educational psychology?

(A) Empathy is considered important exclusively because it enables the teacher to form personal friendships with students, which indirectly motivates them to work harder on academic tasks to please a liked teacher.

(B) Empathy in teacher-student interaction refers primarily to the teacher's ability to recall their own childhood academic experiences and use

these personal memories to sympathise with students' examination-related stress.

(C) Empathy is considered essential in teacher communication mainly because it enables the teacher to predict and prevent misbehaviour by detecting emotional distress before it escalates into disruptive classroom incidents.

(D) Empathy enables the teacher to **genuinely understand and respond** to students' emotional states, learning difficulties, and perspectives, thereby creating the psychological safety and trust that students need to take intellectual risks, express confusion, ask questions openly, and engage authentically in the learning process — making it foundational to effective educational communication.

Q12. In *Henry Murray's* theory of **manifest needs**, which of the following correctly describes the **need for affiliation** (n-Aff) and how it typically manifests in classroom behaviour?

(A) The need for affiliation (n-Aff) in Murray's theory describes the student's drive to dominate, lead, and influence others in the classroom, producing assertive leadership behaviour and attempts to control group tasks.

(B) Students with a high need for affiliation (n-Aff) typically prefer to work alone on independent tasks and actively avoid group settings because social interaction generates anxiety that interferes with their academic concentration.

(C) Students with a high need for affiliation (n-Aff) have a strong desire to form and maintain **warm, harmonious relationships** with peers and teachers; in the classroom, they are most motivated by cooperative tasks, are sensitive to social approval and rejection, and may experience reduced performance when interpersonal relationships are strained or social acceptance feels uncertain.

(D) The need for affiliation (n-Aff) in Murray's theory describes the student's intrinsic drive to master difficult academic tasks purely for the

personal satisfaction of achieving competence, without regard for social relationships or peers' opinions.

Q13. How does *Leon Festinger's* theory of **cognitive dissonance** function as a *motivational force* in the learning process?

(A) Cognitive dissonance discourages learning because the psychological discomfort it creates causes students to avoid engaging with information that challenges their existing beliefs, reinforcing prior misconceptions rather than stimulating conceptual change.

(B) Cognitive dissonance — the psychological discomfort that arises when new information **conflicts with a learner's existing beliefs or prior knowledge** — creates a motivational drive to resolve the inconsistency, thereby stimulating deeper cognitive engagement with the new material, critical re-evaluation of prior understanding, and genuine conceptual restructuring.

(C) Cognitive dissonance operates as a motivational force exclusively in adult learners; in school-age children, encountering contradictory information produces confusion rather than constructive cognitive engagement or drive to learn.

(D) Cognitive dissonance motivates learning only when conflicting information is presented by a highly authoritative teacher, because students are driven to reduce dissonance only when the source is perceived as maximally credible.

Q14. What role do **parental expectations and the home learning environment** play in shaping a student's *academic motivation*?

(A) High parental expectations, a supportive home learning environment, and the cultural value placed on education by the family **significantly enhance academic motivation** by shaping educational aspirations, reinforcing the importance of effort and achievement, and providing the material and emotional support that sustains students' engagement with schooling.

(B) Home environment and parental expectations have no significant relationship with academic motivation; research consistently demonstrates that school-based factors, particularly teacher quality, are the sole determinants of student motivation at every level of schooling.

(C) Parental expectations negatively affect student motivation when set at a high level, because consistently elevated family demands inevitably generate debilitating test anxiety and learned helplessness, reducing intrinsic drive to learn.

(D) The home environment's influence on academic motivation is limited exclusively to socio-economic factors such as household income and access to books; the emotional and attitudinal dimensions of family life have no independent effect on academic engagement.

Q15. What is the **purpose** of a **cumulative record card** in school management, and what categories of information does it typically contain?

(A) The cumulative record card is an administrative document used exclusively for recording a student's attendance and disciplinary incidents; it contains no academic or personal background information.

(B) The cumulative record card is a financial document maintained by the school to record each student family's tuition fee payments and other outstanding dues.

(C) The cumulative record card contains only the student's final examination marks for each academic year, submitted in a standardised format to the examining board at the completion of secondary schooling.

(D) The cumulative record card is a **comprehensive longitudinal document** recording a student's academic performance across years, health and physical growth data, family background, intelligence and aptitude test results, psychological characteristics, co-curricular achievements, and attendance — providing a holistic developmental profile that guides teachers, counsellors, and administrators in making informed, individualised educational decisions.

Q16. What is the *primary benefit* of a **mentoring programme for newly appointed teachers** from the perspective of overall school development?

(A) A mentoring programme for new teachers primarily benefits school development by reducing the teaching load of experienced mentors, who can then devote more time to their own class preparation and student examination results.

(B) Mentoring programmes benefit school development chiefly by providing a formal administrative mechanism for evaluating and confirming new teachers at the end of their probationary period.

(C) A mentoring programme for new teachers primarily benefits school development by **accelerating the professional growth and classroom effectiveness** of novice teachers through sustained, expert guidance, thereby improving instructional quality across the school, reducing early-career attrition, and building a collegial, continuously learning professional culture.

(D) Mentoring programmes benefit school development mainly by enabling new teachers to form positive social relationships with colleagues, addressing occupational isolation but having no measurable impact on instructional practice or student learning outcomes.

Q17. The **CBSE grading system** (using letter grades such as A1, A2, B1, B2, C1, C2, D, and E) replaced traditional percentage-based reporting. What is its *chief advantage* over percentage marking?

(A) The CBSE grading system's primary advantage is that it increases the precision of individual assessment by distinguishing between students whose raw scores differ by as little as one or two marks, providing a more finely granular performance record than a letter grade can offer.

(B) The CBSE grading system **reduces the significance of marginal mark differences** by grouping comparable performance levels into broad grade bands, thereby decreasing unhealthy competition over fractional numerical scores, lowering examination-related anxiety,

and shifting students' and parents' focus from chasing marginal marks to understanding broader performance levels.

(C) The CBSE grading system's main advantage is that it eliminates all forms of standardised testing and enables exclusively portfolio-based, qualitative assessment of student learning without any numerical component.

(D) The CBSE grading system is primarily advantageous because it automatically corrects for teacher subjectivity in marking by applying a statistical normalisation algorithm that adjusts for individual examiner leniency or severity.

Q18. How does a **subject-integrated curriculum** differ from **correlation** as a curriculum design strategy, and what is its main benefit?

(A) A subject-integrated curriculum **dissolves subject boundaries entirely**, organising learning around interdisciplinary themes, problems, or projects that simultaneously draw upon and connect knowledge from multiple disciplines — going beyond correlation, where related topics are merely linked across subjects that remain structurally separate — and thereby enabling students to perceive relationships across fields and apply knowledge holistically to real-world problems.

(B) A subject-integrated curriculum and correlation are functionally synonymous; both describe the practice of identifying content overlaps between two adjacent subjects and noting these overlaps in each teacher's lesson plan without altering subject boundaries.

(C) Subject-integrated curriculum is a less demanding design approach than correlation because it simply combines two related subjects into a single timetable slot, saving instructional time without making any structural changes to content or learning outcomes.

(D) A subject-integrated curriculum differs from correlation solely in administrative terms: in correlation, different teachers each teach their own subject separately, while in integration a single teacher delivers

all subjects — the content and learning outcomes of each subject remain unchanged.

Q19. What does the term **curriculum transaction** mean in educational theory, and how does it differ from **curriculum planning**?

(A) Curriculum transaction and curriculum planning are used interchangeably in the literature; both describe the process of deciding which content areas and learning objectives should be included in the school's formal programme of study.

(B) Curriculum transaction refers to the official governmental approval and adoption of a new curriculum framework, while curriculum planning refers to the detailed schedule that individual teachers draw up for delivering already-approved content.

(C) Curriculum transaction is a term used exclusively in higher education to describe the contractual agreement between a university and its affiliated colleges specifying which programmes those colleges may offer.

(D) **Curriculum transaction** refers to the **actual enactment** of the curriculum in the classroom — the living process of teacher-student interactions, learning activities, and meaning-making that occurs when the planned curriculum meets real learners in real time — as distinguished from **curriculum planning**, which is the prior design of what content, objectives, and experiences should constitute the curriculum before instruction begins.

Q20. What is the primary *rationale* for treating **environmental education** as a **cross-curricular theme** integrated across all subjects in the school curriculum, rather than as a standalone separate subject?

(A) Environmental education is treated as a cross-curricular theme solely because a shortage of qualified specialist teachers makes it administratively impossible to staff it as an independent subject, making integration an organisational necessity rather than a principled ped-

agogical choice.

(B) Environmental education is included across the curriculum primarily to replace traditional science teaching at the primary level, as environmental topics are considered more immediately relevant to children's daily lives than standard science content.

(C) Environmental education is integrated as a cross-curricular theme because **environmental problems are inherently interdisciplinary** — connecting natural science, social studies, mathematics, economics, ethics, and civic education — and because developing environmental awareness and responsible citizenship is a goal relevant to all disciplines and all learners, not a concern isolated to a single subject period.

(D) Environmental education functions as a cross-curricular theme exclusively at the secondary level; at the primary level it is taught as a separate, standalone subject with dedicated timetable periods and its own independent summative assessment.

Q21. A student in a mainstream classroom has been diagnosed with **low vision** (partial sight). Which of the following correctly identifies *appropriate classroom adaptations* to support this student's learning?

(A) The most appropriate adaptation for a student with low vision is to remove all visual materials from the learning environment entirely and replace instruction with audio recordings and purely spoken explanations.

(B) Appropriate adaptations include **preferential seating near the board and the primary light source**, provision of **large-print or digitally magnified learning materials**, use of **high-contrast displays**, ensuring good and adjustable classroom lighting, and allowing additional time for tasks requiring detailed visual processing.

(C) Students with low vision are best supported by placing them at the rear of the classroom where they are free from distraction, and by providing a fully separate, simplified curriculum delivered individually by a specialist.

(D) The primary classroom adaptation for a student with low vision is daily vision therapy exercises conducted by the classroom teacher, which research indicates can restore functional vision to normal levels within a single academic year.

Q22. Intellectual disability is classified into four levels of severity based on IQ range. Which of the following correctly identifies these **four levels and their approximate IQ ranges**?

(A) The four levels are: **mild** (IQ approximately 50–70), **moderate** (IQ approximately 35–49), **severe** (IQ approximately 20–34), and **profound** (IQ below 20) — with mild intellectual disability being by far the most prevalent, accounting for approximately 85% of all diagnosed cases.

(B) The four levels are: mild (IQ 70–85), moderate (IQ 55–69), severe (IQ 40–54), and profound (IQ below 40) — with profound intellectual disability being the most prevalent category encountered in the school population.

(C) The classification of intellectual disability by IQ applies only to adults aged 18 and above; for school-age children, intellectual disability is classified solely on the basis of adaptive behaviour assessments without any reference to IQ scores.

(D) All levels of intellectual disability are defined by IQ scores below 50; individuals with IQ scores between 50 and 70 are classified as borderline normal and require no special educational provision.

Q23. According to *Lawrence Kohlberg's* theory of **moral development**, what characterises the *post-conventional level* and how does it differ from conventional moral reasoning?

(A) Kohlberg's post-conventional level is characterised by strict, unquestioning obedience to societal laws and rules, because individuals at this level believe that legal norms always represent the highest form of moral authority and must never be challenged.

(B) The post-conventional level is defined by the individual's exclusive concern with avoiding personal punishment; moral decisions are made by calculating which available action carries the least severe negative consequence to the self.

(C) At the post-conventional level, Kohlberg describes individuals as making moral decisions primarily on the basis of social conformity — the desire to appear as a good person in the eyes of family, peers, and community — rather than on the basis of any abstract ethical principle.

(D) The post-conventional level of Kohlberg's moral development is characterised by the individual's capacity to reason **beyond conventional laws and social contracts** to **universal ethical principles** — such as justice, human dignity, and equal rights — recognising that laws may themselves be morally wrong and must be challenged or disobeyed when they violate these higher, self-chosen principles.

Q24. What is **test standardisation** and why is it considered essential for large-scale educational assessment?

(A) Test standardisation refers to the practice of ensuring that all items in a test are of identical difficulty so that every question contributes equally to the total score and no item is easier or harder than any other.

(B) Test standardisation is the process of translating a test developed in one language into multiple other languages to ensure that the translated versions assess exactly the same content as the original.

(C) Test standardisation is the systematic process of establishing **uniform administration and scoring procedures**, collecting data from a **representative normative sample** to develop performance norms, and validating the test's psychometric properties (reliability and validity) — ensuring that scores obtained under different administrations are comparable and that individual performance can be meaningfully interpreted relative to a defined reference population.

(D) Test standardisation refers to the annual practice of updating a test's question bank to remove items that have become outdated or that candidates may have memorised from leaked previous-year papers.

Q25. What is the *primary purpose* of **diagnostic evaluation** in the teaching-learning process, and at what stage is it most appropriately administered?

(A) Diagnostic evaluation is administered at the end of an instructional unit to assign final grades, ranking students by their cumulative performance on all the content taught during that unit.

(B) Diagnostic evaluation is conducted **before or during instruction** to **identify specific learning difficulties, prerequisite gaps, and the root causes of persistent student errors**, enabling the teacher to plan targeted remedial or differentiated instruction before those gaps compound further.

(C) Diagnostic evaluation is a summative tool administered annually to compare school-level performance against a national or state normative sample, used exclusively for accountability and institutional ranking purposes.

(D) Diagnostic evaluation is conducted to assess the overall quality of the school's curriculum by measuring students' aggregate achievement at key transition points, such as from primary to upper-primary schooling.

Detailed Solutions

Q1.

Solution

Concept — Teaching Methods: Herbartian Five Formal Steps:

Quick Solution: The first of Herbart's five formal steps is Preparation — activating students' prior knowledge to create readiness for new content ⇒ B

Johann Friedrich Herbart (1776–1841) proposed a systematic lesson structure that his followers formalised into **five formal steps**: (1) **Preparation** (Apperception) — linking new content to students' prior knowledge and experience to create mental readiness; (2) **Presentation** — introducing new material through carefully chosen examples; (3) **Comparison/Association** — comparing new ideas with previously known ones; (4) **Generalisation** — formulating rules and principles; and (5) **Application** — practising the new concept in exercises. The **first step is Preparation**, because learning can only be meaningful if new content is anchored to existing knowledge. This concept is called **apperception** in Herbartian theory — the mass of existing ideas that receives and integrates new learning. Without this mental set, new content remains disconnected and poorly retained.

Why other options are wrong:

- Option A: Application is the *fifth and final* step, not the first; beginning a lesson with application before presenting content would be pedagogically incoherent.
- Option C: Generalisation is the *fourth* step; it follows comparison and precedes application, and cannot precede presentation of specific examples.
- Option D: Presentation is the *second* step; it follows preparation and could not logically precede the activation of prior knowledge.

Answer: (B) Go Back to Q1

Q2.

Solution

Concept — Teaching Methods: Concept Attainment Model:

Quick Solution: The concept attainment model uses labeled examples and non-examples to guide students inductively to discover and test a concept's defining attributes $\Rightarrow$ D

The **concept attainment model**, drawing on *Jerome Bruner's* work on concept formation and elaborated as a teaching strategy by *Hilda Taba*, is an inductive teaching approach. The teacher does *not* begin with a definition; instead, the teacher presents a carefully selected series of **labeled exemplars**: items marked "Yes" (positive examples possessing the concept's defining attributes) and items marked "No" (non-examples that lack one or more defining attributes). Students examine the exemplars, **hypothesise** about the defining attributes, test their hypotheses against new examples, and progressively refine their understanding until they can accurately and consistently **classify new instances**. Only after this process does the teacher confirm and name the concept. This approach develops inductive reasoning, hypothesis testing, and deep attribute-level understanding.

Why other options are wrong:

- Option A: Providing a formal definition first is the *deductive/expository* approach (Ausubel), the opposite of concept attainment's inductive exemplar-based strategy.
- Option B: Memorising a list of attributes is a rote learning approach with no hypothesis-testing or inductive reasoning, contradicting the model's core process.
- Option C: Delivering a lecture on characteristics followed by comprehension questions is a direct instruction/expository approach, not concept attainment.

Answer: (D) Go Back to Q2

Q3.

Solution

Concept — Teaching Methods: STAD (Student Teams Achievement Divisions):

Quick Solution: STAD's distinguishing feature is individual improvement scoring, ensuring every student regardless of prior ability can contribute equally to team success $\Rightarrow$ A

STAD, developed by *Robert Slavin* at Johns Hopkins University, is among the most researched cooperative learning structures. Its most distinctive feature is the **individual improvement score** (also called the improvement point system): rather than comparing a student's raw quiz score against those of peers, each student's contribution to the team is calculated as the number of points by which their score **exceeds their own personal baseline average**. This means a lower-ability student who improves significantly can contribute as many points to the team as a high-ability student scoring near their ceiling. The improvement scoring system ensures **equal opportunity for success** across ability levels, fosters individual accountability within cooperative groups, and maximises motivation for all team members regardless of prior attainment. This is what distinguishes STAD from structures that simply sum total scores.

Why other options are wrong:

- Option B: This describes the **Jigsaw** cooperative learning method (Aronson), where each student specialises in and teaches a unique segment of content.
- Option C: Public ranking and rewarding of the highest-scoring team describes a competitive rather than cooperative structure and contradicts STAD's equal-opportunity-for-success principle.
- Option D: Assigning different objectives to different ability-level teams describes a tracked/streamed model, the opposite of STAD's heterogeneous teaming philosophy.

Answer: (A) Go Back to Q3

Q4.

Solution

Concept — Teaching Methods: Educational Television — Chief Limitation:

Quick Solution: Educational television's chief limitation is its one-way passive nature — it cannot respond to student questions, provide clarification, or adapt to individual learning needs $\Rightarrow$ C

Educational television (ETV) was widely promoted in the 1960s–1980s as a medium for mass, equitable education (e.g., India's SITE experiment, Doordarshan's educational programmes). Its principal strength is mass reach and visual-audio stimulation. However, its **chief limitation compared with interactive methods** is that it is an inherently **one-way communication medium**: the broadcast content cannot be paused, questioned, adapted, or personalised. A student who does not understand a concept, who needs the pace slowed, or who wants clarification cannot receive it. There is no immediate feedback loop between the learner and the instruction. This absence of **interactivity and adaptability** is what fundamentally differentiates ETV from methods such as discussion, question-answer, or Socratic dialogue, where the teacher adjusts continuously to learner responses. For B.Ed examinations, this point is a standard contrast in audio-visual aids.

Why other options are wrong:

- Option A: Costs have fallen substantially and satellite/cable/internet delivery has made ETV accessible in many settings; "prohibitively expensive for all schools" is an overstatement.
- Option B: ETV can present content in ways textbooks cannot (live footage, animation, demonstrations); it is not limited to textbook reproduction.
- Option D: ETV is commonly used for concept introduction; it does not presuppose advanced prior knowledge and is specifically designed for learners encountering topics for the first time.

Answer: (C) Go Back to Q4

Q5.

Solution

Concept — Learning Theories: Piaget's Pre-Operational Stage:

Quick Solution: Pre-operational children show egocentrism and centration, which underlie their failure to conserve quantity and take others' perspectives $\Rightarrow$ B

Jean Piaget's pre-operational stage (approximately ages 2–7) is characterised by rapidly expanding symbolic/language capacity but also by well-documented cognitive limitations. The two most defining limitations are: (1) **Egocentrism** — the inability to take another person's perceptual or conceptual perspective (demonstrated by the classic three-mountains task); and (2) **Centration** — the tendency to focus on only one salient feature of a perceptual situation while ignoring others, which underlies the failure of **conservation**. A pre-operational child who sees water poured from a short, wide glass into a tall, narrow glass believes the quantity has changed because they centre on height and ignore width. Both limitations reflect the pre-operational child's inability to perform mental operations, particularly **reversibility** — mentally undoing a transformation to recognise that the quantity is unchanged.

Why other options are wrong:

- Option A: Symbolic representation and language are actually defining *achievements* (not limitations) of the pre-operational stage; children in this stage use symbols, pretend play, and language extensively.
- Option C: The ability to perform logical operations on concrete objects belongs to Piaget's *concrete operational* stage (ages 7–11), not the pre-operational stage.
- Option D: Conservation (number, liquid, and mass) is typically *absent* in the pre-operational stage; it is acquired during the concrete operational stage, usually around ages 7–9.

Answer: (B) Go Back to Q5

Q6.

Solution

Concept — Learning Theories: Erikson's Industry vs. Inferiority Stage:

Quick Solution: Inferiority in Erikson's fourth stage arises when school-age children repeatedly experience failure, excessive criticism, and a pervasive sense of inadequacy $\Rightarrow$ A

Erik Erikson's fourth psychosocial stage, **Industry vs. Inferiority** (approximately ages 6–12, the primary school years), centres on children's growing capacity to be productive and competent. **Industry** develops when children experience success at tasks, receive appropriate recognition from teachers, parents, and peers, and develop a sense of competence and mastery. **Inferiority** develops when children **repeatedly fail**, receive excessive criticism, are compared unfavourably with peers, or feel they cannot meet the standards adults and society expect of them. This leads to a persistent belief in their own inadequacy, which Erikson identified as a significant threat to identity and self-esteem in adolescence and adulthood. The school environment is therefore a critical developmental context: teachers who provide appropriate challenge, encouragement, and success experiences build industry; harsh, defeating experiences cultivate inferiority.

Why other options are wrong:

- Option B: Erikson's theory is *psychosocial*, not neurobiological; inferiority arises from developmental-social experiences in the school and family, not from a constitutional neurological condition.
- Option C: Trust vs. Mistrust is Erikson's *first* stage (infancy); while earlier stages do influence later development, the industry vs. inferiority crisis is specifically rooted in the school-age child's experience of competence and failure, not in infant attachment.
- Option D: Erikson's framework does not associate inferiority with excessive freedom; rather, insufficient support, repeated failure, and harsh criticism are the causal mechanisms.

Answer: (A) Go Back to Q6

Q7.

Solution

Concept — Learning Theories: Concept Formation — Abstraction and Generalisation:

Quick Solution: Abstraction isolates common defining attributes across instances; generalisation extends those attributes to new instances — together these form the cognitive basis of all concept learning $\Rightarrow$ D

Concept formation is the cognitive process by which a learner forms a mental category (concept) that groups objects, events, or ideas sharing common defining attributes. Two complementary processes are central: **Abstraction** involves identifying and mentally isolating the critical common attributes shared across multiple specific instances — for example, from various triangles the learner abstracts the attributes *three sides, three angles*. **Generalisation** involves extending this extracted attribute-set to *new, previously unencountered* instances — classifying a shape not previously seen as a triangle if it possesses the abstracted attributes. Together, abstraction provides the concept's defining content and generalisation establishes its application range. Without abstraction there is no concept; without generalisation the concept is limited to memorised instances and cannot be applied in novel situations. This dual process was central to classic concept-learning research (Hull, Smoke, Bruner et al.) and is foundational to all school learning.

Why other options are wrong:

- Option A: Abstraction and generalisation are the defining cognitive mechanisms of concept learning, not incidental; denying their role would make concept formation inexplicable.
- Option B: Physically sorting objects describes concrete classification behaviour, and verbal repetition describes rote rehearsal; neither is equivalent to the mental processes of attribute abstraction and conceptual extension.
- Option C: Rote definition memorisation does not constitute concept formation; true concept knowledge requires the ability to classify novel instances — which depends on abstraction and generalisation.

Answer: (D) Go Back to Q7

Q8.

Solution

Concept — Learning Theories: Insight Learning vs. Trial-and-Error (Gestalt Perspective):

Quick Solution: Insight learning involves a sudden perceptual-cognitive restructuring of the problem field, contrasting with trial-and-error's gradual, incremental response strengthening $\Rightarrow$ C

The **Gestalt psychologists** (Wertheimer, Köhler, Koffka) challenged the behaviourist trial-and-error account of learning. In trial-and-error (Thorndike), learning is **gradual and incremental**: the organism makes random attempts, chance successes are gradually "stamped in" through reinforcement, and the correct response slowly increases in probability. **Insight learning**, by contrast, involves a **sudden, discontinuous reorganisation** of the perceptual-cognitive field: the organism perceives the relationships among all the elements of the problem simultaneously in a new configuration — the famous *Aha! moment* — and the solution appears complete, not piecemeal. Köhler's chimpanzee experiments (Sultan stacking boxes) demonstrated this: the animal solved the problem in one sudden episode after a period of contemplation, not through blind trial-and-error. Once achieved through insight, the solution is **retained and transferable**, unlike trial-and-error learning which is more stimulus-specific.

Why other options are wrong:

- Option A: Insight and trial-and-error are mechanistically opposite; insight specifically denies the gradual blind-trial process and involves a qualitatively different reorganisation of the problem field.
- Option B: Insight does *not* occur without prior experience; Köhler's own observations showed that prior familiarity with the component objects was necessary for insight to occur.
- Option D: Insight and trial-and-error do not share the same underlying stimulus-response strengthening process; the mechanisms are qualitatively distinct, not merely quantitatively different in speed.

Answer: (C) Go Back to Q8

Q9.

Solution

Concept — Classroom Communication: Paralanguage:

Quick Solution: Paralanguage (tone, pitch, pace) profoundly shapes message reception in teaching, often conveying more emotional meaning than the words themselves $\Rightarrow$ B

Paralanguage refers to the non-linguistic vocal cues that accompany speech and constitute a separate channel of meaning: **tone** (warmth, coldness, sarcasm), **pitch** (high/low, rising/falling at end of sentences), **pace** (fast/slow), **volume** (loud/soft), **pauses** and **rhythm**. Research in communication consistently shows that the **paralinguistic** channel carries a very large proportion of the emotional and attitudinal content of a spoken message — often more than the words themselves. In teaching, this is critically important: a teacher who says "That's an interesting answer" in a flat, bored tone communicates dismissal rather than affirmation. An enthusiastic, varied vocal delivery signals engagement and positive regard; a monotone delivery, even of substantively good content, fails to capture and sustain student attention. Paralanguage is distinct from *kinesics* (body movement) and *proxemics* (spatial distance), both of which are separate non-verbal channels.

Why other options are wrong:

- Option A: Body language, posture, and gestures constitute *kinesics*, not paralanguage; paralanguage specifically concerns vocal (but non-verbal) qualities of speech.
- Option C: Grammatical and syntactic structures belong to the *verbal-linguistic* dimension of communication, not paralanguage.
- Option D: Paralanguage operates continuously in group classroom instruction and significantly affects students' attentiveness, motivation, and interpretation of teacher affect at all scales of interaction.

Answer: (B) Go Back to Q9

Q10.

Solution

Concept — Classroom Communication: Eye Contact in Teaching:

Quick Solution: Eye contact in teaching functions as a channel management, engagement, attention-distribution, and comprehension-monitoring tool during classroom interaction $\Rightarrow$ A

Eye contact is a fundamental non-verbal communicative tool in classroom interaction, serving multiple simultaneous functions: (1) **Channel management** — the teacher directs a question or response to a specific student by making eye contact, signalling that the student is the intended communicative partner; (2) **Engagement signalling** — eye contact communicates that the teacher is attending to and valuing what the student says; (3) **Equitable attention distribution** — a skilled teacher deliberately sweeps eye contact across the room to include all students in the communicative event, avoiding the "action zone" concentration of attention; (4) **Comprehension monitoring** — non-verbal feedback (furrowed brow, blank expression, nodding) read through eye contact allows the teacher to assess understanding without interrupting the flow of instruction. Cross-cultural studies note that appropriate eye contact norms vary, but its communicative importance in classroom interaction is universal.

Why other options are wrong:

- Option B: Using eye contact primarily as an intimidation tool reflects a punitive classroom management philosophy; framing it solely as a discipline mechanism ignores its broader positive communicative functions.
- Option C: Sustained teacher gaze at a student in most classroom contexts signals interest and attentiveness, not displeasure; displeasure is typically communicated through combined signals (tone, expression).
- Option D: Eye contact is equally important in whole-class teaching; the teacher's pattern of gaze across the room shapes participation patterns, engagement, and equity of attention at whole-class scale.

Answer: (A) Go Back to Q10

Q11.

Solution

Concept — Classroom Communication: Empathy in Teacher-Student Interaction:

Quick Solution: Empathy is essential in teacher communication because it creates psychological safety and trust, enabling authentic student engagement, intellectual risk-taking, and open expression $\Rightarrow$ D

Empathy — the capacity to understand and genuinely respond to another person's emotional experience and perspective — is identified by humanistic psychologists (*Carl Rogers*) and communication researchers as one of the three core **facilitative conditions** in helping relationships (alongside genuineness and unconditional positive regard). In the classroom, empathy enables the teacher to: perceive when a student is confused, anxious, or disengaged even without verbal expression; respond to emotional barriers to learning; communicate that the student's experience is valid and understood; and create the **psychological safety** that allows students to take intellectual risks, admit confusion, ask "naive" questions, and make mistakes without fear of ridicule. Research on teacher effectiveness consistently identifies empathy as a predictor of both student-teacher relationship quality and student academic engagement. It is distinct from sympathy (feeling sorry for someone) because it involves genuine cognitive and emotional perspective-taking.

Why other options are wrong:

- Option A: While positive teacher-student relationships do motivate students, the value of empathy is not reducible to friendship formation; its educational significance is rooted in communication quality, trust, and psychological safety.
- Option B: Empathy is an active interpersonal process of understanding *the other's* current experience, not simply recalling one's own past experiences; the latter describes sympathy based on self-reference.
- Option C: While empathy may help a teacher notice emerging emotional difficulties, reducing it entirely to a behaviour-prevention mechanism misrepresents its broader relational and communicative significance.

Answer: (D) Go Back to Q11

Q12.

Solution

Concept — Motivation: Murray's Need for Affiliation (n-Aff):

Quick Solution: High n-Aff students seek warm, harmonious relationships, are motivated by cooperative tasks, and are sensitive to social approval and relational security $\Rightarrow$ C

Henry Murray's (1938) theory of **manifest needs** proposes a taxonomy of human motivational needs that influence behaviour across contexts. The **need for affiliation** (n-Aff) is the desire to establish, maintain, and restore warm, harmonious, and mutually satisfying relationships with others. In classroom settings, students with high n-Aff: are most motivated by **collaborative, cooperative, and relational tasks**; seek **social approval** from both peers and teachers; respond strongly to social rewards (warm acknowledgement, group belonging) and social threats (exclusion, rejection, interpersonal conflict); and may prioritise maintaining social harmony over competitive individual achievement. This can result in reduced academic performance during periods of relational conflict or uncertainty about social standing. Murray's manifest needs theory also includes other needs such as n-Ach (achievement), n-Pow (power), and n-Aff, each predicting distinct patterns of motivation and behaviour.

Why other options are wrong:

- Option A: The drive to dominate, lead, and influence others describes Murray's **need for power** (n-Pow), not n-Aff, which is fundamentally about warm relational connection, not dominance.
- Option B: High n-Aff students are motivated *by* social interaction; preferring solitude and experiencing social anxiety characterises avoidant social tendencies, the opposite of high affiliation motivation.
- Option D: The drive to master difficult tasks for the personal satisfaction of competence describes Murray's **need for achievement** (n-Ach), not n-Aff.

Answer: (C) Go Back to Q12

Q13.

Solution

Concept — Motivation: Cognitive Dissonance as a Learning Motivator (Festinger):

Quick Solution: Cognitive dissonance creates motivational drive to resolve conflict between new information and prior beliefs, stimulating deeper cognitive engagement and conceptual change $\Rightarrow$ B

Leon Festinger's (1957) **cognitive dissonance theory** proposes that holding two psychologically inconsistent cognitions produces a state of aversive mental discomfort (dissonance) that motivates the individual to reduce or eliminate the inconsistency. Applied to learning, when a student encounters new information that **conflicts with their existing beliefs, prior knowledge, or naive conceptions**, the resulting cognitive dissonance creates a motivational tension that drives the student to **engage more deeply** with the conflicting material — questioning their prior understanding, seeking clarification, and restructuring their knowledge to achieve cognitive consistency. This is related to *Piaget's* concept of **disequilibrium**: the state of cognitive imbalance that triggers accommodation and genuine conceptual change. Teachers can deliberately engineer cognitive dissonance through counterintuitive demonstrations, anomalous data, or Socratic challenges to stimulate deeper cognitive engagement.

Why other options are wrong:

- Option A: Cognitive dissonance typically motivates *engagement* to resolve the conflict, not avoidance; avoidance (denial) is one possible but psychologically costly dissonance-reduction strategy, not the primary motivational direction in productive learning contexts.
- Option C: Piaget, Vygotsky, and constructivist researchers document cognitive conflict and disequilibrium as productive motivational forces from early childhood; restricting this effect to adults lacks empirical support.
- Option D: Cognitive dissonance is triggered by the *content* of the contradictory information, not solely by the authority of its source; students engage with dissonance-inducing peer arguments and classroom demonstrations as well as teacher presentations.

Answer: (B) Go Back to Q13

Q14.

Solution

Concept — Motivation: Parental Expectations and Home Environment:

Quick Solution: High parental expectations and a supportive home environment enhance academic motivation by shaping aspirations, reinforcing effort, and providing material and emotional support ⇒ A

Research in educational psychology and sociology of education consistently identifies the **home learning environment** as one of the strongest predictors of student academic motivation and achievement. Key dimensions include: (1) **Parental expectations** — children whose parents hold high (but realistic and supportive) expectations internalise these as personal goals and aspirations, raising their own achievement standards; (2) **Cultural value of education** — families that actively communicate the importance of education transmit a motivational orientation toward learning; (3) **Material support** — availability of books, a quiet study space, and educational resources; (4) **Emotional and conversational engagement** — parents who discuss school experiences, read with children, and actively engage with learning activities enhance cognitive and motivational development. *John Coleman's* work on educational inequality and *Bronfenbrenner's* ecological model both highlight the family microsystem as the most proximal environmental influence on school engagement.

Why other options are wrong:

- Option B: A substantial body of evidence (Coleman Report, PISA data, meta-analyses) demonstrates that home and family factors explain a large proportion of the variance in academic motivation, independent of school-based factors.
- Option C: High parental expectations are associated with *higher* achievement motivation when they are realistic, supportive, and accompanied by autonomy; it is *controlling, conditional, or unrealistically punitive* expectations that generate anxiety.
- Option D: Research shows that the affective and attitudinal dimensions of the home environment (warmth, encouragement, intellectual engagement) are among the *strongest* predictors of intrinsic motivation, independent of socio-economic status.

Answer: (A) Go Back to Q14

Q15.

Solution

Concept — School Management: Cumulative Record Card (CRC):

Quick Solution: The cumulative record card is a comprehensive longitudinal document covering academic, health, family, psychological, and co-curricular data, guiding individualised educational decisions $\Rightarrow$ D

The **cumulative record card** (CRC) is a standard school management instrument that maintains a **longitudinal, comprehensive record** of each student's development throughout their school career. It typically contains: **academic performance** (marks, grades, class rank across years); **health and physical growth data** (height, weight, vision, hearing, immunisation); **family background** (parental occupation, socio-economic status, number of siblings); **intelligence and aptitude test results**; **psychological characteristics** (interests, attitudes, personality observations); **co-curricular achievements** (sports, cultural activities, leadership); and **attendance records**. The CRC is distinct from the term report (which covers one year) because it accumulates data *across all school years* and provides a holistic developmental portrait. It is used by teachers, guidance counsellors, and school administrators to make informed, individualised educational decisions about placement, remediation, and career guidance. It reflects the principle of **continuous, comprehensive evaluation**.

Why other options are wrong:

- Option A: The CRC is not limited to attendance and discipline; it is a *comprehensive* developmental record covering academic, health, personal, and social dimensions.
- Option B: The CRC is an educational and developmental record, not a financial accounting document; fee records are maintained in separate administrative registers.
- Option C: A document containing only final annual examination marks describes an *academic transcript* or mark sheet, not a cumulative record card, which has a far broader scope.

Answer: (D) Go Back to Q15

Q16.

Solution

Concept — School Management: Mentoring Programme for New Teachers:

Quick Solution: Mentoring programmes primarily benefit school development by accelerating novice teacher professional growth, improving instructional quality, and building a learning-oriented school culture $\Rightarrow$ C

A **teacher mentoring programme** pairs newly appointed (novice) teachers with experienced **mentors** who provide structured professional guidance, classroom observation with feedback, emotional support, and modelling of effective practice. Research on teacher mentoring (including meta-analyses by Ingersoll & Strong) consistently shows that well-designed mentoring: (1) **accelerates professional growth** — novice teachers with mentors develop classroom management, lesson planning, and pedagogical skills faster than those without; (2) **improves instructional quality** across the school as novices become effective more rapidly; (3) **reduces early-career attrition** — a major problem in Indian schools where up to 30% of new teachers leave within five years; and (4) **builds a collegial, reflective professional culture** in which continuous learning is normalised. This makes mentoring a high-leverage investment in school development, far beyond the interpersonal benefits for individual new teachers alone.

Why other options are wrong:

- Option A: Effective mentoring requires time and commitment from experienced mentors; characterising it as a way to *reduce* their teaching load misrepresents the additional professional responsibility mentoring entails.
- Option B: Mentoring is a *developmental* and support-oriented process, philosophically distinct from evaluative appraisal; conflating the two risks undermining the trust that effective mentoring requires.
- Option D: Research consistently demonstrates that mentoring produces measurable improvements in instructional practice and student outcomes, not merely social-emotional benefits for the novice teacher.

Answer: (C) Go Back to Q16

Q17.

Solution

Concept — School Management: CBSE Grading System (A1–E Scale):

Quick Solution: The CBSE grading system reduces anxiety and unhealthy competition by grouping comparable performances into broader bands, de-emphasising marginal mark differences $\Rightarrow$ B

The **CBSE grading system** replaced traditional percentage marks in Class X with a nine-point letter grade scale (A1, A2, B1, B2, C1, C2, D, E1, E2), where each grade band covers a range of raw scores (e.g., A1: 91–100, A2: 81–90). Its **chief advantage over percentage marking** is the **reduction of marginal differentiation**: under a percentage system, a student scoring 89% would feel significantly inferior to one scoring 91%, even though the actual difference in learning is minimal. Under the grading system, both receive an A2 and an A1 respectively; the significant gap in anxiety and competition over those two marks disappears. The system thereby: (1) reduces **unhealthy, high-stakes competition** over trivial numerical differences; (2) lowers **examination anxiety**; (3) shifts the focus of students, parents, and schools from fractional mark accumulation to **meaningful performance levels**; and (4) encourages a broader and more holistic view of achievement.

Why other options are wrong:

- Option A: Grading *reduces* precision by grouping scores into bands; the percentage system provides more, not less, granularity. Increased precision is an advantage of percentage marking, not grading.
- Option C: The CBSE grading system coexists with standardised written examinations; it does not eliminate them or replace them with portfolio assessment.
- Option D: CBSE grading uses fixed pre-specified score bands, not a statistical normalisation algorithm; it does not automatically correct for teacher subjectivity in the way suggested.

Answer: (B) Go Back to Q17

Q18.

Solution

Concept — Curriculum: Subject-Integrated Curriculum vs. Correlation:

Quick Solution: Subject-integrated curriculum dissolves subject boundaries to organise learning around interdisciplinary themes, going beyond correlation's cross-referencing within maintained subject boundaries $\Rightarrow$ A

Correlation is a curriculum design strategy in which related content across different subjects is identified and cross-referenced while *maintaining subject boundaries intact* — for example, an English teacher points out that a poem they are studying relates to a historical period studied in history class. The subjects retain their distinct identities and timetable slots. **Subject-integrated curriculum** goes considerably further: it **dissolves subject boundaries** by organising learning around *interdisciplinary themes, problems, issues, or projects* that simultaneously draw upon, apply, and connect knowledge from multiple disciplines. Students studying "rivers" might simultaneously apply geography, biology, chemistry, mathematics, history, and literature skills. The main benefits are: (1) students perceive **meaningful connections** across knowledge domains; (2) knowledge is applied **holistically** to complex real-world problems; (3) learning feels more **relevant and motivating**; and (4) higher-order, interdisciplinary thinking is developed. Integration is structurally more transformative than correlation.

Why other options are wrong:

- Option B: Subject-integrated and correlated curricula are *not* synonymous; they represent different levels of structural reorganisation — correlation leaves subject boundaries intact while integration removes them.
- Option C: Integration is not a "less demanding" simplification; it typically requires more complex planning and teaching, and its learning outcomes are richer and more complex than single-subject instruction.
- Option D: The distinction between integrated and correlated curricula is not merely administrative (who teaches); it is fundamentally structural and epistemological, concerning how knowledge is organised and experienced by learners.

Answer: (A) Go Back to Q18

Q19.

Solution

Concept — Curriculum: Curriculum Transaction vs. Curriculum Planning:

Quick Solution: Curriculum transaction is the actual enactment of the curriculum through classroom interaction, distinct from curriculum planning's prior design of what should be taught $\Rightarrow$ D

Curriculum planning refers to the *design* phase: the deliberate, pre-instructional process of deciding what content, skills, values, and experiences should constitute the curriculum, how they should be sequenced, what objectives should be achieved, and what activities and assessments should be employed. It results in documents such as syllabi, lesson plans, and curriculum frameworks. **Curriculum transaction** refers to what actually *happens* in the classroom when the planned curriculum encounters real students: the dynamic, moment-to-moment interactions, dialogues, activities, adaptations, student responses, and meaning-making processes that constitute the living experience of learning. Transaction is shaped by teacher decisions, student inputs, classroom dynamics, and contextual factors that no plan can fully anticipate. The distinction emphasises that the **intended curriculum** (what is planned) is not identical to the **transacted curriculum** (what is actually experienced) or the **attained curriculum** (what students actually learn) — a tripartite distinction central to curriculum theory.

Why other options are wrong:

- Option A: Curriculum transaction and curriculum planning are conceptually distinct and not interchangeable; conflating them erases the important theoretical distinction between curriculum design and curriculum enactment.
- Option B: Governmental approval and adoption describes the *curriculum adoption/policy* process, which precedes both planning and transaction; it is a different stage entirely.
- Option C: The term "curriculum transaction" is used at all levels of education, including school education, and is not restricted to higher education administrative contracts.

Answer: (D) Go Back to Q19

Q20.

Solution

Concept — Curriculum: Environmental Education as a Cross-Curricular Theme:

Quick Solution: Environmental education is cross-curricular because environmental issues are inherently interdisciplinary and environmental citizenship is a goal relevant to all subjects and all learners ⇒ C

The **National Curriculum Framework 2005** (NCF 2005) explicitly recommended treating **environmental education** as a **cross-curricular theme** running through all subjects rather than as a standalone period, a recommendation affirmed by the *Supreme Court of India's* directive (M.C. Mehta case) that environmental education be integrated across all school levels. The rationale is epistemological and civic: environmental problems are inherently **interdisciplinary** — they cannot be understood through natural science alone but require understanding of human society (social studies), economic systems, mathematical modelling, ethical reasoning, and civic responsibilities. Moreover, developing **environmental literacy and responsible citizenship** is a goal relevant to *every learner*, not only those taking a specific subject elective. Integration ensures that all students, across all streams, engage with environmental awareness in a contextualised, meaningful way within their own disciplinary learning. This approach aligns with the principle of **education for sustainable development**.

Why other options are wrong:

- Option A: The NCF 2005 and Supreme Court directive reflect a principled pedagogical rationale for integration, not a teacher shortage workaround; framing it as administrative necessity misrepresents the policy intent.
- Option B: Environmental education at the primary level (EVS — Environmental Studies) does in fact constitute a subject in Classes 1–5 under NCERT; the question concerns the cross-curricular approach at higher levels.
- Option D: Cross-curricular integration of environmental education is recommended across all school levels by NCF 2005, not exclusively at the secondary level.

Answer: (C) Go Back to Q20

Q21.

Solution

Concept — Educational Psychology: Classroom Adaptations for Low Vision:

Quick Solution: Appropriate adaptations for low vision include preferential seating, large-print materials, high-contrast displays, good lighting, and additional processing time $\Rightarrow$ B

Low vision (partial sight) refers to a significant visual impairment that cannot be fully corrected by glasses or contact lenses but that leaves some functional vision. Students with low vision in mainstream classrooms benefit from a range of **reasonable accommodations** that maximise their access to visual learning without requiring segregation or curriculum simplification: (1) **Preferential seating** near the board and the room's primary light source, reducing the viewing distance and improving clarity; (2) **Large-print materials** or digitally magnified text on a device, reducing eyestrain and improving reading accuracy; (3) **High-contrast displays** (dark text on white background, bold fonts) to enhance legibility; (4) **Adequate and adjustable lighting**, since inadequate lighting significantly worsens functional vision; (5) **Extra time** on tasks requiring detailed visual processing. These adaptations reflect the principle of **reasonable accommodation** under inclusive education frameworks (RTE 2009, RPwD Act 2016).

Why other options are wrong:

- Option A: Removing all visual materials ignores the student's residual vision, which should be maximised; students with low vision *can* benefit from visual materials with appropriate adaptations.
- Option C: Placing students at the rear worsens access (greater viewing distance); a separate simplified curriculum contradicts the inclusive education principle that students with disabilities have the right to access the full curriculum with support.
- Option D: There is no evidence that daily exercises conducted by classroom teachers can restore functional vision; recommending medically unfounded interventions could delay appropriate clinical referral.

Answer: (B) Go Back to Q21

Q22.

Solution

Concept — Educational Psychology: Intellectual Disability — Classification by IQ:

Quick Solution: The four levels of intellectual disability by IQ are: mild (50–70), moderate (35–49), severe (20–34), and profound (below 20), with mild being the most prevalent $\Rightarrow$ A

Intellectual disability (formerly termed mental retardation; now defined in DSM-5 and ICD-11 on the basis of intellectual functioning, adaptive behaviour, and onset before age 18) is traditionally classified into four levels by **IQ range**: (1) **Mild**: IQ approximately 50–70 — the largest group (approximately 85% of all cases); individuals can often achieve academic skills to about Class 6 level and become semi-independent adults; (2) **Moderate**: IQ approximately 35–49 — individuals can communicate and perform basic self-care with support; (3) **Severe**: IQ approximately 20–34 — significant support required for daily living; (4) **Profound**: IQ below 20 — extensive/pervasive support required in all areas. These ranges are from the AAIDD (American Association on Intellectual and Developmental Disabilities) and DSM-IV criteria, widely used in Indian educational and psychological practice for classification purposes in the context of inclusive education and special education planning.

Why other options are wrong:

- Option B: These IQ ranges overlap significantly with the normal and borderline ranges; classifying mild ID as 70–85 would include many individuals in the normal-borderline category, which is inconsistent with standard diagnostic criteria.
- Option C: IQ assessment is a standard component of intellectual disability diagnosis in both children and adults; adaptive behaviour assessment is used *alongside* IQ, not as a complete replacement for it in school-age populations.
- Option D: The IQ ceiling for intellectual disability is approximately 70–75 (two standard deviations below the mean of 100), not 50; placing the boundary at 50 would exclude the majority of individuals with mild ID.

Answer: (A) Go Back to Q22

Q23.

Solution

Concept — Educational Psychology: Kohlberg's Post-Conventional Level:

Quick Solution: Kohlberg's post-conventional level is defined by reasoning beyond conventional law to universal ethical principles such as justice and human dignity $\Rightarrow$ D

Lawrence Kohlberg's theory describes moral development through three levels, each containing two stages. **Level 1 (Pre-conventional)**: morality based on avoiding punishment (Stage 1) and self-interest (Stage 2). **Level 2 (Conventional)**: morality based on social conformity (Stage 3) and maintaining social order/law (Stage 4). **Level 3 (Post-conventional)**: morality based on **Stage 5 — Social Contract/Legalistic Orientation** (laws are important but can be changed through democratic processes when they are unjust) and **Stage 6 — Universal Ethical Principles** (morality is based on self-chosen, universal principles such as justice, human dignity, and equal rights that supersede specific laws; civil disobedience may be morally required when laws violate these principles). The defining characteristic of post-conventional reasoning is the capacity to evaluate laws and social norms against **abstract, universal moral principles** — to recognise that a law can be legal but wrong. Kohlberg estimated that relatively few adults consistently reason at Stage 5–6.

Why other options are wrong:

- Option A: Strict, unquestioning obedience to law describes **Stage 4** (Conventional Level), not the post-conventional level, which explicitly allows for questioning the moral authority of laws.
- Option B: Moral decision-making based exclusively on personal punishment avoidance describes **Stage 1** (Pre-conventional Level), the least developmentally advanced stage.
- Option C: Making moral decisions to be seen as a good person by one's social group describes **Stage 3 — Good Boy/Good Girl Orientation** (Conventional Level), characterised by social approval rather than abstract principle.

Answer: (D) Go Back to Q23

Q24.

Solution

Concept — Evaluation: Test Standardisation:

Quick Solution: Test standardisation establishes uniform procedures, collects normative data from a representative sample, and validates psychometric properties to enable meaningful, comparable score interpretation $\Rightarrow$ C

Test standardisation is the rigorous psychometric process that transforms a test from a provisional instrument into one that can be meaningfully and comparably applied at scale. It involves three core activities: (1) **Uniform administration and scoring procedures** — developing and documenting precise, consistent instructions for administering the test (timing, setting, permissible aids, examiner behaviour) and for scoring responses, so that all test-takers are assessed under identical conditions; (2) **Normative sampling** — administering the test to a large, carefully constructed **representative sample** of the target population to generate performance norms (percentiles, standard scores, grade equivalents) against which individual scores can be interpreted; (3) **Psychometric validation** — establishing the test's **reliability** (consistency of scores across occasions, raters, or forms) and **validity** (the degree to which the test measures what it claims to measure). Without standardisation, raw scores from different administrations are not meaningfully comparable, making large-scale assessments like competitive entrance examinations scientifically indefensible.

Why other options are wrong:

- Option A: Making all items of identical difficulty describes test construction for a very specific purpose (e.g., certain IRT models); it is not the definition or goal of standardisation, which is about uniform procedures and norms.
- Option B: Translating tests into multiple languages is *test adaptation* (or translation), a distinct process that itself requires re-standardisation in each new linguistic context.
- Option D: Updating the question bank to prevent memorisation is a *test security* and *item bank maintenance* activity, not the definition of standardisation.

Answer: (C) Go Back to Q24

Q25.

Solution

Concept — Evaluation: Diagnostic Evaluation — Purpose and Timing:

Quick Solution: Diagnostic evaluation is administered before or during instruction to identify specific learning difficulties, prerequisite gaps, and root causes of persistent errors, guiding targeted remedial teaching $\Rightarrow$ B

Diagnostic evaluation is one of the four major types of educational evaluation alongside placement, formative, and summative evaluation. Its **defining purpose** is to identify the **specific nature, location, and underlying causes** of learning difficulties that routine formative checks have detected but cannot fully explain. It is most appropriately administered at two stages: (1) **Before instruction** — to assess whether students possess the prerequisite knowledge and skills required for an upcoming unit, fulfilling a readiness or placement function; and (2) **During instruction** — when repeated formative checks reveal that a student continues to struggle despite conventional teaching, necessitating a deeper diagnostic inquiry into the precise sub-skill or misconception causing the difficulty. Diagnostic evaluation uses **criterion-referenced** instruments designed to map exactly *which* steps or concepts a student has not mastered and *why*. This distinguishes it from formative evaluation (ongoing progress monitoring) and summative evaluation (terminal achievement for grading). Its outputs directly inform **remedial teaching** — targeted instructional interventions addressing the identified gaps so that foundational deficits do not compound across subsequent learning.

Why other options are wrong:

- Option A: Administering evaluation at the *end* of a unit to assign final grades is the definition of **summative evaluation**, not diagnostic evaluation, which is specifically concerned with identifying difficulties *before* or *during* instruction.
- Option C: Comparing school-level performance against a national normative sample for accountability and institutional ranking describes **norm-referenced summative assessment**; diagnostic evaluation focuses on individual learning difficulties and is criterion-referenced, not used for institutional ranking.
- Option D: Assessing curriculum quality through aggregate achievement at transition points describes **curriculum evaluation** or system-level assessment, not diagnostic evaluation of individual student learning gaps.

Answer: (B) Go Back to Q25

Answer Key

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