

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 6

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. The **Dalton Plan**, developed by Helen Parkhurst, is best characterised by which of the following key organisational features?

- (A) Students of similar ability are grouped together and follow a shared daily class timetable with uniform lesson delivery.
- (B) Each student signs monthly subject-assignment contracts and works independently at their own pace in specialised subject laboratories, without fixed class periods.
- (C) The teacher delivers formal lectures to the whole class each morning, followed by supervised written practice in the afternoon.



- (D) Students rotate daily across different subject teachers according to a predetermined school-wide rotation schedule.

Q2. In the **Montessori Method**, the concept of the “*prepared environment*” primarily means that:

- (A) The teacher carefully selects and presents didactic materials each day according to the prescribed class curriculum sequence.
- (B) The classroom is kept deliberately bare and uncluttered so that children are not distracted from teacher-directed activities.
- (C) The classroom is thoughtfully organised with child-sized, self-correcting materials arranged accessibly, enabling children to choose activities independently and educate themselves through purposeful exploration.
- (D) The school replicates a traditional formal classroom setting with fixed desks, a central blackboard, and structured whole-class instruction.

Q3. The **Heuristic Method**, as formulated by H.E. Armstrong for science teaching, is grounded in which of the following fundamental principles?

- (A) Teachers should present all necessary facts and formulae first, and students should then apply this knowledge to assigned problems.
- (B) Learning is most powerful when it occurs through structured social dialogue and collaborative peer inquiry in small groups.
- (C) Students learn most durably through repeated practice exercises with systematic positive reinforcement after each correct response.
- (D) The learner should be placed in the position of a discoverer or investigator, finding out knowledge through personal inquiry and experimentation rather than being told by the teacher.

Q4. The **Play-way Method**, advocated by Froebel and Caldwell Cook among others, is considered educationally significant in early childhood primarily because:



- (A) Play contributes to physical fitness and motor development but has a limited and indirect role in cognitive or academic learning outcomes.
- (B) Play is used as a reward offered to children after they have successfully completed formal academic tasks, thereby reinforcing desired learning behaviours.
- (C) Play provides a natural, enjoyable medium through which young children simultaneously develop physical coordination, cognitive problem-solving, language, creativity, and social-emotional skills, making it the most holistic learning mode at this stage.
- (D) Play must be kept strictly separate from learning activities to prevent children from confusing recreational time with structured academic work.

Q5. According to **Erik Erikson's theory of psychosocial development**, the central developmental challenge of adolescence (approximately ages 12–18) is:

- (A) *Autonomy versus Shame and Doubt* — the child struggles to assert independence while fearing parental disapproval.
- (B) *Identity versus Role Confusion* — the adolescent explores varied roles, values, and beliefs to forge a coherent, stable sense of personal identity; failure results in uncertainty about one's place in society.
- (C) *Industry versus Inferiority* — the primary task is mastering academic and social competencies judged against peer standards.
- (D) *Trust versus Mistrust* — the adolescent reassesses trust in adult authority figures following the biological changes of puberty.

Q6. In learning theory, **stimulus generalisation** and **stimulus discrimination** are best distinguished as follows:

- (A) Stimulus generalisation occurs exclusively in operant conditioning, whereas stimulus discrimination is a phenomenon unique to classical conditioning.



- (B) Stimulus discrimination refers to responding in the same way to all available stimuli regardless of their physical differences.
- (C) Stimulus generalisation is the tendency to produce a conditioned response to stimuli that resemble the original conditioned stimulus, whereas stimulus discrimination is the learned ability to respond selectively only to the specific conditioned stimulus and not to similar ones.
- (D) Stimulus generalisation and stimulus discrimination are mutually exclusive processes that cannot operate within the same organism or learning situation.

Q7. Thorndike's Law of Readiness, one of his primary laws of learning, states that:

- (A) Learning is most effective when every incorrect response is immediately followed by an aversive consequence or punishment.
- (B) The strength of a stimulus-response bond is directly proportional to the number of times it has been exercised through practice.
- (C) The satisfaction or annoyance produced by a response is the sole determinant of whether that response will be repeated in the future.
- (D) When a neural conduction unit is ready to conduct, conduction by it is satisfying; when it is forced to conduct without being ready, or prevented from conducting when ready, the experience is annoying — readiness of the learner is thus a prerequisite for effective learning.

Q8. Retroactive inhibition (retroactive interference) in memory refers to:

- (A) A process in which old, well-established memories block the learner's ability to acquire and store new information.
- (B) A situation in which newly learned material interferes with the recall of previously learned material — for example, a student who learns French vocabulary after memorising Latin vocabulary finds the Latin words harder to recall than before.



- (C) The natural tendency of the brain to consolidate and strengthen previously learned material during sleep by revisiting it unconsciously.
- (D) An effect in which later practice sessions automatically reinforce and improve recall of earlier material that was learned on the same topic.

Q9. With respect to **classroom communication**, which of the following best describes the pedagogical role of a teacher's **gestures and body language**?

- (A) Gestures are generally distracting and should be minimised so that students can concentrate exclusively on the verbal content being delivered.
- (B) Appropriate gestures, facial expressions, eye contact, and purposeful movement reinforce verbal messages, sustain student attention, convey enthusiasm and clarity, and create a more engaging and responsive classroom atmosphere.
- (C) Body language affects only interpersonal relationships and has no measurable or reliable effect on the quality of classroom learning outcomes.
- (D) Teachers should adopt a fixed, upright, and formal physical posture at all times to project authority and maintain orderly classroom discipline.

Q10. A teacher uses **concrete examples and illustrations** when explaining an abstract concept. The primary pedagogical justification for this practice is that:

- (A) Concrete examples are appropriate only for below-average students and tend to slow the pace of instruction for advanced learners.
- (B) Frequent use of examples weakens students' capacity for abstract thinking by making them dependent on tangible references.
- (C) Concrete examples and illustrations make abstract concepts accessible and tangible, activate students' existing knowledge structures,



deepen comprehension, and significantly improve long-term retention by bridging the familiar with the unfamiliar.

- (D) Examples serve a primarily motivational function, keeping students engaged, but do not substantially contribute to conceptual understanding or clarity.

Q11. When a teacher ensures **equitable distribution of questions** across different students in the classroom, the primary pedagogical benefit is that:

- (A) Directing questions only to self-selected volunteers guarantees higher-quality responses and makes more efficient use of limited instructional time.
- (B) Questions should be concentrated on the weakest students in order to provide them with additional learning and practise opportunities.
- (C) Restricting questions to a few high-achieving students models correct thinking patterns for the rest of the class to observe and imitate.
- (D) Equitable distribution of questions keeps all students cognitively alert and actively involved, ensures inclusive participation, gives the teacher a broader picture of overall class understanding, and prevents a passive classroom climate.

Q12. Research on **test anxiety** consistently indicates that moderate to high levels of test anxiety affect student performance by:

- (A) Affecting only students of low ability or insufficient preparation; academically strong students are immune to performance decrements caused by anxiety.
- (B) Having no significant and consistent effect on academic performance, since actual subject preparation is the sole determinant of examination results.
- (C) Consistently improving examination performance by sharpening alertness, increasing motivation, and focusing the student's attention on the task.



- (D) Impairing memory retrieval during the examination, diverting cognitive resources toward worry and self-doubt rather than task-relevant thinking, and causing students to perform below their actual level of knowledge and preparation.

Q13. Comparing **cooperative goal structures** with **competitive goal structures** in the classroom, which of the following statements is most accurate regarding their effects on student motivation?

- (A) Competitive goal structures consistently produce higher levels of motivation and superior learning outcomes than cooperative goal structures across all student populations.
- (B) Cooperative goal structures, in which students' success is interdependent with the group's success, tend to foster intrinsic motivation, mutual support, and persistence, while competitive structures risk demotivating low-ranked students and fostering anxiety.
- (C) Both goal structures produce essentially identical levels of motivation; the observable difference lies only in the type of task being performed, not the goal structure.
- (D) Cooperative learning reduces individual motivation because students can rely on peers and feel less personal accountability for outcomes.

Q14. Research on the **role of praise in classroom motivation** suggests that praise is most effective in promoting learning when it is:

- (A) Given randomly and unpredictably, so that students remain in a state of anticipation and heightened motivational arousal.
- (B) Administered liberally and frequently for all student actions, since any form of positive acknowledgement consistently improves motivation and academic engagement.
- (C) Specific, genuine, contingent on actual performance quality, and attributes the student's success to effort and strategy rather than fixed ability — vague, excessive, or ability-focused praise loses its motivational value and can undermine intrinsic motivation.



- (D) Reserved strictly for correct answers on formal assessments; acknowledging effort without demonstrable academic results misleads students about the relationship between work and achievement.

Q15. The **supervisory visits** conducted by an educational inspector or supervisor to a school are primarily intended to:

- (A) Identify and recommend individual teachers for promotion, increment, or disciplinary action based on observed classroom behaviour.
- (B) Enforce administrative compliance with departmental circulars, orders, and mandatory record-keeping requirements.
- (C) Verify that school infrastructure, building safety standards, and hygiene conditions meet the prescribed physical requirements.
- (D) Provide professional guidance aimed at improving teaching-learning processes by identifying strengths and weaknesses in instruction, offering constructive feedback, and facilitating the professional growth of teachers.

Q16. The **school health programme** is educationally justified primarily because:

- (A) Health education is relevant only within the science curriculum and has no broader role in the school programme or holistic development of students.
- (B) School health is fundamentally a public health responsibility of the government health department and carries no direct educational mandate or relevance to learning outcomes.
- (C) Healthy children have better attendance, sustained concentration, and stronger cognitive functioning — all of which are essential prerequisites for effective learning and academic achievement.
- (D) School health programmes are optional enrichment activities that schools may offer if budgets and staffing permit, but they are not considered core educational responsibilities.



- Q17.** Among the **administrative duties of a class teacher**, the most central responsibility is:
- (A) Teaching the maximum possible number of instructional periods across multiple classes and subjects to maximise the class teacher's academic contribution.
 - (B) Maintaining accurate and up-to-date class records — including attendance registers, cumulative record cards, and progress reports — and serving as the primary liaison between individual students and the school administration.
 - (C) Organising and supervising all co-curricular and extracurricular activities for students of the school as a whole.
 - (D) Preparing the school's annual timetable and curriculum plan in co-ordination with the headmaster and subject teachers.
- Q18.** **Value education** is included as a component of the school curriculum. Which of the following provides the strongest educational justification for its inclusion?
- (A) Value education is included primarily because government policy and statutory regulations mandate its presence in the official curriculum framework.
 - (B) Value education is educationally relevant only in religiously affiliated schools; secular public schools have no legitimate role in moral or ethical development.
 - (C) Schools bear responsibility not only for developing intellectual knowledge and skills but also for nurturing character, ethical reasoning, and the civic virtues — such as respect, responsibility, and empathy — that are indispensable for social cohesion and democratic participation.
 - (D) The cultivation of personal values is the exclusive responsibility of the family and religious community; the school's educational mandate is confined to academic subject matter.



- Q19.** In the context of **curriculum organisation**, the term “*sequence*” specifically refers to:
- (A) The total range and breadth of content, concepts, and learning experiences that are included at each particular grade level of the curriculum.
 - (B) The process of ensuring that all subjects and learning areas receive equitable and proportional time allocations across different grades.
 - (C) The horizontal alignment and coordination of related topics and concepts across different subject areas at the same grade level.
 - (D) The vertical ordering and progressive arrangement of content and experiences across grade levels, so that each unit of learning builds systematically upon prior knowledge in a developmentally appropriate and logically cumulative manner.
- Q20.** **Flexibility in curriculum design and implementation** is considered important primarily because:
- (A) Curriculum flexibility effectively means that teachers may omit topics they personally find difficult or less interesting without any accountability to the learner or the institution.
 - (B) It allows teachers to adapt content, pacing, and instructional methods to the varied learning needs, cultural backgrounds, linguistic contexts, and developmental levels of diverse learners, thus promoting educational equity and inclusion.
 - (C) A flexible curriculum removes the need for any structured learning objectives or achievement standards, giving students complete control over what they learn.
 - (D) Flexibility is appropriate only for non-academic and co-curricular subjects; core academic subjects such as language and mathematics must follow uniformly rigid and standardised curricula.
- Q21.** Which of the following most accurately distinguishes **slow learners** from **intellectually disabled (mentally retarded) students**?



- (A) Slow learners and intellectually disabled students represent essentially the same population and require identical educational interventions, differing only in the label applied by the school.
- (B) Slow learners typically have below-average but not deficient intelligence (approximately IQ 70–90) and can learn the same curriculum content as their peers but require more time, repetition, and instructional support; intellectually disabled students have IQ below 70 accompanied by significant deficits in adaptive behaviour.
- (C) Slow learners are distinguished from intellectually disabled students solely by differences in social and behavioural adjustment, not by any measurable cognitive capacity.
- (D) Slow learners possess normal intelligence but lack the motivation or effort to perform at grade level, whereas intellectually disabled students have genuine neurological and cognitive limitations.

Q22. Remedial teaching is best described as:

- (A) A corrective disciplinary strategy employed with students who display persistent behavioural problems or poor classroom conduct.
- (B) An instructional approach reserved exclusively for students who have been formally diagnosed with specific learning disabilities such as dyslexia or dyscalculia.
- (C) A targeted instructional intervention employed when diagnostic assessment reveals specific learning gaps, persistent misconceptions, or unachieved learning objectives in students, aimed at re-teaching the content through alternative methods, simplified explanations, and additional guided practice.
- (D) An accelerated instructional programme designed to compress the curriculum and help lagging students catch up quickly with their grade-level peers through intensive rapid instruction.

Q23. To ensure effective learning for a student with **hearing impairment** in a regular classroom, the most appropriate and comprehensive set of ac-



commodations would include:

- (A) Seating the student at the back of the classroom to avoid disturbing neighbouring students who rely on auditory instruction.
- (B) Replacing all verbal instruction entirely with written text displayed on the board, with no oral teaching or classroom discussion.
- (C) Placing the student in a separate special education classroom with a modified curriculum taught by a specialist teacher only.
- (D) Providing preferential front-row seating with a clear line of sight to the teacher's face, using visual aids and written instructions to supplement speech, ensuring adequate classroom lighting to facilitate lip-reading, minimising background noise, and using a hearing loop or sign language interpreter where appropriate.

Q24. The **reliability** of an educational test or assessment instrument is best defined as:

- (A) The consistency of the test in yielding similar scores when administered to the same individuals under comparable conditions on different occasions — for example, a student who scores approximately 72 out of 100 on both the test and its re-administration a week later demonstrates test reliability.
- (B) The degree to which the test accurately and completely measures the specific learning objectives, content domains, and skills it was designed to assess.
- (C) The ease and practicality with which the test can be administered, scored, and interpreted by any classroom teacher without specialised measurement training.
- (D) The capacity of the test to discriminate meaningfully between high-achieving and low-achieving students and to rank them in a valid order of performance.

Q25. The **chief advantage of essay-type questions** over objective-type questions in educational evaluation is that essay questions:



- (A) Allow examiners to cover a far wider range of topics and content areas within a shorter examination time compared to objective-type formats.
- (B) Assess higher-order thinking skills — including analysis, synthesis, critical evaluation, and the ability to organise, develop, and express complex ideas coherently in writing — which objective-type questions are fundamentally unable to measure adequately.
- (C) Entirely eliminate scorer subjectivity and scoring variability, thereby producing more reliable and consistent marks across different examiners.
- (D) Are easier and less time-consuming to construct and score reliably than multiple-choice or other objective-type question formats.



Detailed Solutions**Q1.****Solution****Concept — Teaching Methods: The Dalton Plan:****Quick Solution:** The Dalton Plan's key feature is individual monthly subject contracts with self-paced laboratory work. ⇒ **B**

The **Dalton Plan** was developed by Helen Parkhurst in Dalton, Massachusetts, in 1920. Its defining organisational feature is the **assignment-laboratory system**: each student signs a monthly “contract” for each subject specifying the work to be completed, and then works independently in subject-specific laboratories (rooms) at their own pace. There are no rigid class periods or uniform timetables. The plan emphasises individual responsibility, freedom of movement, and self-directed learning. The teacher functions as a resource guide rather than a lecturer.

Why other options are wrong:

- Option (A): Ability grouping with a uniform timetable describes a tracked or setted classroom system, not the Dalton Plan.
- Option (C): Lecture followed by practice describes direct instruction or the traditional formal method, which the Dalton Plan explicitly rejects.
- Option (D): Daily rotation across subject teachers describes a departmentalised timetable structure, unrelated to the Dalton Plan's individualised contract approach.

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

Q2.

Solution

Concept — Teaching Methods: Montessori Method — The Prepared Environment:

Quick Solution: The prepared environment provides child-sized, self-correcting materials for independent exploration and self-education. $\Rightarrow$ **C**

In **Maria Montessori's** educational philosophy, the **prepared environment** is the cornerstone of the method. It consists of a classroom organised with child-sized furniture, open shelving, and carefully designed **self-correcting didactic materials** that children can access independently and use without teacher direction. The materials have a “control of error” built in, enabling the child to detect and correct mistakes autonomously. This environment is designed to channel the child's natural curiosity toward purposeful, concentrated activity, fostering independence, self-discipline, and intrinsic motivation. The teacher's role is that of an observer and guide rather than a direct instructor.

Why other options are wrong:

- Option (A): The teacher selecting and presenting materials daily according to a prescribed curriculum contradicts Montessori's child-led model of self-selection and intrinsic motivation.
- Option (B): A deliberately bare and uncluttered environment is the opposite of the rich, material-filled Montessori environment; stimulus richness is intentional.
- Option (D): Fixed desks, a central blackboard, and whole-class instruction describe the traditional classroom that Montessori explicitly sought to replace.

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



Q3.

Solution**Concept — Teaching Methods: Heuristic Method (H.E. Armstrong):****Quick Solution:** The Heuristic Method places the learner as a discoverer who finds knowledge through personal investigation. $\Rightarrow$ D

The **Heuristic Method** was developed by H.E. Armstrong for the teaching of science. The term “heuristic” derives from the Greek *heuriskein* (to find or discover). Armstrong’s fundamental principle is that the learner should be placed in the **position of a discoverer**: rather than receiving information from the teacher, the student investigates, experiments, and arrives at knowledge through personal inquiry. This mirrors the process of scientific discovery and is intended to develop habits of independent thinking, observation, and reasoning. The teacher provides the problem or experimental situation but withholds the answer, allowing the student’s own investigation to generate understanding.

Why other options are wrong:

- Option (A): Presenting facts and formulae first before assigning application problems is the expository or deductive method, the antithesis of the heuristic approach.
- Option (B): Structured social dialogue and peer collaboration describes collaborative or Socratic methods; heuristic learning in Armstrong’s sense is primarily individual discovery.
- Option (C): Repeated practice with reinforcement describes behaviourist or drill-and-practice methods, not inquiry-based discovery.

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

Q4.

Solution**Concept — Teaching Methods: Play-way Method in Early Childhood:**

Quick Solution: Play-way method uses play as a holistic developmental medium encompassing cognitive, physical, creative, and social growth simultaneously. ⇒

C

The **Play-way Method**, philosophically rooted in Froebel's belief that play is the highest form of child development, treats play as the primary medium of learning in early childhood. Through play, children simultaneously and naturally develop **motor skills** (physical), **problem-solving and concept formation** (cognitive), **vocabulary and communication** (language), **imagination and originality** (creative), and **cooperation and empathy** (social-emotional). This holistic developmental scope makes play uniquely suited to early childhood, where artificial separation of domains is counterproductive. Froebel's "gifts" and occupations, and later Caldwell Cook's work, formalised the pedagogical use of play as central to the curriculum rather than peripheral to it.

Why other options are wrong:

- Option (B): Treating play as a reward for completing formal academic tasks reverses the relationship — in the play-way method, play IS the primary learning activity.
- Option (A): Limiting play's contribution to physical fitness ignores its well-documented cognitive, language, and social developmental functions.
- Option (D): Keeping play separate from academic learning contradicts the entire philosophy of the play-way method, which integrates the two inseparably.

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

Q5.

Solution

Concept — Learning Theories: Erikson's Psychosocial Stages — Identity vs Role Confusion:

Quick Solution: Erikson's Stage 5 for adolescence is Identity versus Role Confusion — forming a stable personal identity. ⇒ **B**

Erik Erikson proposed eight sequential stages of psychosocial development, each defined by a central **psychosocial conflict** whose resolution shapes personality. **Stage 5 (adolescence, approximately ages 12–18)** is characterised by the conflict of **Identity versus Role Confusion**. Adolescents explore different social roles, ideologies, relationships, and vocational possibilities in a quest to establish a coherent, stable *ego identity* — a clear sense of who they are. Successful resolution produces a strong identity; failure results in *role confusion* or identity diffusion, where the individual remains uncertain about their values, goals, and place in society. This stage is directly relevant to B.Ed teachers who work with secondary-level students.

Why other options are wrong:

- Option (A): *Autonomy versus Shame and Doubt* is Erikson's Stage 2, covering toddlerhood (ages 2–3), not adolescence.
- Option (C): *Industry versus Inferiority* is Stage 4, covering middle childhood (ages 6–12), concerned with competence in school tasks.
- Option (D): *Trust versus Mistrust* is Stage 1, covering infancy (birth–18 months); Erikson did not assign it to adolescence.

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



Q6.

Solution

Concept — Learning Theories: Stimulus Generalisation vs Stimulus Discrimination:

Quick Solution: Generalisation = similar stimuli elicit the conditioned response; discrimination = responding only to the specific target stimulus. $\Rightarrow$ **C**

Stimulus generalisation occurs when an organism produces a conditioned response not only to the original conditioned stimulus but also to stimuli that are physically or functionally similar to it. For example, if a dog is conditioned to salivate to a 1000 Hz tone, it may also salivate to a 900 Hz or 1100 Hz tone.

Stimulus discrimination, by contrast, is the learned ability to respond selectively to the specific conditioned stimulus and to withhold the response to similar but non-reinforced stimuli. Discrimination is trained by reinforcing responses to the target stimulus while extinguishing responses to others. Both processes operate in classical and operant conditioning and coexist within the same organism.

Why other options are wrong:

- Option (A): Both generalisation and discrimination occur in both classical and operant conditioning; they are not domain-exclusive.
- Option (B): Stimulus discrimination is precisely the opposite — responding *differently* to stimuli based on their specific properties, not uniformly to all stimuli.
- Option (D): Generalisation and discrimination are complementary processes that routinely coexist and interact within a single organism's learning history.

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



Q7.

Solution**Concept — Learning Theories: Thorndike's Law of Readiness:****Quick Solution:** The Law of Readiness holds that conduction is satisfying when the unit is ready and annoying when forced or blocked. $\Rightarrow$ **D**

E.L. Thorndike proposed three primary laws of learning: the Law of Effect, the Law of Exercise, and the **Law of Readiness**. The Law of Readiness states that a **conduction unit** (a neural pathway or bond) that is prepared or “ready” to conduct will find conduction satisfying; forcing it to conduct when it is not ready, or preventing it from conducting when it is ready, results in an annoying state. In educational terms, this means that learning is efficient and satisfying when the learner is **developmentally, motivationally, and physiologically prepared** to learn — and that forcing premature learning or blocking a learner who is ready both produce negative affective states that impede learning.

Why other options are wrong:

- Option (A): Immediate punishment for errors relates to the Law of Effect (the role of satisfaction and annoyance in strengthening or weakening bonds), not readiness.
- Option (B): The number of practice repetitions strengthening a bond describes the **Law of Exercise**, not the Law of Readiness.
- Option (C): Reward as the sole determinant of response repetition is again a restatement of the Law of Effect, not the Law of Readiness.

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

Q8.

Solution

Concept — Learning Theories: Retroactive Inhibition (Retroactive Interference):

Quick Solution: Retroactive inhibition = new material interferes with recall of previously learned material (backward interference). $\Rightarrow$ **B**

Retroactive inhibition (also called retroactive interference) is a forgetting phenomenon in which **new learning interferes backward in time with the recall of earlier learning**. The causal direction is: learn A $\rightarrow$ learn B $\rightarrow$ B impairs recall of A. The classic laboratory demonstration involves learning a list of syllables, then learning a second list, and finding that recall of the first list is now poorer than for a control group that rested between lists. An educationally relevant example: a student who studies French immediately after studying Latin finds Latin vocabulary harder to recall, because the French vocabulary has interfered with the Latin memory traces. Retroactive inhibition is contrasted with **proactive inhibition**, where old learning interferes with new learning (forward interference).

Why other options are wrong:

- Option (A): Old memories blocking new information describes **proactive inhibition** (proactive interference), the reverse direction.
- Option (C): The brain revisiting memories during sleep describes memory consolidation theory, unrelated to retroactive inhibition.
- Option (D): Later practice sessions strengthening earlier material is the opposite of interference — this describes positive transfer or overlearning effects.

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



Q9.

Solution

Concept — Classroom Communication: Gestures and Body Language in Teaching:

Quick Solution: Appropriate gestures and body language reinforce verbal messages, sustain attention, and enhance classroom engagement and effectiveness. ⇒

B

Non-verbal communication constitutes a substantial portion of total classroom communication. A teacher's **gestures, facial expressions, eye contact, posture, and purposeful movement** perform several vital pedagogical functions: they **reinforce and clarify** verbal messages, reducing ambiguity; they **signal engagement and enthusiasm**, which research consistently links to higher student motivation; they **maintain attention** by providing varied sensory input; and they **create social warmth and psychological safety**, encouraging student participation. Studies by Albert Mehrabian and others highlight that non-verbal cues powerfully shape how messages are interpreted and remembered. A teacher who is physically expressive and responsive is perceived as more credible and approachable.

Why other options are wrong:

- Option (A): Characterising gestures as distractions contradicts research showing that congruent non-verbal cues enhance, not impede, comprehension and recall.
- Option (C): Limiting body language's impact to interpersonal relationships and excluding it from learning processes misrepresents decades of classroom communication research.
- Option (D): A fixed, formal, immobile posture projects rigidity and distance rather than the engagement and responsiveness associated with effective teaching.

Answer: (B)

[Go Back to Q9](#)



Q10.

Solution

Concept — Classroom Communication: Concrete Examples and Illustrations in Explanation:

Quick Solution: Concrete examples bridge familiar and unfamiliar knowledge, reducing cognitive load and improving comprehension and retention of abstract concepts. ⇒

The use of concrete examples in teaching is grounded in several converging theoretical perspectives. **Ausubel's assimilation theory** emphasises that new knowledge must be anchored to existing **cognitive structures**; concrete examples activate relevant prior knowledge, making the anchor available. **Bruner's theory of representation** holds that learners move from enactive (concrete) to iconic (visual) to symbolic (abstract) representations, so providing concrete grounding supports the transition to abstraction. Concreteness also reduces **cognitive load** (Sweller) by making abstract propositions more processable. Research in educational psychology consistently demonstrates that well-chosen examples improve **comprehension, retention, and transfer** of abstract concepts across all age groups and ability levels.

Why other options are wrong:

- Option (A): Restricting examples to below-average learners ignores evidence that concrete anchoring benefits all learners and that even expert learners benefit from illustrative grounding.
- Option (B): The claim that examples weaken abstract thinking is unsupported; in fact, well-chosen examples develop the capacity to generalise from the concrete to the abstract.
- Option (D): Treating examples as motivational rather than conceptual tools underestimates their cognitive and structural role in building understanding.

Answer: (C)

[Go Back to Q10](#)



Q11.

Solution

Concept — Classroom Communication: Distribution of Questions Across the Class:

Quick Solution: Equitable question distribution keeps all students alert, promotes inclusive participation, and gives the teacher a broader assessment of class understanding. $\Rightarrow$ **D**

Equitable distribution of questions is a core principle of effective classroom discourse. When teachers direct questions broadly across the class, they achieve several simultaneous pedagogical goals: (1) all students remain **cognitively alert** because any of them may be called upon; (2) **inclusive participation** is ensured, preventing the marginalisation of quiet or less confident students; (3) the teacher gains a **representative assessment** of overall class understanding rather than a skewed picture based on a few vocal students; and (4) a sense of shared **classroom community** is cultivated, reducing passive spectatorship. Research on classroom interaction patterns shows that unequal question distribution systematically advantages already-confident students and creates a “hidden curriculum” of inequity.

Why other options are wrong:

- Option (A): Restricting questions to volunteers creates a self-selecting group biased toward confident and already-knowing students, yielding an unrepresentative sample.
- Option (B): Concentrating questions on weak students while logically appealing is not the *primary* purpose of broad distribution, which serves the whole class.
- Option (C): Using strong students as models is a legitimate technique but is a by-product of selective questioning, which undermines broad class engagement.

Answer: (D)

[Go Back to Q11](#)



Q12.

Solution**Concept — Motivation: Effects of Test Anxiety on Student Performance:****Quick Solution:** High test anxiety impairs retrieval and diverts cognitive resources to worry, causing performance below actual knowledge level. $\Rightarrow$ **D**

Test anxiety is a situational form of anxiety triggered specifically by evaluative contexts. According to **Spielberger's** and **Wine's** models, high test anxiety disrupts performance through two mechanisms: (1) **cognitive interference** — anxious thoughts ("I'll fail", "I'm going blank") compete with task-relevant cognition for limited working memory capacity; and (2) **worry** — self-evaluative rumination diverts attention from problem-solving. Research consistently shows that high test anxiety **impairs memory retrieval** (especially for declarative knowledge), narrows attentional focus to threat-relevant cues, and causes **performance decrements relative to actual knowledge level**. The relationship between arousal and performance follows an inverted-U (Yerkes-Dodson), with very high anxiety falling on the right descending limb.

Why other options are wrong:

- Option (B): The claim that preparation is the sole determinant ignores a substantial body of evidence showing that anxiety independently suppresses performance even in well-prepared students.
- Option (C): While mild anxiety may be facilitating, moderate to high test anxiety consistently harms performance; this option overstates the beneficial effect and ignores the inverted-U relationship.
- Option (A): Test anxiety affects students across the ability spectrum, including high-achieving students who place great importance on examination success.

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

Q13.

Solution**Concept — Motivation: Cooperative vs Competitive Goal Structures:****Quick Solution:** Cooperative goal structures foster intrinsic motivation and persistence; competitive structures risk demotivating lower-ranked students. ⇒ **B**

Cooperative goal structures (interdependent success: one student's gain helps others) and **competitive goal structures** (zero-sum: one student's gain is others' loss) produce systematically different motivational climates. Research by **Deutsch, Johnson & Johnson, and Slavin** consistently shows that cooperative structures foster **intrinsic motivation, mutual support, persistence, and a mastery orientation**, because students have incentives to help each other learn. Competitive structures, while energising for students who rank highly, tend to **demotivate low-ranked students**, promote performance avoidance goals (fear of looking incompetent), and can generate anxiety. Cooperative learning also produces stronger interpersonal relationships and positive attitudes toward school.

Why other options are wrong:

- Option (A): The claim that competition always produces superior motivation and outcomes is not supported by research, particularly for students who consistently rank low in competitive settings.
- Option (C): Research clearly shows that goal structure type, not just task type, independently affects motivation; the structures are not equivalent.
- Option (D): Cooperative structures increase individual accountability when designed properly (e.g., individual accountability within group rewards, as in STAD); free-riding is a design failure, not an inherent feature.

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

Q14.

Solution**Concept — Motivation: Effective Use of Praise in Classroom Learning:****Quick Solution:** Praise is effective when specific, genuine, contingent on performance, and attributing success to effort rather than fixed ability. ⇒ **C**

Brophy's (1981) influential review of classroom praise and later work by **Carol Dweck** on praise and mindset identified specific conditions under which praise enhances motivation. Effective praise is: (1) **specific** — naming what was done well, not just saying “good”; (2) **genuine and credible** — not formulaic or excessive; (3) **contingent** — given in response to actual performance, not administered indiscriminately; and (4) **effort-attributing** — attributing success to effort, strategy, and persistence rather than fixed ability. *Ability praise* (“You are so smart”) has been shown to undermine resilience and intrinsic motivation by fostering a **fixed mindset**, whereas **effort praise** fosters a *growth mindset* and increases motivation to tackle difficult tasks.

Why other options are wrong:

- Option (A): Random, unpredictable praise may maintain some engagement but is not the most effective condition; contingency between performance and praise is essential.
- Option (B): Indiscriminate, liberal praise for all actions is counter-productive; it loses informational value and credibility, and research shows it can lower performance standards.
- Option (D): Ignoring effort and restricting praise to correct answers misses the critical role of effort attribution in building growth mindset and resilience.

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

Q15.

Solution

Concept — School Management: Primary Purpose of Supervisory Visits by Inspectors:

Quick Solution: Supervisory visits primarily aim to improve teaching-learning quality through professional guidance and constructive feedback to teachers. ⇒

D

Educational **supervision** is conceptually distinct from **inspection**. In modern educational administration, the primary purpose of an inspector's or supervisor's visit is **professional guidance and improvement** of teaching-learning processes — identifying areas of strength and weakness in classroom instruction, providing constructive and supportive feedback to teachers, and facilitating professional development. This is the **democratic and scientific supervision** model, as opposed to the older *authoritarian inspection* model which was primarily punitive and compliance-focused. Indian educational policy documents and B.Ed curriculum frameworks consistently emphasise that supervision should be **formative**, aimed at improving professional practice rather than policing or punishing.

Why other options are wrong:

- Option (A): Identifying teachers for promotion or discipline may be a secondary outcome but is not the primary educational purpose of supervisory visits under the modern supervision model.
- Option (B): Enforcing administrative compliance is a function of inspection, which differs from educational supervision; the primary educational purpose is improvement, not enforcement.
- Option (C): Physical infrastructure safety checks are the responsibility of separate administrative or engineering departments, not instructional supervisors.

Answer: (D)

[Go Back to Q15](#)



Q16.

Solution

Concept — School Management: Educational Rationale of School Health Programmes:

Quick Solution: Healthy children have better attendance, concentration, and cognitive functioning — prerequisites for effective school learning. ⇒ **C**

The **school health programme** is educationally grounded in the well-established relationship between **physical health and learning capacity**. Research demonstrates that children with untreated health conditions — such as malnutrition, anaemia, visual or hearing impairments, or parasitic infections — show reduced school attendance, diminished concentration span, impaired **cognitive functioning**, and lower academic achievement. A healthy child can attend school regularly, sustain attention during lessons, and engage actively in learning activities. The school health programme thus serves a direct educational function by creating the physical conditions necessary for effective learning, making it an integral part of the school's educational mission, not merely a welfare or public health add-on.

Why other options are wrong:

- Option (B): Framing school health as exclusively a public health responsibility ignores the direct and well-documented relationship between health status and learning outcomes.
- Option (A): Restricting health education to science subjects underestimates the cross-curricular and holistic relevance of health to all aspects of school functioning.
- Option (D): Characterising school health programmes as optional ignores their recognition in national educational policies (including NEP 2020 and the National School Health Policy) as essential components.

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



Q17.

Solution**Concept — School Management: Administrative Duties of the Class Teacher:****Quick Solution:** The class teacher's primary administrative duty is maintaining class records and serving as the student-administration liaison. ⇒ **B**

The **class teacher** occupies a pivotal administrative and pastoral role in the school structure. Their primary administrative responsibility centres on **record maintenance and student-administration liaison**: keeping the **attendance register** (a legal and administrative document), maintaining **cumulative record cards** (academic history, health, family background), preparing and communicating **progress reports** to parents, and serving as the **first point of contact** between individual students and the school administration for matters relating to attendance, behaviour, performance, and welfare. This role makes the class teacher the key link in the school's information management and pastoral care system, particularly at the secondary level.

Why other options are wrong:

- Option (A): Teaching the maximum number of periods across multiple classes is a general teaching load consideration, not specific to the class teacher's administrative role.
- Option (C): Organising all school extracurricular activities is typically a responsibility shared across teachers and coordinated by the headmaster or a designated activity coordinator.
- Option (D): Preparing the school timetable and curriculum plan are headmaster-level administrative functions, not the class teacher's primary responsibility.

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

Q18.

Solution

Concept — Curriculum: Justification for Value Education in the School Curriculum:

Quick Solution: Schools must develop character and civic virtues alongside intellectual skills; value education addresses this holistic educational mandate. ⇒ **C**

The inclusion of **value education** in the school curriculum rests on the recognition that **education is not merely cognitive training** but the **holistic formation of persons**. Schools are socialising institutions that shape not only what students know but what they value, how they make ethical decisions, and how they relate to others in a democratic society. **National curriculum frameworks** (NCF 2005, NEP 2020) explicitly recognise this, calling for the development of “caring, sensitive human beings” alongside academic competence. **Values such as respect, honesty, responsibility, empathy, and civic commitment** are transmitted through both the formal and hidden curriculum, and their neglect leaves graduates intellectually capable but ethically underdeveloped, which is insufficient for democratic citizenship.

Why other options are wrong:

- Option (A): Regulatory compliance is a legal reason but not the strongest educational justification; the curriculum should reflect genuine developmental goals, not merely satisfy mandates.
- Option (B): Restricting value education to religious schools misunderstands the secular and civic dimensions of value education, which include democratic participation, social responsibility, and environmental awareness.
- Option (D): Assigning all value formation to the family ignores the school’s documented and indispensable role as a moral community and the fact that for many children, school is the primary site of value socialisation outside the home.

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



Q19.

Solution**Concept — Curriculum: Scope and Sequence — Meaning of “Sequence”:****Quick Solution:** “Sequence” in curriculum refers to the vertical, progressive ordering of content across grades, each building on the previous. ⇒ D

In curriculum organisation, the two complementary concepts are **scope** and **sequence**. **Scope** refers to the *breadth and range* — what is covered at each level (the horizontal dimension). **Sequence** refers to the *vertical ordering* — the arrangement of curriculum content across time and grade levels so that learning is **cumulative, progressive, and developmentally appropriate**. Curriculum theorists (including **Tyler, Taba, and Bruner**) hold that good sequencing ensures that each learning experience builds upon and reinforces what came before, and prepares the ground for what follows. Principles of sequencing include: from simple to complex, from concrete to abstract, from known to unknown, and from whole to part.

Why other options are wrong:

- Option (A): The total range of content at each grade level describes **scope**, not sequence.
- Option (B): Equal time allocation across subjects is a curriculum *balance* or time-allocation issue, unrelated to the technical meaning of sequence.
- Option (C): Horizontal alignment across different subjects at the same grade level describes **correlation** or integration, not sequence, which is fundamentally a vertical (across time) concept.

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

Q20.

Solution**Concept — Curriculum: Importance of Flexibility for Diverse Learners:****Quick Solution:** Curriculum flexibility allows adaptation to diverse learner needs, backgrounds, and developmental levels, promoting equity and inclusion. ⇒ **B**

Curriculum flexibility is considered a fundamental principle of **inclusive and equitable education**. India's school population is characterised by extraordinary diversity — in **learning pace, prior knowledge, cultural and linguistic backgrounds, socioeconomic contexts, and learning styles**. A rigid, uniform curriculum that treats all students identically cannot address this diversity and systematically disadvantages learners whose needs deviate from the assumed norm. Flexible curricula allow teachers to adapt **content depth and breadth, instructional pacing, teaching methodology, assessment formats, and learning materials** to suit varied learners, thereby promoting educational equity. This principle is reinforced in NCF 2005, the **Rights of Persons with Disabilities Act 2016**, and NEP 2020.

Why other options are wrong:

- Option (A): Allowing teachers to omit difficult topics without accountability is an abuse of flexibility, not its purpose; flexibility operates within a framework of accountability for learning outcomes.
- Option (C): Curriculum flexibility does not eliminate learning objectives; it means using varied pathways to achieve agreed-upon standards, not abandoning standards.
- Option (D): Restricting flexibility to non-core subjects contradicts inclusive education principles; learners with diverse needs require flexible approaches in core subjects above all.

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

Q21.

Solution

Concept — Educational Psychology: Slow Learners vs Intellectually Disabled Students:

Quick Solution: Slow learners have IQ 70–90 and learn the same curriculum more slowly; ID students have IQ below 70 with adaptive behaviour deficits. ⇒ **B**

This distinction is educationally critical for appropriate placement and intervention. **Slow learners** are children with **IQ approximately 70–90** (below average but above the threshold for intellectual disability). They learn the *same content* as age-peers but at a *slower pace* and require more repetition, concrete presentation, and scaffolding. They are not intellectually disabled. **Intellectually disabled (ID)** students have **IQ below 70** (typically below 70–75 depending on the classification system) combined with **significant deficits in adaptive behaviour** (communication, self-care, social skills). ID students require a *modified curriculum* and specialised support. Confusing the two leads to inappropriate placement: slow learners placed in special schools may be under-stimulated and denied mainstream learning opportunities.

Why other options are wrong:

- Option (A): The two groups are not the same; they differ meaningfully in cognitive level, adaptive functioning, and appropriate educational intervention.
- Option (C): The distinction is primarily cognitive and adaptive, not merely behavioural; behaviour alone cannot reliably differentiate the two categories.
- Option (D): Slow learners genuinely have below-average cognitive ability and are not simply unmotivated; attributing their difficulties to motivational choice is factually incorrect and harmful.

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



Q22.

Solution

Concept — Educational Psychology: Remedial Teaching — Purpose and Application:

Quick Solution: Remedial teaching is a diagnostic-prescriptive intervention to reteach unachieved learning objectives using alternative methods. ⇒ **C**

Remedial teaching is a planned instructional intervention that follows **diagnostic assessment** revealing that a student has not achieved specific learning objectives. It is *not* a punishment and is *not* restricted to students with formal disability diagnoses. Its purpose is to **reteach content** that was inadequately learned by identifying the precise nature of the learning gap, then using **alternative instructional methods** — simpler explanations, additional worked examples, concrete manipulatives, one-to-one or small-group teaching — to address the root cause of the difficulty. Effective remedial teaching is diagnostic-prescriptive: diagnosis identifies the gap, prescription selects the appropriate remedy. It is a standard professional tool available to every classroom teacher.

Why other options are wrong:

- Option (A): Remedial teaching is pedagogical, not disciplinary; it addresses cognitive learning gaps, not behavioural misconduct.
- Option (B): Formal disability diagnosis is not required; any student with identified learning gaps relative to prescribed objectives is eligible for remedial support.
- Option (D): Accelerating the curriculum to cover more ground is the opposite of remedial teaching, which slows down and revisits content for deeper consolidation.

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



Q23.

Solution

Concept — Educational Psychology: Classroom Accommodations for Hearing Impairment:

Quick Solution: Comprehensive accommodations include front seating, visual aids, clear lip-readable speech, adequate lighting, and noise reduction. ⇒ **D**

Students with **hearing impairment** in inclusive or mainstream classrooms require a carefully designed set of accommodations that compensate for the auditory channel deficit by maximising **visual and spatial access to information**. Evidence-based accommodations include: **preferential seating** at the front and centre for optimal line-of-sight to the teacher's face; **clear, visible articulation** to support lip-reading; **visual aids** (diagrams, charts, written notes on board) to supplement verbal instruction; **adequate lighting** to ensure the teacher's face is visible; **minimisation of background noise** to maximise benefit from residual hearing or hearing aids; and use of an **FM hearing loop, personal amplifier, or sign language interpreter** where appropriate. Written instructions are a supplement, not a replacement, for a full multi-modal communication approach.

Why other options are wrong:

- Option (A): Back-row seating is directly counterproductive — it maximises distance from the teacher's voice and face, worsening rather than accommodating the impairment.
- Option (B): Entirely eliminating oral instruction is impractical, denies hearing-impaired students who have residual hearing any auditory input, and isolates them from the communicative norms of the classroom.
- Option (C): Segregation into a special classroom contradicts inclusive education principles; with appropriate accommodations, most students with hearing impairment can succeed in mainstream settings.

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



Q24.

Solution**Concept — Evaluation: Reliability of a Test:**

Quick Solution: Reliability = consistency of test scores across repeated administrations or scorers under comparable conditions. $\Rightarrow$ A

Reliability is a fundamental psychometric property of an assessment instrument, referring to the **consistency and stability of test scores**. A reliable test produces similar scores when the same individuals are tested under comparable conditions on different occasions (test-retest reliability), by different scorers (inter-rater reliability), or using equivalent forms (parallel-forms reliability). Reliability is a *necessary but not sufficient* condition for **validity** (which concerns whether the test measures what it claims to measure). Example: a student consistently scoring around 72/100 on two administrations of the same test one week apart demonstrates test-retest reliability. Reliability is often quantified using the **reliability coefficient** (r), with values above 0.80 considered acceptable for educational tests.

Why other options are wrong:

- Option (B): Accurately measuring specific learning objectives and content domains describes **content validity** or **criterion validity**, not reliability.
- Option (C): Ease of administration and scoring describes **practicability** or **usability** of the test, a separate psychometric criterion.
- Option (D): Discriminating between high- and low-achieving students describes the **discriminating power** or **discrimination index** of a test, related to but distinct from reliability.

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



Q25.

Solution**Concept — Evaluation: Chief Advantage of Essay-Type Questions:****Quick Solution:** Essay questions' chief advantage is assessing higher-order thinking — analysis, synthesis, evaluation, and organised expression of ideas. ⇒ **B**

Essay-type questions and **objective-type questions** each have distinct strengths, but their most fundamental difference lies in the **cognitive levels they can assess**. Objective-type questions (MCQ, true-false, matching) are efficient for sampling broad content and are highly reliable but are largely limited to testing **knowledge, comprehension, and application** (lower-order thinking). Essay-type questions, by contrast, require students to **recall, organise, synthesise, evaluate, and coherently express** complex ideas in their own words, making them the primary instrument for assessing **Bloom's higher-order taxonomic levels** (analysis, synthesis/creation, evaluation). They also assess **written communication skills** — an educational outcome important in its own right. This capacity to assess complex, integrative thinking is the essay's chief and unique advantage.

Why other options are wrong:

- Option (A): Content coverage per unit time is a *weakness* of essay questions, not a strength; objective questions cover far more content in the same time.
- Option (C): Essay questions are associated with *greater* scorer subjectivity and lower inter-rater reliability, not less; this is actually one of their well-known limitations.
- Option (D): Essay questions are *harder*, not easier, to construct well and to score reliably; their marking is time-consuming and requires careful use of marking schemes or rubrics.

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

Answer Key

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

