

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 7

Duration: 25 Minutes

Maximum Marks: 25

Instructions

- This paper contains **25** Multiple Choice Questions (Single Correct Answer) based on the Teaching-Learning Environment in Schools section of **Bihar B.Ed CET**.
- Each correct answer carries **+1 mark**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct per question. Read all options carefully before answering.
- Topics covered: **Teaching Methods, Learning Theories, Classroom Communication, Motivation, School Management, Curriculum, Educational Psychology, and Evaluation.**
- Use of mobile phones, calculators, or any electronic gadgets is strictly prohibited.
- This is an OMR-based (offline) paper. Darken the correct bubble completely.

Questions

- Q1.** Which of the following BEST describes the feature that distinguishes the **seminar method** from the traditional **lecture method** of teaching?
- (A) The teacher delivers structured content while students listen passively and take notes.
- (B) Students complete written assignments individually and submit them for teacher evaluation.
- (C) Students take an active role in discussing, analysing, and critically evaluating a topic under the teacher's facilitation.



- (D) The teacher demonstrates a practical skill step by step while students observe and replicate.

Q2. What is the **primary advantage** of the **tutorial method** in the context of higher education?

- (A) It enables a single teacher to address large student cohorts simultaneously in a cost-effective manner.
- (B) It focuses entirely on rote memorisation of prescribed subject content through repetition.
- (C) It reduces the need for formal examinations by replacing them with group presentations.
- (D) It offers personalised academic guidance through small-group or one-to-one interaction, enabling the teacher to address individual learning gaps directly.

Q3. The **workshop method** of teaching is most effective in promoting which type of **learning outcome**?

- (A) Psychomotor and applied skills developed through hands-on practice and experiential engagement with real tasks.
- (B) Declarative knowledge about theoretical concepts acquired through careful listening.
- (C) Rote memorisation of factual information within a fixed time period.
- (D) Passive reception of teacher-presented material without active student involvement.

Q4. The **chief value** of the **debate method** in classroom instruction is that it:

- (A) Ensures students memorise key facts and definitions about a topic quickly.
- (B) Develops **critical thinking**, persuasive communication, and the capacity to consider and articulate multiple perspectives on an issue.



- (C) Helps the teacher cover maximum syllabus content within a short period.
- (D) Eliminates the need for textbooks and written assignments throughout the term.

Q5. Metacognition, as applied in educational psychology, is best defined as:

- (A) The process of acquiring new vocabulary by reading extensively across subject areas.
- (B) The teacher's ongoing ability to assess and document student progress through continuous observation.
- (C) A learner's awareness, monitoring, and deliberate regulation of their own thinking and learning processes.
- (D) The integration of technology tools to enhance the quality and pace of classroom instruction.

Q6. Which characteristic **uniquely distinguishes** Piaget's **formal operational stage** (approximately 12 years and above) from the preceding **concrete operational stage**?

- (A) The child can classify objects into hierarchical categories using logical grouping.
- (B) The child understands the principle of conservation of matter, number, and volume.
- (C) The child can perform logical mental operations on concrete, tangible objects and events.
- (D) The adolescent can engage in **hypothetico-deductive reasoning** and think systematically about abstract possibilities that do not require physical referents.

Q7. Elaborative encoding enhances long-term memory retention primarily because:



- (A) It links new information to existing knowledge structures through meaningful associations and rich contextual cues, creating stronger and more retrievable memory traces.
- (B) It requires learners to repeat information aloud many times until it is committed to memory through repetition.
- (C) It directs attention to the visual or surface appearance of information rather than its underlying meaning.
- (D) It temporarily stores incoming information in short-term memory for immediate use without deeper processing.

Q8. According to Sweller's **Cognitive Load Theory**, effective instructional design should primarily aim to:

- (A) Present the maximum amount of information in a single lesson to maximise student exposure and breadth of coverage.
- (B) **Reduce extraneous cognitive load** by organising instructional materials clearly, eliminating irrelevant information, and structuring content so that working memory is not unnecessarily taxed.
- (C) Concentrate exclusively on intrinsic cognitive load as the only variable that instructional designers can meaningfully influence.
- (D) Encourage students to work through all problems independently without any instructional support, scaffolding, or worked examples.

Q9. In the **Shannon-Weaver model of communication**, the concept of 'noise' is best described as:

- (A) The emotional tone and vocal inflection that the speaker uses to convey enthusiasm or authority.
- (B) The feedback mechanism through which the receiver confirms that the message has been received and understood.
- (C) **Any form of interference or distortion**—physical, semantic, psychological, or environmental—that disrupts the accurate transmission of a message from sender to receiver.



- (D) The specific medium or channel (e.g., speech, writing, gesture) through which the message is transmitted.

Q10. Which strategy is MOST effective for **maintaining student attention** during a lengthy classroom lecture?

- (A) Maintaining a constant, even speaking pace throughout the entire lecture to establish a reliable rhythm for note-taking.
- (B) Reducing verbal explanation to a minimum and relying solely on students copying notes from the board.
- (C) Instructing students to remain silent, take notes continuously, and hold all questions until the end of the session.
- (D) Incorporating **periodic pauses, targeted questioning, brief peer-discussion tasks, and varied delivery techniques** at regular intervals to re-engage learner attention.

Q11. The **Think-Pair-Share** strategy enhances student participation in classroom discussions primarily by:

- (A) Providing each student with individual **thinking time** before sharing ideas with a partner, then with the whole class, thereby reducing social anxiety and increasing the quality and breadth of contributions.
- (B) Requiring students to take turns presenting formal mini-lectures to the rest of the class on assigned topics.
- (C) Assigning competitive individual tasks to be completed under strict time pressure before peer comparison.
- (D) Organising students into large teams for extended, multi-session project work and joint presentations.

Q12. In Keller's **ARCS model** of motivational design for instruction, the four components stand for:

- (A) Achievement, Reinforcement, Cognition, and Satisfaction
- (B) **Attention, Relevance, Confidence, and Satisfaction**



- (C) Ability, Reward, Competence, and Success
- (D) Application, Reasoning, Creativity, and Skill

Q13. A **token economy** system in the classroom operates by:

- (A) Encouraging students to design and exchange imaginary tokens as part of a creative role-play exercise.
- (B) Paying students small amounts of real money for completing academic assignments on time.
- (C) Providing **symbolic conditioned reinforcers** (tokens) contingent on specific desirable behaviours, which students can later exchange for backup reinforcers of their choice, grounded in operant conditioning principles.
- (D) Assigning students arbitrary classroom duties as corrective consequences for disruptive behaviour.

Q14. Which of the following BEST characterises a **classroom climate that effectively supports student motivation**?

- (A) A climate in which the teacher maintains absolute authority, discourages student questions, and controls all decision-making.
- (B) A climate in which inter-student competition for grades and rankings serves as the primary and exclusive motivational driver.
- (C) A climate in which students receive minimal corrective feedback so they can develop full independence from external evaluation.
- (D) A climate characterised by **psychological safety, mutual respect, clear and consistent expectations, opportunities for student choice**, and genuine teacher support for student autonomy and competence.

Q15. **Democratic classroom management** is primarily characterised by:

- (A) **Shared rule-making** between teacher and students, meaningful student voice in classroom decisions, and the use of logical and natural consequences rather than arbitrary punishment.



- (B) The teacher unilaterally imposing strict, non-negotiable rules and consistently punishing all forms of non-compliance.
- (C) Students taking complete autonomous control of all classroom activities without any teacher guidance, boundaries, or intervention.
- (D) A reward-only behaviour management system that systematically ignores and tolerates inappropriate conduct.

Q16. The significance of the **teacher's role as a counsellor** in the school context lies primarily in:

- (A) Entirely replacing the need for a professional school psychologist or counsellor in handling all student welfare matters.
- (B) **Identifying students' academic, emotional, and social difficulties early** and providing supportive guidance, referrals, and a trusting relationship that enables students to navigate challenges effectively.
- (C) Restricting guidance activities exclusively to career counselling in the final year of secondary schooling.
- (D) Conducting formal standardised psychometric assessments on students exhibiting serious behavioural difficulties.

Q17. The principle of **optimal resource utilisation** in school management means:

- (A) Maximising budgetary expenditure on physical infrastructure and buildings at the expense of investing in human resources and professional development.
- (B) Acquiring the largest possible quantity of resources—irrespective of actual pedagogical need—to ensure availability at all times.
- (C) Deploying available **human, material, and financial resources** in the most **efficient and effective** manner to achieve the school's stated educational goals with minimal waste.
- (D) Reserving all school resources and facilities exclusively for activities directly related to annual board examination preparation.



Q18. **Continuity** as a principle of curriculum organisation refers to:

- (A) Teaching all subjects from every discipline simultaneously at each grade level throughout the school year.
- (B) Ensuring that the curriculum undergoes a complete and radical change in content and approach from one grade level to the next.
- (C) Using identical textbooks and learning materials across all grade levels to promote familiarity and consistency.
- (D) The **vertical repetition and progressive reinforcement** of key concepts, skills, and values across successive grade levels so that learning builds cumulatively over time.

Q19. The '**simple-to-complex**' principle of curriculum content sequencing implies that:

- (A) Instruction should begin with **basic, concrete, and familiar ideas** and progressively advance to more abstract, differentiated, and complex concepts so that new learning is anchored in prior understanding.
- (B) Teachers should begin with the most complex and challenging topics at the start of a course to expose students to high expectations immediately.
- (C) Simple topics should be reserved for senior grade learners while younger children are assigned more complex conceptual content.
- (D) The difficulty level of curriculum content should remain uniform and constant throughout all grade levels to avoid learner confusion.

Q20. How does the **adolescent/puberty stage** of development primarily influence **curriculum design**?

- (A) It requires a return to concrete, play-based, and sensorimotor learning activities characteristic of early childhood education.
- (B) It necessitates incorporating content related to **identity formation, social relationships, value clarification, health and sexuality education**, and emerging vocational and life-skills interests.



- (C) It demands a substantial reduction in academic content volume to accommodate the physical and hormonal changes occurring in learners.
- (D) It requires elimination of all collaborative group activities to prevent social distractions from academic focus.

Q21. The concept of '**storm and stress**' in adolescent development, as popularised by G. Stanley Hall, refers to:

- (A) The rapid and uneven physical growth spurts and hormonal changes that are characteristic of the puberty phase.
- (B) The strong academic motivation and competitive drive that many adolescents display in formal examination settings.
- (C) The **turbulent emotional fluctuations, heightened conflicts with adult authority, and identity confusion** that characterise the experience of many adolescents as they transition toward adulthood.
- (D) The burst of positive creative energy and enthusiasm that adolescents bring to collaborative group projects and extracurricular activities.

Q22. Which statement BEST captures the **dual influence of the peer group** on adolescent learning and academic development?

- (A) Peer groups invariably and uniformly exert a negative influence on adolescent academic achievement and school engagement.
- (B) Peers influence only social behaviour and interpersonal skills and have no measurable effect on academic performance or study habits.
- (C) Peer groups function exclusively as a source of healthy academic competition that uniformly motivates all students to perform better.
- (D) Peer groups can **positively encourage academic engagement, prosocial behaviour, and collaborative learning**, but can equally **negatively reinforce truancy, risk-taking, substance use, and anti-study attitudes** depending on group norms and composition.



Q23. Research on **gender differences in learning** most consistently suggests that:

- (A) Observed differences in academic performance across genders are shaped significantly more by **socialisation processes, gender stereotypes, teacher expectations, and classroom environment** than by inherent or fixed biological ability differences.
- (B) Males are innately and universally superior to females across all academic domains and disciplines studied in school.
- (C) Females consistently and universally outperform males in every subject and across all age groups without any exceptions.
- (D) Gender has absolutely no influence on learning preferences, academic outcomes, or motivational orientations in any educational context.

Q24. Which of the following is the most important guideline for constructing **well-designed Multiple Choice Questions (MCQs)**?

- (A) Include two or more technically correct answer options per item to assess the student's ability to identify the *best* answer.
- (B) Ensure the **stem presents a single, clearly worded problem** and that all distractors (incorrect options) are **plausible but unambiguously incorrect**, thereby reducing guessing and improving discriminating power.
- (C) Use 'All of the above' and 'None of the above' as frequently as possible to add an additional layer of difficulty to the test.
- (D) Write the longest possible item stem and the shortest possible option texts to maximise the number of questions that fit on each page.

Q25. The **primary purpose and educational benefit** of **student self-assessment** is that it:

- (A) Replaces the need for teacher-conducted formal assessments and grading in student-centred learning environments.



- (B) Allows ranking of students against their peers to identify top performers and those in need of remedial support.
- (C) Develops **metacognitive awareness and learner autonomy** by engaging students in evaluating the quality of their own work against clearly defined criteria, fostering self-directed improvement.
- (D) Provides teachers with a convenient mechanism to assign grades without the burden of marking all student work individually.



Detailed Solutions

Q1.

Solution**Concept — Teaching Methods: Seminar Method vs Lecture Method:****Quick Solution:** The seminar's distinguishing feature is active student-led discussion and critical analysis $\Rightarrow$

The **seminar method** is fundamentally a *student-centred, discussion-based* approach in which one or more students present a topic to the group, followed by critical discussion and analysis facilitated by the teacher. Unlike the lecture, in which the teacher is the sole active participant and students are passive recipients, the seminar demands that all participants prepare beforehand, contribute substantively to discussion, question assumptions, and construct meaning collaboratively. The teacher acts as a guide and moderator rather than a transmitter. This makes Option C the unambiguous answer: **active student-led discussion and critical analysis** is the hallmark distinguishing feature.

Why other options are wrong:

- Option A: Describes the lecture method, not the seminar.
- Option B: Describes individual written assignments—an assessment method, not the seminar process.
- Option D: Describes the demonstration method.

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

Q2.

Solution**Concept — Teaching Methods: Tutorial Method in Higher Education:****Quick Solution:** Personalised one-to-one or small-group academic guidance is the tutorial's primary advantage ⇒ **D**

The **tutorial method** is characterised by small-group sessions (often 1–5 students with a tutor) in which learners discuss their understanding, receive corrective feedback, and have individual difficulties addressed. Its primary advantage in higher education—where students are expected to develop independent analytical skills—is precisely this **personalised, individualised academic guidance**. The tutor can probe the depth of each student's comprehension, challenge misconceptions, and direct further reading, which is impossible in large lectures. Option D captures this accurately.

Why other options are wrong:

- Option A: This is the advantage of the lecture method, not the tutorial.
- Option B: Rote memorisation is antithetical to the purpose of tutorials.
- Option C: Tutorials do not replace formal examinations.

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

Q3.

Solution**Concept — Teaching Methods: Workshop Method and Learning Outcomes:****Quick Solution:** The workshop method best promotes psychomotor and applied skill outcomes through hands-on practice ⇒ **A**

The **workshop method** is a structured, intensive, hands-on learning experience in which participants actively engage in producing, practising, or solving real tasks—crafting artefacts, conducting experiments, role-playing scenarios, or mastering a practical skill. It is therefore most closely aligned with **psychomotor and applied skill outcomes** (the domain of Bloom's revised taxonomy that involves physical performance, coordination, and application). Workshops are used in teacher training, vocational education, craft instruction, and laboratory skill-building because doing—not merely hearing—is the operative pedagogical mode.



Why other options are wrong:

- Option B: Declarative knowledge is best transmitted through lecture or reading—not workshops.
- Option C: Rote memorisation is unrelated to the participatory design of workshops.
- Option D: Passive reception is the opposite of workshop pedagogy.

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

Q4.

Solution**Concept — Teaching Methods: Debate Method and Its Educational Value:**

Quick Solution: The debate method primarily develops critical thinking, persuasive communication, and multiperspective reasoning ⇒ **B**

The **debate method** requires students to research a proposition, construct evidence-based arguments, anticipate counter-arguments, and communicate persuasively under time pressure. Its chief educational value therefore lies in developing **critical thinking** (evaluating evidence and logic), **persuasive oral communication**, and—crucially—**perspective-taking**: students assigned to argue one side must understand and rebut the opposing position, broadening intellectual flexibility. This aligns with higher-order cognition in Bloom's taxonomy (analysis, evaluation, synthesis). Option B captures all three dimensions of this value.

Why other options are wrong:

- Option A: Memorisation of key facts is a by-product at best, not the chief value.
- Option C: Covering maximum syllabus content is a feature of direct instruction, not debate.
- Option D: Debates require extensive reading and preparation; they complement, not eliminate, textbook use.

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



Q5.

Solution

Concept — Learning Theories: Metacognition and Its Educational Importance:

Quick Solution: Metacognition is a learner's awareness and regulation of their own thinking and learning processes ⇒

Metacognition, a term widely developed by John Flavell, refers to “*thinking about one's own thinking*.” It encompasses two components: **metacognitive knowledge** (what the learner knows about their own cognitive processes, task demands, and available strategies) and **metacognitive regulation** (the executive skills of planning, monitoring, and evaluating learning in progress). Educationally, metacognition is critical because it enables learners to become self-regulated, strategic, and independent—they can identify when they do not understand something and adjust their approach accordingly. Option C captures both the definitional and functional aspects precisely.

Why other options are wrong:

- Option A: Vocabulary acquisition through reading is a specific literacy strategy, not metacognition.
- Option B: This describes the teacher's assessment role, not the learner's self-regulation.
- Option D: Technology integration is a pedagogical tool, entirely separate from metacognitive theory.

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



Q6.

Solution**Concept — Learning Theories: Piaget's Formal Operational Stage:****Quick Solution:** Hypothetico-deductive reasoning about abstract possibilities uniquely distinguishes the formal operational stage $\Rightarrow$ **D**

Piaget identified the **formal operational stage** (approximately 12 years onward) as qualitatively different from all preceding stages because it introduces **hypothetico-deductive reasoning**: the ability to generate and systematically test hypotheses, reason about possibilities that are not physically present, and handle abstract propositions. A classic demonstration is the pendulum task—formal operational thinkers can design controlled experiments to isolate causal variables. The **concrete operational stage** (7–11 years) already includes classification, conservation, and mental operations on tangible objects—so Options A, B, and C describe concrete operational achievements. Option D alone captures the unique formal operational hallmark.

Why other options are wrong:

- Option A: Classification (class inclusion) is a concrete operational achievement.
- Option B: Conservation is mastered during the concrete operational stage.
- Option C: Mental operations on concrete objects also characterise concrete operations.

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

Q7.

Solution**Concept — Learning Theories: Elaborative Encoding in Memory:****Quick Solution:** Elaborative encoding creates rich memory traces by linking new information to existing knowledge through meaningful associations ⇒ A

Elaborative encoding (also called *elaborative rehearsal*) involves processing new information by relating it to existing knowledge, generating examples, creating analogies, or explaining it in one's own words—activities that produce **rich, interconnected memory traces** in long-term memory. Research by Craik and Lockhart on *levels of processing* showed that deeper, semantically rich processing produces far stronger and more durable memories than shallow repetition. When new information is woven into an existing knowledge network, multiple retrieval pathways are created, dramatically improving recall. Option A describes this mechanism accurately.

Why other options are wrong:

- Option B: Simple repetition describes maintenance rehearsal—a shallow encoding strategy that yields poor long-term retention.
- Option C: Attending to surface visual features is the shallowest level of processing and produces the weakest memories.
- Option D: Short-term memory storage is neither the goal nor the mechanism of elaborative encoding.

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

Q8.

Solution**Concept — Learning Theories: Cognitive Load Theory (Sweller):****Quick Solution:** CLT recommends reducing extraneous cognitive load through clear, well-organised instructional design ⇒ **B**

John Sweller's **Cognitive Load Theory** (CLT) holds that working memory has strictly limited capacity. Instructional materials impose three types of cognitive load: **intrinsic** (inherent complexity of the content), **germane** (processing that contributes to schema formation and learning), and **extraneous** (unnecessary processing caused by poor design—redundant information, split-attention effects, excessive decorative elements). CLT recommends that instruction should **minimise extraneous load** by presenting information clearly and coherently, so that available working memory resources can be fully dedicated to germane processing and schema construction. Option B captures this prescription precisely.

Why other options are wrong:

- Option A: Presenting maximum information in one lesson is the opposite of CLT's recommendation and overloads working memory.
- Option C: CLT distinguishes all three load types; extraneous load is the primary target for reduction by the instructor.
- Option D: Eliminating all support promotes high intrinsic load without guidance—this is addressed by the *expertise reversal effect* in CLT, which recommends fading support gradually, not removing it entirely.

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

Q9.

Solution**Concept — Classroom Communication: Shannon-Weaver Model and Noise:****Quick Solution:** 'Noise' in the Shannon-Weaver model is any interference disrupting accurate message transmission $\Rightarrow$ **C**

The **Shannon-Weaver model** (1948), originally developed for telecommunication, describes communication as the encoding of a message by a sender, transmission through a channel, and decoding by a receiver. **Noise** in this model refers to **any interference that degrades signal fidelity between sender and receiver**. In classroom communication, noise can be physical (loud sounds from outside), semantic (unfamiliar terminology the student cannot decode), psychological (prejudice or emotional preoccupation that distorts interpretation), or physiological (hearing impairment). Noise is not feedback or the channel itself. Option C correctly captures this inclusive definition.

Why other options are wrong:

- Option A: Emotional tone (prosody) is part of the message encoding, not noise.
- Option B: Feedback is a separate component, sometimes added to the model by later theorists (e.g., Schramm).
- Option D: The channel (medium) is what transmits the message—noise acts upon the channel but is not the channel itself.

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

Q10.

Solution

Concept — Classroom Communication: Maintaining Attention During Lectures:

Quick Solution: Periodic pauses, questioning, and interactive activities most effectively maintain student attention during lectures ⇒ **D**

Research in educational psychology consistently shows that **sustained attention declines significantly** after approximately 10–20 minutes of uninterrupted passive listening. The most effective counter-strategy is to break the lecture into segments using **periodic pauses**, comprehension questions directed at students, brief think-pair-share activities, demonstrations, or topic transitions. These interruptions reset the attentional cycle, activate prior knowledge, create retrieval practice opportunities, and re-engage students who have mentally drifted. Option D describes this evidence-based approach—the *attention restoration* through varied instructional technique.

Why other options are wrong:

- Option A: A constant, monotonous speaking pace is one of the most reliable ways to reduce attention—variety in pace and pitch is needed.
- Option B: Relying solely on note-copying reduces cognitive engagement to a mechanical task.
- Option C: Prohibiting student interaction is associated with decreased engagement and attention over time.

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



Q11.

Solution**Concept — Classroom Communication: Think-Pair-Share Strategy:****Quick Solution:** Think-Pair-Share gives individual thinking time before peer discussion, reducing anxiety and boosting participation ⇒ **A**

Think-Pair-Share (developed by Frank Lyman, 1981) is a cooperative learning structure with three stages: (1) **Think**—students are given time to reflect individually on a question or problem; (2) **Pair**—they discuss their thoughts with a partner; (3) **Share**—pairs report their ideas to the class. The strategy works because it lowers the social risk of participating (students rehearse their ideas in a low-stakes pair setting before sharing publicly), ensures that every student is cognitively active, and typically produces richer class discussion. Option A accurately identifies individual thinking time and anxiety reduction as the primary mechanisms.

Why other options are wrong:

- Option B: Formal student mini-lectures describe a different strategy (student presentations/Jigsaw).
- Option C: Competitive individual tasks describe a tournament or quiz format, not Think-Pair-Share.
- Option D: Large-team extended projects describe cooperative group work, which has a different structure and timeline.

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

Q12.

Solution**Concept — Motivation: Keller's ARCS Model:****Quick Solution:** ARCS stands for Attention, Relevance, Confidence, and Satisfaction ⇒ **B**

John Keller's **ARCS model** (1987) provides a systematic framework for designing motivating instruction. The four components are: **Attention** (capturing and sustaining learner interest through novelty, inquiry, and variability); **Relevance** (linking instruction to learner goals, prior experience, and future application); **Confidence** (helping learners develop a positive expectation of success through clear objectives, manageable challenge levels, and performance feedback); and



Satisfaction (providing intrinsic and extrinsic reinforcement so learners feel their efforts are worthwhile). Option B correctly names all four components.

Why other options are wrong:

- Option A: 'Achievement' and 'Reinforcement' are not ARCS components; Satisfaction, not Reinforcement, is the fourth.
- Option C: 'Ability', 'Reward', and 'Competence' do not feature in Keller's model.
- Option D: 'Application', 'Reasoning', 'Creativity', and 'Skill' describe a different framework entirely.

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

Q13.

Solution

Concept — Motivation: Token Economy and Operant Conditioning:

Quick Solution: Token economy provides symbolic conditioned reinforcers exchangeable for backup reinforcers, based on operant conditioning ⇒ **C**

A **token economy** is a behaviour modification system grounded in Skinner's **operant conditioning**. Students earn tokens (stickers, points, chips) as *conditioned reinforcers* immediately following specific target behaviours (completing work, positive social behaviour). These tokens serve as a 'currency' exchangeable for *backup reinforcers* chosen from a reinforcement menu (extra free time, stationery, privileges). The system makes reinforcement immediate, consistent, and individualisable. It was widely used in psychiatric and special education settings before entering mainstream classrooms. Option C describes all essential features: symbolic conditioned reinforcers, contingency on behaviour, exchange for backup reinforcers, and operant conditioning basis.

Why other options are wrong:

- Option A: Imaginary tokens in role-play are a creative activity with no behaviour modification function.
- Option B: Paying real money to students is both impractical and ethically inappropriate in school settings.
- Option D: Assigning duties as punishment is a corrective strategy unrelated to the token economy's positive reinforcement structure.



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

Q14.

Solution

Concept — Motivation: Classroom Climate and Student Motivation:

Quick Solution: A motivating classroom climate is characterised by psychological safety, mutual respect, clear expectations, and autonomy support ⇒ **D**

Research by Carol Ames, Avi Kaplan, and others on **motivational classroom climate** consistently shows that student motivation is maximised when the environment is characterised by **psychological safety** (freedom to take intellectual risks and make mistakes without humiliation), **mutual respect** between teacher and students, **clear and consistent expectations**, opportunities for **student autonomy and choice** (linked to Self-Determination Theory's autonomy support), and genuine teacher warmth and competence. Such a *mastery-oriented* climate fosters intrinsic motivation, persistence, and deep engagement. Option D comprehensively describes these features.

Why other options are wrong:

- Option A: Authoritarian climates suppress question-asking, reduce psychological safety, and are associated with extrinsic motivation and anxiety.
- Option B: Purely competitive climates favour performance goals over mastery goals, promoting fear of failure and reducing motivation for most students.
- Option C: Withholding feedback prevents learners from gauging progress and correcting errors—this reduces, not enhances, motivation.

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



Q15.

Solution**Concept — School Management: Democratic Classroom Management:****Quick Solution:** Democratic classroom management features shared rule-making, student voice, and logical consequences ⇒ A

Democratic classroom management, influenced by Adlerian psychology and theorists such as Dreikurs and Nelson, holds that students have a fundamental need for belonging and significance. In a democratic classroom, rules and procedures are **co-constructed** with students, giving them a sense of ownership and responsibility. Discipline relies on **logical consequences** (naturally connected to the behaviour) rather than arbitrary punishment, and students have a meaningful voice in decisions affecting the learning community. This contrasts with both autocratic (teacher-controlled) and permissive (student-controlled) approaches. Option A captures all three defining features.

Why other options are wrong:

- Option B: Unilateral rule-imposition and punitive compliance describes autocratic management.
- Option C: Students exercising complete control without teacher guidance describes a permissive/laissez-faire approach.
- Option D: A reward-only system that ignores misbehaviour is a permissive approach that lacks the structural co-creation of democratic management.

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

Q16.

Solution**Concept — School Management: Teacher as Counsellor:**

Quick Solution: The teacher-as-counsellor role is significant for early identification of difficulties and provision of supportive guidance ⇒ **B**

The **teacher-as-counsellor** role recognises that teachers, through daily sustained contact with students, are often the **first adults** to notice signs of academic under-performance, emotional distress, family stress, or social difficulty. The significance of this role lies in **early identification and timely supportive intervention**: a sensitive teacher can listen empathetically, validate student feelings, suggest coping strategies, adjust academic expectations where appropriate, and—crucially—refer students to specialised support services when problems exceed the teacher’s competence. This builds a *therapeutic alliance* within the school community. Option B correctly identifies early identification and supportive guidance as the primary significance.

Why other options are wrong:

- Option A: Teachers cannot and should not entirely replace professional school counsellors or psychologists.
- Option C: Restricting counselling to career guidance in the final year ignores the developmental needs of younger students.
- Option D: Formal psychometric assessment is a specialised professional function requiring training beyond the typical teacher’s scope.

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

Q17.

Solution**Concept — School Management: Optimal Resource Utilisation:**

Quick Solution: Optimal resource utilisation means deploying human, material, and financial resources efficiently and effectively to achieve educational goals ⇒

C

Resource management in schools encompasses the deployment of human resources (teachers, non-teaching staff), material resources (library books, laboratory equipment, furniture), and financial resources (grants, fees, government allocations). The principle of **optimal utilisation** means achieving the **maximum educational output for any given resource input**—securing efficiency (doing things right) and effectiveness (doing the right things). It involves needs-based allocation, avoiding waste, preventing under-utilisation of existing assets, and aligning resource deployment directly with the school's educational mission. Option C accurately defines this principle.

Why other options are wrong:

- Option A: Prioritising infrastructure at the expense of human resources is imbalanced and does not constitute optimal utilisation.
- Option B: Acquiring maximum resources regardless of need leads to wasteful stockpiling rather than optimal deployment.
- Option D: Reserving resources exclusively for examination preparation neglects the holistic mission of the school (co-curricular development, teacher professional development, etc.).

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

Q18.

Solution**Concept — Curriculum: Continuity in Curriculum Organisation:****Quick Solution:** Continuity means vertical repetition and progressive reinforcement of key concepts across grade levels $\Rightarrow$ **D**

Hilda Taba and Ralph Tyler both articulated the principles of **scope, sequence, and continuity** as foundations of curriculum organisation. **Continuity** specifically refers to the *vertical* dimension: the **deliberate repetition and deepening reinforcement** of the same key concepts, skills, and attitudes across successive grade levels. A concept first introduced simply in Grade 3 is revisited with greater complexity in Grade 5, then with abstract application in Grade 7. This is not mere repetition but a **spiralling reinforcement** that builds cumulative mastery. Option D is the only choice that describes this vertical reinforcement over successive grades.

Why other options are wrong:

- Option A: Teaching all subjects simultaneously at every level describes scope (breadth), not continuity.
- Option B: Complete change from grade to grade is the opposite of continuity—it would produce disconnected, isolated learning.
- Option C: Using identical textbooks across grades is a logistical decision, not the curriculum principle of continuity.

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

Q19.

Solution**Concept — Curriculum: Simple-to-Complex Sequencing Principle:****Quick Solution:** Simple-to-complex sequencing starts with concrete basics and builds progressively toward abstract complexity ⇒ A

The **simple-to-complex** principle of curriculum sequencing—articulated in curriculum theory and consistent with Piaget’s developmental stages and Ausubel’s assimilation theory—holds that learners comprehend and retain new concepts most effectively when they are **anchored in prior, simpler knowledge**. Instruction should therefore begin with concrete, basic, familiar ideas and **progressively scaffold upward** toward more abstract, multidimensional, and complex understandings. This ensures that each new concept has a stable cognitive foundation in existing schema. The principle applies both within a single lesson (concrete example before abstract rule) and across a curriculum (introductory courses before advanced specialisation). Option A correctly articulates this rationale.

Why other options are wrong:

- Option B: Beginning with the most complex topics creates cognitive overload and undermines comprehension for most learners.
- Option C: Reserving simple topics for older students inverts the developmental logic of the principle.
- Option D: Uniform difficulty throughout a curriculum contradicts the principle of developmental scaffolding and progressive challenge.

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

Q20.

Solution**Concept — Curriculum: Adolescent Development and Curriculum Design:****Quick Solution:** Adolescent development necessitates curriculum content addressing identity, social relationships, values, and vocational preparation ⇒ **B**

The **adolescent stage** (approximately 11–18 years) is characterised by Erikson's psychosocial crisis of *Identity vs Role Confusion*, heightened social consciousness, emerging sexuality, questions about values and beliefs, and the beginning of vocational awareness. Curriculum at this stage must therefore **address the whole developing person**: content related to **identity formation** (who am I?), **social relationships** and peer dynamics, **value clarification** and moral reasoning, **health and sexuality education**, and **vocational and life-skills preparation**. Without such integration, the curriculum becomes alienating and irrelevant to the adolescent's central developmental tasks. Option B accurately reflects this need.

Why other options are wrong:

- Option A: A return to play-based learning is developmentally regressive and appropriate for early childhood, not adolescence.
- Option C: Reducing academic content is not a design principle—the curriculum should remain intellectually rigorous while also being relevant.
- Option D: Eliminating group activities ignores the centrality of peer relationships to adolescent development and the educational value of collaborative learning.

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

Q21.

Solution

Concept — Educational Psychology: Storm and Stress in Adolescent Development:

Quick Solution: ‘Storm and stress’ refers to adolescent emotional turbulence, conflict with authority, and identity confusion ⇒

G. Stanley Hall (1904) was the first to systematically describe adolescence as a period of ‘**storm and stress**’ (*Sturm und Drang*), characterised by three key features: (1) **mood disruptions**—rapid, intense emotional swings; (2) **conflict with parents and authority figures**—as adolescents seek autonomy and individuation; and (3) **risky or rebellious behaviour** resulting from identity experimentation. While subsequent cross-cultural research (Arnett, 1999) has shown that storm and stress is not universal and varies considerably across individuals and cultures, the concept remains a foundational description of one common adolescent pattern. Option C captures all three dimensions of Hall’s formulation.

Why other options are wrong:

- Option A: Physical growth spurts are a biological feature of puberty but are not what Hall’s concept of ‘storm and stress’ specifically describes.
- Option B: Academic motivation and competitive drive are positive features that contradict the turbulence implied by ‘storm and stress’.
- Option D: Creative enthusiasm and group energy are positive developmental features, not the hallmark of the storm-and-stress concept.

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



Q22.

Solution

Concept — Educational Psychology: Dual Influence of Peer Groups on Learning:

Quick Solution: Peer groups can both positively encourage academic engagement and negatively reinforce truancy and risk-taking depending on group norms ⇒ **D**

Research by Judith Rich Harris, Laurence Steinberg, and others demonstrates that peer groups exert both **positive and negative** influences on adolescent academic development. On the **positive side**: peer academic norms can encourage study, homework completion, and aspirational goal-setting; study groups improve understanding; prosocial peer norms support school attendance and positive behaviour. On the **negative side**: deviant peer groups normalise truancy, substance use, anti-academic attitudes, and risk-taking behaviour that undermines educational engagement. Option D accurately captures this bidirectional, context-dependent influence, which avoids the oversimplification of Options A, B, and C.

Why other options are wrong:

- Option A: Claiming invariably negative peer influence ignores extensive evidence of positive peer academic norms and mentoring.
- Option B: Research clearly shows peers influence academic motivation, study time, and course-taking decisions—not just social behaviour.
- Option C: Claiming exclusively positive, competitive motivation ignores documented negative peer influences on academic disengagement.

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



Q23.

Solution**Concept — Educational Psychology: Gender Differences in Learning:**

Quick Solution: Gender differences in academic performance are shaped more by socialisation, stereotypes, and classroom environment than by inherent biological ability $\Rightarrow$ **A**

A robust body of research (Hyde's *gender similarities hypothesis*, PISA cross-national data, stereotype threat studies by Steele & Aronson) consistently shows that while small average differences in specific cognitive tasks exist between males and females, these differences are **far smaller than commonly believed** and are **strongly moderated by social factors**: gender-role socialisation (parents' and society's differential expectations), **teacher expectations and biases** (differential feedback and calling patterns), **stereotype threat** (awareness of negative gender stereotypes impairing performance), and **classroom environment** (single-sex vs co-educational settings, collaborative vs competitive structures). Option A accurately reflects this evidence-based position.

Why other options are wrong:

- Option B: No credible empirical evidence supports blanket male superiority across all academic domains.
- Option C: While females outperform males on average in reading and language in many countries, this pattern does not hold universally across all subjects or contexts.
- Option D: Denying any gender influence on learning is also inaccurate—socialisation and stereotype threat demonstrably affect outcomes.

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

Q24.

Solution**Concept — Evaluation: Guidelines for Constructing Good MCQs:**

Quick Solution: Good MCQs have a clearly worded complete stem and plausible but unambiguously incorrect distractors ⇒ **B**

Item writing for **Multiple Choice Questions** in educational measurement follows established guidelines (Haladyna, Downing, & Rodriguez, 2002). The most important principle is that the **item stem** should present a **complete, clearly worded problem** so that a knowledgeable student can anticipate the answer before reading the options. **Distractors** (incorrect options) must be **plausible**—based on typical student misconceptions or partial knowledge—so that the item discriminates between those who know and those who do not. However, distractors must be **unambiguously wrong** to avoid measurement error. Option B captures both the stem and distractor requirements of sound MCQ construction.

Why other options are wrong:

- Option A: Including multiple correct answers converts an MCQ into a multiple-response item; this should be clearly stated and requires a different scoring model.
- Option C: 'All of the above' and 'None of the above' are discouraged in modern item-writing guidelines because they introduce guessing strategies and reduce item discriminability.
- Option D: Long stems and short options often produce clues and reduce the readability of the item; balance is required.

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



Q25.

Solution**Concept — Evaluation: Student Self-Assessment:**

Quick Solution: Student self-assessment develops metacognitive awareness and learner autonomy by evaluating one's own work against defined criteria ⇒ **C**

Student self-assessment is a formative evaluation practice in which learners evaluate the quality of their own work—essays, projects, presentations, or problem solutions—against **explicitly stated criteria** (rubrics, learning targets, exemplars). Its primary educational purpose is twofold: (1) it develops **metacognitive awareness** by training students to monitor their own understanding and identify specific gaps; and (2) it fosters **learner autonomy and self-regulation**—students who can accurately assess their own performance can direct their own improvement without continuous dependence on external evaluation. Research by Black and Wiliam on *Assessment for Learning* confirms that student self-assessment is among the most powerful formative practices for improving achievement. Option C correctly identifies both metacognition and learner autonomy as the primary purposes.

Why other options are wrong:

- Option A: Self-assessment supplements, not replaces, teacher assessment—both serve complementary functions.
- Option B: Ranking students against peers is the purpose of norm-referenced peer assessment, not self-assessment.
- Option D: Self-assessment is an active learning strategy, not a shortcut for teachers to avoid marking.

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



Answer Key

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

