

Bihar BEd CET Teaching-Learning Environment in Schools

Sample Paper – 9

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 **defining feature of Bloom's Mastery Learning** approach, also known as "Learning for Mastery" (LFM)?
- (A) Students who achieve mastery quickly are promoted to the next grade level immediately, while slower learners are retained and repeat the entire academic year without further instructional support.
- (B) All students receive identical instruction delivered at a uniform pace determined by the class average, and those who fall below the average are identified for remediation only at the end of the term.



- (C) Every student is given sufficient time, appropriate instructional cycles, and corrective feedback to achieve a pre-defined mastery criterion — typically 80–90 % — before the class advances to the next unit, treating **time as the variable** and **learning as the constant**.
- (D) Mastery Learning requires students to self-pace through computer-based drill modules and receive automated scores, with no teacher involvement in the correction or re-teaching cycle.

Q2. Which of the following accurately describes how the **Jigsaw cooperative learning** method, developed by Elliot Aronson, operates in the classroom?

- (A) Each student in a home group is assigned a unique sub-topic to master independently in a temporary **expert group**, then returns to the home group to **teach** that sub-topic to peers, making every member simultaneously a learner and a teacher and creating mutual interdependence for overall understanding.
- (B) All students in the class work simultaneously on the same problem while the teacher assigns individual competitive scores, then the highest-scoring students are formed into a “jigsaw” panel to explain their answers to the class.
- (C) Students are grouped by ability level; each group is given a different difficulty tier of the same material, and groups later present their findings in ascending order of complexity from the simplest to the most advanced.
- (D) In the Jigsaw method, the teacher divides a lesson into sequential segments and delivers each segment to a different group in rotation, while the remaining groups complete unrelated individual seat work.

Q3. How does **Problem-Based Learning (PBL)** fundamentally differ from the **traditional problem-solving method** used in most school instruction?



- (A) In PBL, the teacher first delivers a complete lecture on all relevant concepts and formulae, then presents a well-structured textbook problem for students to solve by applying the procedures just demonstrated.
- (B) PBL is identical to the traditional problem-solving method in its instructional sequence; the only difference is that PBL uses problems drawn from science and technology rather than from humanities or social sciences.
- (C) PBL requires students to work individually on a series of progressively harder algorithmic problems designed to build procedural fluency, whereas the traditional method always uses collaborative group work.
- (D) In PBL, an **ill-structured, real-world problem** serves as the *starting point* for learning *before* any formal instruction is given; students themselves identify what they need to know, pursue self-directed inquiry, and construct understanding, whereas traditional problem-solving applies known procedures to well-defined textbook problems *after* the teacher has taught the relevant content.

Q4. Sociodrama is a structured teaching method that involves the enactment of social situations. What is its *primary educational purpose*?

- (A) Sociodrama is primarily used as an entertainment-based reward at the end of a unit to celebrate student achievement and provide a break from academic work.
- (B) Sociodrama develops students' **social understanding, empathy, and interpersonal problem-solving skills** by placing them in enacted social situations that illuminate the perspectives, feelings, and motivations of different people within real-life social problems, enabling reflection and rehearsal of pro-social behaviour.
- (C) Sociodrama is used primarily to teach factual historical content by having students re-enact documented historical events in precise chronological detail.



- (D) Sociodrama is employed chiefly to identify students with acting talent for school theatrical productions and extracurricular performances.

Q5. Which of the following correctly states *Thorndike's Law of Exercise* and identifies its most significant educational implication?

- (A) The Law of Exercise states that a response followed by a satisfying state of affairs is more likely to recur, implying that rewarding student effort directly after correct responses is the most effective teaching strategy.
- (B) The Law of Exercise holds that learning is most efficient when physical movement and bodily activity are incorporated into every lesson, so teachers should require students to stand and perform exercises between instructional segments.
- (C) The Law of Exercise states that **practice strengthens the bond** between a stimulus and its response (the law of use), while **disuse weakens** that bond (the law of disuse); its educational implication is that regular, systematic, and distributed practice is essential to consolidate and maintain learning.
- (D) The Law of Exercise holds that a learner's readiness to respond is a necessary precondition for effective learning; teaching is most efficient when the student is developmentally and motivationally ready to engage with the material being presented.

Q6. According to *Piaget's* theory of cognitive development, what is the **key cognitive achievement** of the **sensorimotor stage** (birth to approximately two years)?

- (A) The key achievement of the sensorimotor stage is the development of **conservation** — the understanding that the quantity of a substance remains constant despite changes in its physical appearance or container shape.
- (B) The key achievement of the sensorimotor stage is the acquisition of **reversibility** — the cognitive ability to mentally undo a transforma-



tion and return a situation to its original state.

- (C) The key achievement of the sensorimotor stage is the emergence of **abstract hypothetical reasoning** — the capacity to think systematically about possibilities that are not directly observable in the immediate environment.
- (D) The key achievement of the sensorimotor stage is **object permanence** — the understanding that objects continue to exist even when they are no longer visible or directly perceptible, marking the infant's first step toward a permanent, stable mental representation of the world.

Q7. *Jerome Bruner* proposed that learners represent knowledge in three sequential modes. Which of the following correctly identifies these modes and their **instructional application**?

- (A) Bruner's three modes — **enactive** (knowing through physical action and doing), **iconic** (knowing through images and spatial representations), and **symbolic** (knowing through abstract language, numbers, and symbols) — suggest that instruction should begin with concrete, hands-on enactive experiences, progress through visual iconic representations, and culminate in abstract symbolic encoding, regardless of the learner's age.
- (B) Bruner's three modes refer to three distinct personality types of learners: activists who prefer doing, reflectors who prefer images, and theorists who prefer symbols; teachers should assess each student's type and restrict instruction to that mode exclusively.
- (C) Bruner's three modes describe the three stages of language acquisition — babbling (enactive), single-word (iconic), and full sentence (symbolic) — and have no direct application to curriculum design or classroom instruction.
- (D) Bruner's three modes are three levels of academic achievement: enactive learners are below grade level, iconic learners are at grade level, and symbolic learners are above grade level; the modes serve



as a framework for streaming students into differentiated ability groups.

Q8. In the **Atkinson–Shiffrin multi-store model of memory**, what is the defining characteristic of the **long-term store** that distinguishes it from the short-term store?

- (A) The long-term store has a capacity of approximately **7 ± 2 chunks** of information and retains material for approximately 15–30 seconds without active rehearsal before it decays.
- (B) The long-term store has **essentially unlimited capacity** and can retain information for **indefinitely long periods**; information is transferred to it from the short-term store through **elaborative rehearsal** and meaningful encoding, and it is organised by semantic, episodic, and procedural categories.
- (C) The long-term store receives raw sensory data directly from the environment and holds it for approximately 250–500 milliseconds as a high-capacity but rapidly-fading sensory trace before passing selected information to the short-term store.
- (D) The long-term store is a temporary workspace with limited capacity in which information can be both stored and actively manipulated; it interacts with the central executive, phonological loop, and visuospatial sketchpad components of working memory.

Q9. **Kinesics**, as a field of non-verbal communication, deals with a specific channel of communication used by teachers. Which of the following correctly identifies what kinesics encompasses and how it functions in classroom teaching?

- (A) Kinesics refers to the study of the physical distance and spatial relationships between teachers and students in the classroom and how those distances communicate social and relational meanings.
- (B) Kinesics refers to the study of vocal qualities — such as tone, pitch, volume, rate of speech, and pauses — and how these paralinguistic



features modulate the meaning and emotional impact of a teacher's spoken message.

- (C) Kinesics is the study of **body movements** — including gestures, facial expressions, eye contact, posture, and head movements — as a channel of communication; in classroom teaching, a teacher's body language conveys enthusiasm, authority, approachability, emotional feedback, and emphasis that reinforce, contradict, or supplement the verbal content being delivered.
- (D) Kinesics refers to the study of how touch between teachers and students, such as a pat on the shoulder or a handshake, communicates approval, encouragement, or correction in the classroom context.

Q10. Audio-visual aids used in teaching are broadly classified into **projected** and **non-projected** categories. In which category does a **filmstrip** belong, and why?

- (A) A filmstrip is a **non-projected aid** because its images are directly visible to students without any equipment, similar to a chart or a poster displayed on the classroom wall.
- (B) A filmstrip is classified as a **three-dimensional non-projected aid** because it provides depth perception and tactile engagement, unlike flat visual aids that can only be viewed from a single perspective.
- (C) A filmstrip is an **audio aid** rather than a visual aid because it was historically accompanied by a synchronised audio track recorded on a separate tape that narrated each frame.
- (D) A filmstrip is a **projected aid** because its still photographic frames must be passed through a **filmstrip projector** that shines light through the transparent film to display enlarged images on a screen; without the projector, the images on the film strip are too small to be viewed by a classroom audience.

Q11. Compared to **one-way communication** in the classroom, what is the most significant **advantage of two-way communication** for effective



teaching and learning?

- (A) Two-way communication allows the teacher to **receive immediate feedback** from students, check whether the message has been accurately received and understood, correct misconceptions on the spot, and adjust instruction in real time — making it far more accurate and effective at ensuring comprehension than the one-directional flow of one-way communication.
- (B) Two-way communication is advantageous primarily because it saves the teacher's time, as students who answer questions relieve the teacher of the need to repeat or re-explain content to the entire class.
- (C) Two-way communication is superior to one-way communication solely because it is louder, since multiple speakers contribute to the classroom sound environment, making messages less likely to be missed by students seated at the back.
- (D) Two-way communication is more effective than one-way communication because it eliminates the need for written notes or textbooks, as all necessary content is transmitted orally through the interactive dialogue between teacher and students.

Q12. How does *Herzberg's Two-Factor Theory* (hygiene factors and motivators) apply to understanding student motivation in the classroom?

- (A) In classroom terms, Herzberg's theory predicts that tangible external rewards such as stickers, prizes, and certificates are the most powerful and reliable motivators of academic engagement, while teacher praise and recognition are hygiene factors that merely prevent dissatisfaction.
- (B) In classroom terms, **hygiene factors** — such as adequate physical facilities, fair and consistent classroom rules, the teacher's disciplinary approach, and the school environment — **prevent dissatisfaction** when present but do not by themselves generate motivation; **true motivators** — such as intellectual challenge, a sense of achievement, recognition of mastery, increased responsibility, and opportunities



for advancement — **actively promote intrinsic engagement** and sustained academic effort.

- (C) Herzberg's theory holds that students are motivated exclusively by fear of failure and threat of punishment (hygiene factors), while all forms of positive recognition and achievement are motivationally neutral and do not influence academic performance.
- (D) Herzberg's theory is not applicable to student learning because it was developed exclusively for understanding employee satisfaction in industrial workplaces and has no validated conceptual parallels in educational settings.

Q13. Based on *Seligman's* concept of **learned helplessness**, which of the following accurately describes how it *develops* in students and what its primary *classroom consequence* is?

- (A) Learned helplessness develops when students are given too much autonomy and insufficient teacher guidance; the classroom consequence is that students become confused about task expectations and refuse to complete assignments without step-by-step directions.
- (B) Learned helplessness develops when highly competitive classroom environments cause students to compare themselves unfavourably with top performers, leading to social anxiety and avoidance of public participation in class discussions.
- (C) Learned helplessness develops when students **repeatedly experience failure or uncontrollable negative outcomes**, leading them to **conclude that their efforts have no effect** on results; the primary classroom consequence is **passive disengagement**, chronic avoidance of challenge, reluctance to attempt new tasks, and persistent low academic motivation even when the student possesses the ability to succeed.
- (D) Learned helplessness develops exclusively in students with diagnosed learning disabilities; neurotypical students with adequate cognitive ability are immunised against it by their academic competence and resilience.



- Q14.** Which of the following most accurately describes the **dual nature of peer pressure** as a force in **academic motivation** during adolescence?
- (A) Peer pressure always functions as a negative force that uniformly suppresses academic motivation; educational research consistently recommends that teachers minimise peer interaction and maximise individual independent work to protect students' intrinsic desire to learn.
 - (B) Peer pressure has no significant or measurable effect on academic motivation; individual factors such as intelligence, family background, and teacher quality are the sole determinants of a student's academic engagement and achievement.
 - (C) Peer pressure is uniformly positive in its motivational effects; the social desire to belong and conform invariably drives adolescents to invest greater effort in academic work to maintain peer status within their social group.
 - (D) Peer pressure is **dual in nature**: it can serve as a **positive academic motivator** when the peer group values academic achievement, mutual support, and intellectual effort — driving students to study harder and persist through difficulty; but it can also function as a **negative motivator** when the peer group devalues academic work or rewards social conformity against learning, causing students to deliberately under-perform to maintain peer acceptance.
- Q15.** Which of the following correctly identifies what the acronym **POSDCORB** stands for and which administrative domain it primarily describes in school management?
- (A) POSDCORB stands for **Planning, Organising, Staffing, Directing, Coordinating, Reporting, and Budgeting** — a framework formulated by *Luther Gulick* that comprehensively describes the full range of functions performed by a school administrator or any executive in managing an organisation.
 - (B) POSDCORB stands for Preparation, Objectives, Supervision, Disci-



pline, Communication, Organisation, Resources, and Behaviour — a framework developed by UNESCO for evaluating the classroom management competencies of individual classroom teachers.

- (C) POSDCORB is an acronym for the seven learning styles identified in modern educational psychology: Perceptual, Observational, Sequential, Divergent, Creative, Oral, Reading, and Bodily-kinaesthetic, used to differentiate instruction.
- (D) POSDCORB stands for Pupil-Outcome, Subject-matter, Diagnostic, Curriculum, Objectives, Remediation, and Benchmarking — a framework used in curriculum evaluation to assess the alignment between educational goals and student achievement data.

Q16. As a tool of school management and community relations, what is the **primary administrative purpose** of a **school newsletter**?

- (A) The primary purpose of a school newsletter is to serve as a formal legal document recording students' academic achievements and disciplinary incidents for use in official admissions, transfer, and certification processes.
- (B) The school newsletter primarily functions as a **systematic communication channel** between the school and its external stakeholders — parents, the local community, alumni, and governing bodies — **informing** them regularly about school activities, curricular and co-curricular achievements, events, policies, and developments, thereby **building trust, community participation, and a positive school image**.
- (C) The primary purpose of a school newsletter is to provide teachers with a platform to publicly rank and compare individual student performances across the class, serving as a motivational tool through public recognition of top achievers.
- (D) The school newsletter is used primarily as an internal administrative document circulated only among the teaching staff and the school principal to coordinate timetabling, staff duties, and routine administrative instructions.



Q17. What is the **chief educational management function** of **staff meetings** in a school?

- (A) The chief function of staff meetings is to provide a formal venue in which the school principal delivers one-way directives and reprimands non-performing teachers, serving as a disciplinary mechanism within the school hierarchy.
- (B) Staff meetings primarily serve a social function by building interpersonal relationships among colleagues through informal interaction; their educational management value is marginal and secondary to their morale-building role.
- (C) Staff meetings serve as the **primary institutional forum for democratic decision-making, professional coordination, and collective problem-solving** — enabling teachers and the principal to share academic updates, align curriculum delivery, discuss student welfare concerns, plan school activities collaboratively, and ensure coherent implementation of school policies and educational goals.
- (D) Staff meetings are conducted primarily to fulfil regulatory inspection requirements; their content and outcomes have little connection to the actual day-to-day instructional or management decisions made in the school.

Q18. The **Kothari Commission (1964–66)** made a landmark recommendation linking curriculum to **national integration**. Which of the following most accurately represents this recommendation?

- (A) The Kothari Commission recommended abolishing all regional languages from the school curriculum and replacing them with English as the single medium of instruction in order to create a unified national identity.
- (B) The Kothari Commission recommended that all states adopt a single, centrally-prescribed and uniformly-implemented curriculum leaving no scope for regional or local adaptation, so that every Indian child studies exactly the same content at every grade level.



- (C) The Kothari Commission recommended completely separating the academic curriculum from values education, arguing that character formation is exclusively the family's responsibility and has no place in formal school instruction.
- (D) The Kothari Commission recommended a **National Curriculum Framework with a common core** — including the study of India's freedom struggle, constitutional obligations, national values, and shared cultural heritage — to be integrated across all state curricula, combined with a **three-language formula** and an emphasis on **social, moral, and national consciousness** to foster unity in diversity.

Q19. Which of the following best captures the **core belief of Reconstructionism** as a curriculum philosophy regarding the role of education?

- (A) Reconstructionism holds that education must go beyond transmitting the existing cultural heritage and should actively **reconstruct society** — developing in students the critical consciousness, analytical skills, and civic commitment needed to **identify major social problems** (inequality, injustice, poverty) and work collectively toward building a more equitable and just social order.
- (B) Reconstructionism holds that the curriculum should focus exclusively on transmitting the timeless, universal body of knowledge accumulated by Western civilisation, as this cultural heritage represents the highest achievement of human intellectual development.
- (C) Reconstructionism holds that the curriculum should be organised entirely around the developmental needs and spontaneous interests of the individual child, with no reference to social problems, cultural heritage, or collective civic goals.
- (D) Reconstructionism holds that educational content should be determined solely by the technical and vocational requirements of the current labour market, preparing each student for a specific occupational role in the existing economic system.

Q20. What does the concept of a **balanced curriculum** mean, and why is it



considered educationally important?

- (A) A balanced curriculum means that each school day is divided into exactly equal time slots for every subject taught, ensuring that no single subject receives more instructional minutes than any other regardless of its complexity or educational priority.
- (B) A balanced curriculum ensures **proportionate representation of all developmental domains** — cognitive, affective, and psychomotor — as well as a **breadth of subject areas** including sciences, humanities, arts, physical education, and life skills, so that no single domain or discipline is over-emphasised at the expense of others, thereby promoting **holistic development** of the learner rather than one-sided academic specialisation.
- (C) A balanced curriculum refers specifically to achieving demographic balance in textbook authorship and editorial committees, ensuring that writers from all regions, castes, genders, and communities contribute equally to curriculum development processes.
- (D) A balanced curriculum means that every topic in every subject is assigned exactly the same level of cognitive demand and the same depth of treatment, so that students are exposed to equal intellectual challenge across all areas of the school timetable.

Q21. Which of the following correctly identifies the **classroom characteristics associated with Down syndrome** and describes **appropriate teacher support strategies**?

- (A) Down syndrome primarily causes severe physical motor impairment with no effect on cognitive ability or communication; teacher support should focus exclusively on physical accessibility accommodations such as ramps and adapted seating.
- (B) Down syndrome is a behavioural disorder characterised by persistent defiance and aggression; teachers should respond primarily with strict behavioural management programmes that apply consistent consequences to reduce non-compliant behaviour.



- (C) Children with Down syndrome (Trisomy 21) typically exhibit **mild to moderate intellectual disability, delayed speech and language development, a shorter attention span**, and a strong need for routine and social interaction; effective teacher support includes **differentiated instruction with concrete and visual materials, short activity cycles, systematic repetition, positive reinforcement**, and inclusion in cooperative classroom activities that leverage their characteristic sociability and enthusiasm.
- (D) Down syndrome affects exclusively children's motor and coordination skills; its classroom implication is that teachers should exempt these students from all written work and assess them only through oral responses and physical demonstrations.

Q22. Which of the following provides the correct **definition of negative transfer of learning** and an accurate illustrative example?

- (A) Negative transfer occurs when a student applies the skills learned in an earlier unit to help master a related new unit more quickly and easily; for example, knowledge of addition makes learning multiplication faster.
- (B) Negative transfer refers to the emotional and motivational damage caused when a teacher's harsh feedback or public humiliation in class reduces a student's willingness to engage with subsequent academic tasks.
- (C) Negative transfer occurs when a student cannot recall previously learned content because too much new information has been recently introduced, overwhelming the limited capacity of short-term working memory.
- (D) Negative transfer occurs when **prior learning interferes with new learning**, making the new task *harder* to acquire rather than easier; for example, a student who has learned to type on a standard QWERTY keyboard finds that the ingrained finger positions actively interfere with learning a Dvorak keyboard layout, or a cricketer who has mastered a pull shot struggles when learning a tennis forehand



because the habitual cricket swing conflicts with the required tennis technique.

Q23. How does an individual's **constitutional temperament** — as described in the research of Thomas and Chess — affect **classroom behaviour and learning**?

- (A) Constitutional temperament refers to **innate, biologically-based behavioural dispositions** — including activity level, adaptability to change, intensity of emotional reactions, mood quality, distractibility, and persistence — that **influence how a child responds to the classroom environment, engages with learning tasks, and interacts with peers and teachers**, and that remain relatively stable across situations, requiring teachers to adjust their expectations and management strategies to match each child's temperamental profile.
- (B) Constitutional temperament is entirely determined by a child's cultural background and family upbringing; it is therefore fully malleable by the school environment and can be completely reshaped through consistent classroom behaviour management techniques within a single school year.
- (C) Constitutional temperament affects only social behaviour between classmates and has no measurable connection to academic learning, cognitive performance, engagement with curriculum content, or responses to different instructional methods.
- (D) Constitutional temperament is relevant only to early childhood (below age five); once children enter formal schooling, social learning and academic conditioning completely override any remaining influence of innate temperamental dispositions on behaviour or learning.

Q24. A test is said to be **valid** if it measures what it claims to measure. Which of the following correctly distinguishes the four major **types of validity** — content, construct, concurrent, and predictive — and accurately defines each?



- (A) Content validity is the statistical correlation between the test and a future criterion; construct validity is the degree to which test items are written at the correct difficulty level; concurrent validity means different teachers marking the same test agree on the scores; predictive validity measures how consistently the test yields the same scores when re-administered.
- (B) **Content validity** refers to how adequately test items represent the full domain or syllabus being assessed; **construct validity** refers to how well the test measures the theoretical psychological construct (e.g., creativity, critical thinking) it purports to assess; **concurrent validity** is the degree to which test scores correlate with scores on an established criterion measure administered at the same time; and **predictive validity** is the degree to which test scores accurately forecast performance on a relevant future criterion such as academic achievement or job performance.
- (C) Content validity and construct validity are synonymous terms used interchangeably to describe whether a test measures the curriculum content accurately; concurrent and predictive validity both refer to the statistical reliability of a test when re-administered to the same group under different conditions.
- (D) Predictive validity is the most fundamental type of validity and subsumes all other types; a test with high predictive validity automatically possesses content, construct, and concurrent validity, making separate verification of those subtypes unnecessary.

Q25. Which of the following correctly identifies the **defining feature of a checklist** as an evaluation tool and describes its **best use** in educational assessment?

- (A) A checklist is a scaled rating instrument on which the evaluator assigns a numerical score from 1 to 5 (or similar range) to indicate the degree to which each quality or behaviour is present, making it suitable for capturing fine gradations of performance quality.
- (B) A checklist is an open-ended narrative record in which the teacher



writes a free-form description of a student's observed behaviour, strengths, and areas for improvement without reference to any pre-specified criteria or categories.

- (C) A checklist is an **observation tool** consisting of a pre-specified list of clearly defined behaviours, skills, or criteria that the evaluator records as simply **present or absent** (yes/no); it is best used for **systematic observation of specific, discrete, and observable competencies or behaviours** — such as steps in a laboratory procedure, components of an oral reading performance, or elements of a constructed product — where the evaluative question is whether each criterion was demonstrated, not how well.
- (D) A checklist is a standardised psychometric instrument used exclusively by trained school psychologists to diagnose learning disabilities; it is not appropriate for routine classroom assessment by subject teachers.



Detailed Solutions

Q1.

Solution**Concept — Teaching Methods: Mastery Learning (Bloom's LFM):****Quick Solution:** Mastery Learning treats time as the variable and learning as the constant, ensuring all students reach the mastery criterion before advancing ⇒ **C**

Mastery Learning, developed by *Benjamin Bloom* in 1968 as “Learning for Mastery” (LFM), rests on the premise that virtually all students can achieve high levels of learning if given sufficient time and appropriate instruction. In conventional teaching, time is fixed and learning varies; Bloom inverted this by fixing the **standard of mastery** (typically 80–90 %) and allowing time and instructional method to vary. Each unit culminates in a **formative test**; students who reach mastery proceed to enrichment activities, while those who do not receive **corrective instruction** (re-teaching using different methods, peer tutoring, or additional materials) before a **parallel test** reassesses mastery. This cycle ensures that no student is left behind before the class advances, dramatically reducing the achievement gap.

Why other options are wrong:

- Option A: Promoting fast learners and retaining slow learners without corrective instruction describes rigid grade retention, not Mastery Learning, which offers corrective re-teaching within the same unit.
- Option B: Delivering uniform instruction at the class-average pace and identifying struggling students only at term's end describes traditional, non-mastery instruction.
- Option D: Computer-based drill without teacher involvement in correction is a narrow form of programmed instruction; Mastery Learning explicitly requires teacher-designed corrective re-teaching cycles.

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

Q2.

Solution**Concept — Teaching Methods: Jigsaw Cooperative Learning:**

Quick Solution: In Jigsaw, each student masters one sub-topic in an expert group and teaches it back to the home group, creating mutual interdependence ⇒ **A**

The **Jigsaw method**, introduced by *Elliot Aronson* in 1971, is a structured cooperative learning strategy built on interdependence. The class is divided into **home groups** (typically 4–6 members), and the topic is divided into an equal number of sub-topics. Each student is assigned one sub-topic and temporarily joins a **expert group** composed of all students from different home groups who have the same sub-topic. In the expert group, students master their sub-topic deeply. They then return to their home group and **teach** their sub-topic to peers, who depend entirely on each member for that portion. Because no single student can succeed on the whole topic without effectively learning from all peers, Jigsaw creates genuine positive interdependence and mutual accountability. Research consistently shows it reduces intergroup prejudice, increases motivation, and improves achievement.

Why other options are wrong:

- Option B: Individual competitive scoring and forming a “jigsaw panel” of top scorers is a completely different competitive structure with no relation to Aronson’s Jigsaw design.
- Option C: Grouping by ability level and presenting in ascending complexity describes a differentiated tiered assignment approach, not Jigsaw, which uses heterogeneous home groups.
- Option D: The teacher rotating sequentially to deliver segments to different groups describes direct instruction in rotational groups, not Jigsaw’s student-as-expert-teacher mechanism.

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

Q3.

Solution

Concept — Teaching Methods: Problem-Based Learning vs Traditional Problem-Solving:

Quick Solution: In PBL, an ill-structured real-world problem drives self-directed inquiry before instruction; traditional problem-solving applies known methods after teaching $\Rightarrow$ **D**

Problem-Based Learning (PBL), pioneered at McMaster University in the 1960s, is a student-centred pedagogy in which an **ill-structured, complex, real-world problem** is presented *before* any formal instruction. Students must first analyse the problem, identify what they already know and what they **need to learn**, pursue **self-directed inquiry**, and then apply their newly constructed knowledge to the problem. This contrasts fundamentally with the **traditional problem-solving method**, in which the teacher first instructs students on relevant concepts and algorithms and then presents a well-defined textbook problem for students to practise applying the taught procedure. The critical distinction is: in PBL, the problem *drives* the learning; in traditional approaches, the learning *precedes* the problem. PBL cultivates higher-order thinking, self-directed learning, and collaborative inquiry skills.

Why other options are wrong:

- Option A: Delivering a complete lecture before presenting a well-structured textbook problem precisely describes the **traditional** problem-solving method, not PBL.
- Option B: PBL is not defined by subject domain (science vs humanities); it is a pedagogical approach applicable across all disciplines, making subject-domain differentiation an incorrect distinction.
- Option C: PBL always involves collaborative group work; individual progressive algorithmic practice describes procedural drill or programmed instruction, not PBL.

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



Q4.

Solution**Concept — Teaching Methods: Sociodrama:**

Quick Solution: Sociodrama develops social understanding, empathy, and interpersonal problem-solving by enacting and reflecting on real-life social situations
⇒ **B**

Sociodrama, related to but distinct from role-play, was developed as a group-therapeutic and educational method by *J.L. Moreno*. It involves the spontaneous enactment of **social situations** or interpersonal conflicts (not literary or historical scenes) by students. Its primary educational purpose is to develop **social understanding and empathy** by enabling students to inhabit multiple perspectives within a social problem, to **rehearse pro-social responses** to challenging interpersonal scenarios (bullying, conflict, discrimination, peer pressure), and to develop **interpersonal problem-solving skills** through reflection after the enactment. Sociodrama is thus a powerful tool for social-emotional learning, values education, and citizenship development. It is most commonly used in lessons addressing social issues, human rights, peer relationships, and community problems.

Why other options are wrong:

- Option A: Using sociodrama merely as a recreational reward after academic work strips it of its purposeful instructional design and misrepresents its pedagogical function entirely.
- Option C: Re-enacting documented historical events with precise detail describes historical dramatisation or historical role-play; sociodrama focuses on generalised social problems and interpersonal dynamics, not historical accuracy.
- Option D: Identifying acting talent for theatrical productions is an extracurricular aim with no pedagogical relevance to sociodrama's social-learning and empathy-development purposes.

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

Q5.

Solution**Concept — Learning Theories: Thorndike's Law of Exercise:**

Quick Solution: Thorndike's Law of Exercise states that practice strengthens the S-R bond (use) while disuse weakens it, implying regular distributed practice is essential $\Rightarrow$ **C**

Edward L. Thorndike's connectionism identified three primary laws of learning. The **Law of Exercise** states that the **Law of Use**: the more frequently a stimulus-response bond is exercised (used), the stronger and more reliable it becomes; and the **Law of Disuse**: when a bond is not used over time, it weakens and may eventually be forgotten. Thorndike later modified this law, recognising that mere repetition without satisfaction (reward) is insufficient, but the core implication for education remains: **regular, systematic, and distributed practice** is essential for consolidating learned skills and knowledge. This underpins pedagogical strategies such as spaced review, daily practice drills, and homework exercises. Thorndike's Law of Exercise is distinct from his **Law of Effect** (which involves satisfaction/reward) and **Law of Readiness** (which concerns motivational readiness).

Why other options are wrong:

- Option A: A response followed by a satisfying state of affairs is more likely to recur — this describes Thorndike's **Law of Effect**, not the Law of Exercise.
- Option B: Incorporating physical movement into lessons relates to kinaesthetic or brain-based learning principles; it is not what Thorndike's Law of Exercise addresses.
- Option D: Readiness to respond as a precondition for effective learning describes Thorndike's **Law of Readiness**, the third of his primary laws, not the Law of Exercise.

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

Q6.

Solution**Concept — Learning Theories: Piaget's Sensorimotor Stage:****Quick Solution:** The key cognitive achievement of Piaget's sensorimotor stage is object permanence — understanding that objects exist even when out of sight ⇒**D**

Jean Piaget's theory of cognitive development divides childhood cognition into four stages. The **sensorimotor stage** spans birth to approximately two years. During this stage, the infant understands the world solely through sensory experiences and motor actions. The key cognitive achievement is the gradual emergence of **object permanence** — the recognition that **objects continue to exist even when they are no longer visible or perceptible**. Before object permanence is established (roughly before 8–12 months), infants act as if an object has ceased to exist when it is hidden; once attained, the infant will actively search for the hidden object, demonstrating the formation of a **stable internal mental representation** of the external world. Object permanence is a foundational milestone that underlies later symbolic and representational thinking.

Why other options are wrong:

- Option A: Conservation — understanding that quantity is invariant despite perceptual changes in appearance — is the landmark achievement of the **concrete operational stage** (7–11 years), not the sensorimotor stage.
- Option B: Reversibility — the ability to mentally undo a transformation — is also a cognitive operation that develops during the **concrete operational stage**, well after sensorimotor thinking.
- Option C: Abstract hypothetical-deductive reasoning is the defining characteristic of the **formal operational stage** (11+ years), representing the most advanced level of Piaget's sequence.

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

Q7.

Solution**Concept — Learning Theories: Bruner's Three Modes of Representation:**

Quick Solution: Bruner's enactive, iconic, and symbolic modes indicate instruction should move from concrete doing through images to abstract symbols, for all ages ⇒ A

Jerome Bruner proposed that learners represent knowledge in three increasingly abstract modes that correspond broadly (though not rigidly) to developmental stages: (1) **Enactive representation** — knowing through physical action and bodily doing (e.g., learning to tie a knot by tying it); (2) **Iconic representation** — knowing through mental images, diagrams, and spatial representations (e.g., a picture of a knot); (3) **Symbolic representation** — knowing through abstract systems such as language, mathematical notation, and logical symbols (e.g., written instructions for tying a knot). Crucially, Bruner argued that instruction at **any age** should ideally begin with enactive experience, progress through iconic representations, and culminate in symbolic encoding — a principle embodied in his concept of the **spiral curriculum**, where concepts are revisited at increasing levels of abstraction.

Why other options are wrong:

- Option B: Describing the modes as fixed personality learning styles and recommending that teachers restrict learners to a single mode contradicts Bruner's instructional prescription of progressing through all three modes sequentially.
- Option C: Linking the modes to stages of language acquisition (babbling/single-word/sentences) is a misapplication; Bruner's modes are knowledge representation systems applicable to curriculum and instruction, not a model of language development.
- Option D: Using the modes as ability-level streaming criteria (below/at/above grade level) distorts their meaning entirely; they are a universal sequence of knowledge encoding applicable to all learners, not an ability classification.

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

Q8.

Solution**Concept — Learning Theories: Atkinson–Shiffrin Multi-Store Memory Model:****Quick Solution:** The long-term store has unlimited capacity and indefinite duration; information reaches it via elaborative rehearsal from the short-term store ⇒**B**

The **Atkinson–Shiffrin model** (1968) describes memory as a sequence of three stores: the **sensory register** (holds raw sensory input for a fraction of a second), the **short-term store / working memory** (limited capacity of approximately 7 ± 2 chunks; duration of 15–30 seconds without rehearsal), and the **long-term store** (LTS). The LTS is characterised by **essentially unlimited capacity** and the potential for **permanent or near-permanent storage**. Information is transferred from STM to LTS through **elaborative rehearsal** — deep, meaningful processing that connects new information to existing knowledge — rather than through mere maintenance (rote) rehearsal. The LTS is organised into **semantic memory** (factual knowledge), **episodic memory** (personal autobiographical events), and **procedural memory** (skills and habits), among other categories in later extensions of the model.

Why other options are wrong:

- Option A: A capacity of 7 ± 2 chunks and a duration of 15–30 seconds describe the **short-term store**, not the long-term store, in the Atkinson–Shiffrin model.
- Option C: Holding raw sensory data for approximately 250–500 milliseconds as a rapidly-fading trace describes the **sensory register** (iconic or echoic memory), the first store in the model.
- Option D: A temporary workspace with limited capacity involving a central executive, phonological loop, and visuospatial sketchpad describes **Baddeley and Hitch’s working memory model** (1974), an elaboration of the short-term store, not the long-term store.

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

Q9.

Solution**Concept — Classroom Communication: Kinesics:**

Quick Solution: Kinesics is the study of body movements (gestures, facial expressions, posture, eye contact) as communication, conveying meaning in classroom teaching ⇒

Kinesics is the systematic study of **body movement as communication**, a field pioneered by Ray Birdwhistell in the 1950s. It encompasses gestures (hand and arm movements that illustrate or emphasise verbal content), **facial expressions** (which convey enthusiasm, concern, approval, or confusion), **eye contact** (which signals engagement, authority, and attention), **posture** (which communicates openness, tension, or authority), and head movements (nodding, tilting). In classroom teaching, kinesics is a critical dimension of teacher effectiveness: a teacher's body language can reinforce or contradict verbal messages, signal which students are being addressed, communicate emotional warmth or authority, and provide non-verbal feedback that helps students gauge their performance. Research on teacher effectiveness consistently identifies kinesic fluency as a component of high-impact classroom communication.

Why other options are wrong:

- Option A: The study of physical distance and spatial relationships between people as communication is **proxemics** (Hall, 1966), a distinct field of non-verbal communication separate from kinesics.
- Option B: The study of vocal qualities such as tone, pitch, volume, and rate of speech is **paralinguistics** (or paralanguage), another distinct channel of non-verbal communication, not kinesics.
- Option D: The study of touch and physical contact as communication is **haptics**, yet another separate sub-field of non-verbal communication research.

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

Q10.

Solution**Concept — Classroom Communication: Classification of Audio-Visual Aids:****Quick Solution:** A filmstrip is a projected audio-visual aid because its frames require a filmstrip projector to display enlarged images on a screen ⇒ **D**

Audio-visual aids in education are broadly classified into **projected aids** (those requiring optical projection equipment to display enlarged images) and **non-projected aids** (those that can be presented directly without a projector). A **filmstrip** is a length of 35 mm film bearing a series of still photographic images (frames) arranged in a fixed sequence. Because each frame is too small to be directly observed by a classroom audience, the filmstrip must be placed in a **filmstrip projector** that shines an intense light through the transparent film base, focusing and enlarging each frame onto a projection screen. It is therefore unambiguously a **projected aid**. Other projected aids include motion picture films, slides (35 mm), overhead transparencies (used with OHPs), and digital projectors. Non-projected aids include charts, maps, globes, models, flash cards, and non-electronic display boards.

Why other options are wrong:

- Option A: Classifying a filmstrip as a non-projected aid comparable to a chart or poster is incorrect; the filmstrip's images are on a transparent photographic film that requires projection to be visible at classroom scale.
- Option B: A filmstrip is a flat, two-dimensional medium; it has no three-dimensional properties and does not provide depth perception or tactile engagement.
- Option C: While some filmstrip presentations were historically accompanied by a separate audio narration tape, this supplementary audio feature does not reclassify the filmstrip as an audio aid; it remains primarily a projected visual aid.

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

Q11.

Solution

Concept — Classroom Communication: Two-Way vs One-Way Communication:

Quick Solution: Two-way communication's primary advantage is immediate feedback, allowing the teacher to confirm comprehension and correct misconceptions in real time ⇒ **A**

One-way communication flows in a single direction from sender (teacher) to receiver (students) without provision for the receiver to respond; the teacher lectures and students passively listen. **Two-way communication** includes a return channel: students can ask questions, give answers, express confusion, and receive corrective feedback. The most significant advantage of two-way communication is the provision of **immediate feedback** to the teacher about whether the message has been correctly received and understood. This allows the teacher to **detect and correct misconceptions** on the spot, adjust the pace and level of instruction in real time, and confirm comprehension before proceeding. Research in communication theory (Shannon and Weaver's model) and educational psychology confirms that feedback loops are essential to accurate communication and that two-way interaction significantly improves learning outcomes compared to passive reception.

Why other options are wrong:

- Option B: While student responses may incidentally reduce the teacher's repetition burden, this is a minor operational convenience, not the most significant educational advantage of two-way communication.
- Option C: Volume or loudness has no meaningful connection to the communicative advantage of two-way communication; the advantage lies in the feedback loop, not the acoustic environment.
- Option D: Two-way communication does not eliminate the need for written materials; spoken interactive dialogue and written resources serve complementary and distinct educational functions.

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



Q12.

Solution**Concept — Motivation: Herzberg's Two-Factor Theory in the Classroom:****Quick Solution:** Hygiene factors prevent classroom dissatisfaction but do not motivate; true motivators (challenge, achievement, recognition) drive intrinsic academic engagement ⇒ **B**

Frederick Herzberg's Two-Factor Theory (1959) originally described workplace motivation but is widely applied to educational settings. **Hygiene factors** (also called maintenance or context factors) — such as physical facilities, classroom rules, school environment, teacher's management style, and interpersonal relationships — **prevent dissatisfaction** when adequate but do not by themselves generate intrinsic motivation; their absence causes dissatisfaction, but their presence simply produces a neutral state. **Motivators** (content factors) — such as **intellectual challenge, sense of achievement, recognition of competence, meaningful responsibility, and opportunity for intellectual growth** — actively produce **positive motivation and intrinsic engagement**. The classroom implication is that teachers must first ensure adequate hygiene conditions, then focus on providing intellectually challenging, achievement-oriented learning experiences that trigger genuine motivation.

Why other options are wrong:

- Option A: Stickers and prizes are **extrinsic reinforcers** that Herzberg would classify closer to hygiene factors (context rewards) rather than true motivators; teacher praise as a hygiene factor also misclassifies recognition, which Herzberg placed among motivators.
- Option C: Fear of failure and punishment are negative motivational forces; Herzberg's theory is about positive motivation (motivators) and dissatisfaction prevention (hygiene), not a fear-only model.
- Option D: Herzberg's model has been productively applied to educational motivation research; dismissing its applicability to learning misrepresents the substantial body of work that has translated it to classroom contexts.

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

Q13.

Solution**Concept — Motivation: Learned Helplessness (Seligman):**

Quick Solution: Learned helplessness develops from repeated uncontrollable failure, producing passive disengagement and avoidance of challenge in the classroom
⇒ ☐ C

Learned helplessness was first described by *Martin Seligman and Steven Maier* (1967) in animal experiments and subsequently applied to human psychology. It develops when an individual **repeatedly experiences aversive outcomes or failure that appear uncontrollable** — that is, the person's responses consistently fail to influence the outcome. Over time, the individual **generalises the belief that their actions are ineffective** even in new situations where control is possible. In classroom contexts, students who chronically fail, receive persistent negative feedback, or operate in environments where effort does not appear to matter develop **passive disengagement, avoidance of challenge, attributions of uncontrollability, and a collapse of academic motivation**. The key teacher intervention is to create experiences of **contingent success** — where the student's effort clearly and reliably produces positive outcomes — gradually rebuilding the sense of personal efficacy and control.

Why other options are wrong:

- Option A: Excessive autonomy without guidance relates to Deci and Ryan's autonomy-support theory, not learned helplessness; confusion about task expectations is a different phenomenon from the perceived uncontrollability that defines learned helplessness.
- Option B: Social comparison anxiety and avoidance of public participation describe aspects of test anxiety or social evaluation anxiety, which are related but distinct from Seligman's specific construct of learned helplessness rooted in perceived uncontrollability.
- Option D: Seligman's research and educational psychology studies clearly demonstrate that learned helplessness can develop in any student, regardless of diagnosed learning disabilities, when environments consistently fail to make effort contingent on outcome.

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

Q14.

Solution**Concept — Motivation: Dual Nature of Peer Pressure:**

Quick Solution: Peer pressure is dual in nature: positive when the peer group values academic effort; negative when it stigmatises academic achievement to enforce social conformity ⇒ **D**

Peer pressure in adolescence operates bidirectionally as a motivational force in academic contexts. **Positive peer influence** occurs when the peer group collectively values academic achievement, intellectual effort, and mutual academic support — in such groups, the social desire to belong and to be respected by peers **motivates students to study, compete, persist, and achieve**. **Negative peer pressure** operates when the peer group devalues academic engagement — when being perceived as studious or academically committed carries social stigma, some students **deliberately under-perform, avoid studying, or disengage** from academic tasks to maintain peer acceptance and social status. This dual nature means that the peer group's academic norms and values are critical determinants of individual academic motivation, a finding with important implications for classroom grouping, school culture, and peer tutoring programme design.

Why other options are wrong:

- Option A: Characterising peer pressure as uniformly negative ignores the substantial research evidence that positive peer norms can powerfully boost academic motivation and achievement; recommending isolation of students also contradicts sociocultural learning theory.
- Option B: Denying any effect of peer pressure on academic motivation contradicts extensive empirical research in educational psychology and developmental psychology showing peer influence as a powerful contextual variable.
- Option C: Characterising peer pressure as uniformly positive ignores the well-documented phenomenon of anti-academic peer norms that can actively suppress individual academic motivation, particularly in certain social contexts.

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



Q15.

Solution**Concept — School Management: POSDCORB (Gulick):**

Quick Solution: POSDCORB (Gulick) stands for Planning, Organising, Staffing, Directing, Coordinating, Reporting, Budgeting — the full range of school administrative functions ⇒ **A**

POSDCORB is an acronym coined by *Luther Gulick* in 1937 in the “Notes on the Theory of Organisation,” a foundational text in public administration. It stands for: **P**lanning (setting objectives and determining courses of action), **O**rganising (establishing the structure of authority and information flow), **S**taffing (recruiting, training, and maintaining personnel), **D**irecting (making decisions and issuing instructions), **C**Oordinating (interrelating the work of different parts of the organisation), **R**eporting (keeping superiors and subordinates informed), and **B**udgeting (fiscal planning, accounting, and control). In school administration, POSDCORB describes the complete range of administrative functions a school principal or administrator must perform. It remains a standard framework in educational management courses and competitive examinations in India.

Why other options are wrong:

- Option B: The expansion “Preparation, Objectives, Supervision, Discipline, Communication, Organisation, Resources, and Behaviour” is a fabrication with no basis in administrative theory; the UNESCO attribution is also incorrect.
- Option C: Assigning POSDCORB to learning styles is entirely fictitious; it is an administrative functions framework with no connection to learning style theory or educational psychology.
- Option D: The expansion “Pupil-Outcome, Subject-matter, Diagnostic, Curriculum, Objectives, Remediation, and Benchmarking” is an invented expansion with no recognition in educational administration or curriculum evaluation literature.

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



Q16.

Solution**Concept — School Management: School Newsletter:**

Quick Solution: The school newsletter is primarily a community communication channel informing parents and stakeholders about activities and policies, building trust and engagement ⇒ **B**

A **school newsletter** is a periodically published informational document (printed or digital) that serves as a **systematic bridge between the school and its external community** — primarily parents, but also alumni, local community members, and governing bodies. Its primary administrative purpose is to **communicate school activities, achievements, upcoming events, policy changes, co-curricular highlights, and institutional developments** to stakeholders who are not present in the school on a daily basis. By doing so, it **builds transparency, trust, parental engagement, and a positive school image**. In Indian educational management, school-community relations are emphasised in policies including the National Curriculum Framework 2005 and the Right to Education Act 2009, which stress community participation in school governance. The newsletter is one of the most accessible tools for systematically fulfilling this communication mandate.

Why other options are wrong:

- Option A: A school newsletter is an informational communication document, not a legal record; formal legal records of achievement and discipline are maintained in school registers, transfer certificates, and cumulative record files, not newsletters.
- Option C: Publicly ranking individual student performances would be ethically inappropriate in a newsletter distributed to the wider community; newsletters report collective school achievements, not individual academic or disciplinary comparisons.
- Option D: The newsletter is specifically designed as an **external** community communication tool; internal administrative coordination is handled through circulars, notice boards, and staff meeting minutes — not published newsletters.

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

Q17.

Solution**Concept — School Management: Staff Meetings:**

Quick Solution: Staff meetings are the primary forum for democratic decision-making, professional coordination, and collective problem-solving in school management $\Rightarrow$ **C**

Staff meetings are a core institutional mechanism in school management, bringing together the principal and teaching staff for collective deliberation and coordination. Their chief educational management function is to serve as a **forum for democratic, participatory decision-making and professional coordination**: sharing important academic and administrative information, collectively planning school events and academic programmes, discussing student welfare concerns, evaluating curriculum implementation, agreeing on school policies, solving emerging problems collaboratively, and building a shared professional culture. This participatory function supports democratic school leadership, empowers teachers as professionals, and ensures that school management decisions reflect the collective wisdom and experience of the staff rather than being imposed unilaterally. In effective schools, staff meetings are also platforms for **professional learning** through peer sharing and collaborative reflection.

Why other options are wrong:

- Option A: Characterising staff meetings primarily as venues for top-down directives and teacher reprimands describes an autocratic management style that undermines the participatory, professionally respectful nature of well-functioning staff meetings.
- Option B: Reducing staff meetings to informal social bonding ignores their substantial and well-documented role in professional coordination, curriculum planning, and institutional decision-making that directly affects educational quality.
- Option D: Holding staff meetings only for regulatory compliance purposes with no operational relevance is a cynical view that contradicts educational management research on the vital role staff meetings play in school effectiveness and teacher professional community.

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

Q18.

Solution**Concept — Curriculum: Kothari Commission and National Integration:**

Quick Solution: The Kothari Commission recommended a national curriculum common core and three-language formula to promote national integration through shared values and linguistic unity ⇒ **D**

The **Kothari Education Commission (1964–66)**, chaired by D.S. Kothari, produced one of India's most comprehensive and influential education policy documents. On curriculum and national integration, it made two landmark recommendations: (1) A **National Curriculum Framework with a Common Core** — a set of curriculum elements (India's freedom struggle, constitutional obligations, national values, cultural heritage, and civic responsibilities) to be shared across all state curricula to foster a sense of common nationhood while preserving regional diversity; and (2) the **Three-Language Formula** — requiring students to learn Hindi (as the official language), English (as an associate official language), and a modern Indian language (preferably the regional language) to promote linguistic unity and inter-state communication. Together these aimed to build **national unity in diversity** through the curriculum.

Why other options are wrong:

- Option A: The Kothari Commission did not recommend abolishing regional languages; the Three-Language Formula explicitly preserved regional languages and recommended their study as a curricular component.
- Option B: The Commission recommended a **common core** to be integrated into each state's curriculum, not a single, uniform, centrally-prescribed curriculum with no scope for regional adaptation; it explicitly valued state and regional diversity.
- Option C: The Kothari Commission strongly advocated the integration of **social, moral, and national consciousness** into the school curriculum; it did not recommend separating values education from formal schooling.

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



Q19.

Solution**Concept — Curriculum: Reconstructionism:**

Quick Solution: Reconstructionism holds that education must reconstruct society by developing students' critical consciousness to identify and solve major social problems ⇒ **A**

Social Reconstructionism as a curriculum philosophy emerged primarily through the work of *Theodore Brameld* in the mid-twentieth century, building on progressive ideas from *George Counts* (*Dare the School Build a New Social Order?*, 1932). Reconstructionism holds that the most urgent function of education is not merely to transmit existing culture (as Essentialism proposes) nor to develop the individual child's natural potential (as Progressivism proposes), but to **reconstruct and transform society**. The school should develop in students a **critical consciousness** that enables them to **identify and analyse major social crises** (inequality, injustice, poverty, racism, environmental degradation) and to work collaboratively toward **building a more just and equitable social order**. Education is viewed as an instrument of **deliberate social change**, and the curriculum should be organised around urgent social problems and democratic civic action.

Why other options are wrong:

- Option B: Focusing exclusively on transmitting the timeless body of Western civilisation's knowledge describes **Essentialism** or **Perennialism**, not Reconstructionism, which seeks to change society rather than preserve it.
- Option C: Organising the curriculum entirely around the child's spontaneous interests without social reference describes **extreme Progressivism** or child-centred Romantic naturalism (Rousseau, Froebel), not Reconstructionism which has an explicit and urgent social mandate.
- Option D: Determining content solely by current labour market requirements describes a **vocational-technocratic** curriculum orientation that reinforces the existing economic system; Reconstructionism explicitly aims to transform and improve that system rather than simply serve it.

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

Q20.

Solution**Concept — Curriculum: Balanced Curriculum:**

Quick Solution: A balanced curriculum gives proportionate representation to cognitive, affective, and psychomotor domains and a breadth of subjects, promoting holistic development ⇒ **B**

A **balanced curriculum** is one that provides **proportionate representation of all developmental domains and subject areas** necessary for holistic human development. Specifically, it ensures that: (1) all three of *Bloom's* domains — **cognitive** (knowledge and intellectual skills), **affective** (values, attitudes, emotional development), and **psychomotor** (physical and practical skills) — receive adequate curricular attention; (2) a **breadth of subjects** — including sciences, humanities, social studies, arts, physical education, languages, and life skills — are all represented; and (3) no single domain or subject area dominates at the expense of others. A balanced curriculum is important because over-specialisation in cognitive or examination-oriented subjects produces intellectually developed but emotionally, socially, and physically underdeveloped individuals. NCF 2005 and NEP 2020 both advocate for balance as a core curriculum design principle.

Why other options are wrong:

- Option A: Dividing the school day into equal time slots for every subject regardless of educational priority describes a simplistic mechanical equal-time distribution, not a balanced curriculum in the educationally meaningful sense of proportionate domain development.
- Option C: Achieving demographic balance in authorship and editorial committees is an important equity concern in textbook development, but it is a process consideration in curriculum development, not the definition of a balanced curriculum as a student-facing educational concept.
- Option D: Assigning equal cognitive demand to every topic in every subject ignores the fact that different subjects and topics inherently require different levels of cognitive engagement; enforcing artificial uniformity of difficulty is neither feasible nor educationally meaningful.

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

Q21.

Solution**Concept — Educational Psychology: Down Syndrome in the Classroom:**

Quick Solution: Down syndrome presents mild-moderate intellectual disability and delayed speech; effective support includes concrete materials, short cycles, repetition, and positive reinforcement ⇒ ☐ C

Down syndrome (Trisomy 21) is a chromosomal condition caused by the presence of an extra copy of chromosome 21. Its primary educational implications include: **mild to moderate intellectual disability** (varying widely across individuals), **delayed speech and language development** (affecting both expressive and receptive communication), a **shorter attention span** requiring activity cycles to be kept brief and varied, relative strengths in visual learning and social interaction, and a need for **routine and predictability**. Effective teacher support strategies are: **differentiated instruction** using concrete, visual, and manipulative materials; **short, focused activity segments** with built-in movement breaks; **systematic repetition and over-learning** to consolidate new skills; **consistent positive reinforcement**; and **inclusive cooperative activities** that leverage these students' characteristic sociability, friendliness, and responsiveness to praise. Early intervention and inclusive schooling significantly improve long-term outcomes.

Why other options are wrong:

- Option A: Down syndrome primarily affects cognitive and communication development, not physical motor ability per se (though hypotonia is present); the defining classroom challenges relate to intellectual and language development, not only physical accessibility.
- Option B: Down syndrome is not defined by behavioural aggression; characterising it as primarily a behavioural disorder and prescribing punitive management is factually inaccurate and harmful, ignoring evidence-based inclusive support strategies.
- Option D: Down syndrome does affect written work through fine motor challenges and cognitive processing, but exempting students entirely from written tasks without offering adaptations (e.g., dictation, assistive technology, adapted worksheets) is unnecessarily restrictive and inconsistent with inclusive education principles.

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



Q22.

Solution**Concept — Educational Psychology: Negative Transfer of Learning:**

Quick Solution: Negative transfer is when prior learning interferes with new learning, making it harder; e.g., cricket batting mechanics interfering with learning a tennis stroke $\Rightarrow$ **D**

Transfer of learning refers to the influence of prior learning on new learning. **Positive transfer** occurs when prior learning *facilitates* new learning (e.g., knowing arithmetic aids algebra). **Negative transfer** occurs when **prior learning interferes with** and makes *harder* the acquisition of new learning. This interference arises because the prior habit, skill, or pattern of response is sufficiently similar to the new task to be triggered, but the specific responses required are different and conflicting. Classic examples: a cricket batsman learning tennis struggles because the cricket batting mechanics (grip, swing path, weight transfer) interfere with the tennis stroke; a driver switching from driving on the left side (India) to the right side (Europe) finds prior driving habits creating dangerous interference in the early stages. Negative transfer is reduced through explicit awareness of the differences between old and new tasks and deliberate attention to the conflicting elements.

Why other options are wrong:

- Option A: Applying prior skills to facilitate new learning more easily and quickly describes **positive transfer**, not negative transfer; the arithmetic-to-algebra example is a standard illustration of positive transfer.
- Option B: The motivational and emotional damage from harsh feedback describes a psychological impact on motivation and academic self-concept, not a transfer-of-learning phenomenon in the technical sense of cognitive interference between prior and new learning.
- Option C: Inability to recall previously learned content due to information overload describes **retroactive inhibition** or working memory capacity limits, a memory phenomenon distinct from the S-R interference basis of negative transfer.

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

Q23.

Solution**Concept — Educational Psychology: Temperament and Learning:**

Quick Solution: Constitutional temperament (Thomas & Chess) reflects innate behavioural dispositions that influence classroom behaviour, learning pace, and response to instruction ⇒ A

Constitutional temperament refers to **innate, biologically-rooted individual differences** in behavioural style and emotional reactivity. *Alexander Thomas and Stella Chess* (New York Longitudinal Study, 1956–1988) identified nine dimensions of temperament: activity level, rhythmicity, approach/withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, and attention span/persistence. They classified children into **easy, slow-to-warm-up, and difficult** temperament profiles. These traits are relatively stable across contexts and time and **directly influence classroom behaviour**: a highly active child may struggle with sustained seat work; a slow-to-warm-up child may need extra time to engage with new teachers or tasks; a highly intense child may react strongly to frustration or academic failure. Effective teachers develop **goodness of fit** between their instructional demands and a student's temperamental profile, adjusting expectations, pacing, and emotional support accordingly.

Why other options are wrong:

- Option B: Thomas and Chess's longitudinal research, as well as subsequent behaviour genetics studies, clearly demonstrates that temperament is substantially **heritable and biologically rooted**, not culturally determined; while environment interacts with temperament, it does not fully replace or erase it within a school year.
- Option C: Research consistently links temperament to academic engagement, learning pace, response to instructional styles, and even academic achievement outcomes; the claim that temperament affects only social behaviour with no academic connection is empirically incorrect.
- Option D: Longitudinal studies demonstrate the stability of temperamental traits well into adolescence and adulthood; the claim that temperament becomes irrelevant after age five contradicts both the Thomas-Chess research and developmental psychology evidence.

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

Q24.

Solution**Concept — Evaluation: Types of Validity:**

Quick Solution: Content validity = domain coverage; construct validity = psychological construct; concurrent validity = same-time criterion correlation; predictive validity = future performance forecast $\Rightarrow$ **B**

Validity is the degree to which a test measures what it is intended to measure. There are four major types: (1) **Content validity** — the extent to which test items **adequately sample the full domain or syllabus** being assessed; established by systematic comparison of test content against the curriculum/objectives, typically using a test blueprint; (2) **Construct validity** — the extent to which the test **measures the theoretical psychological construct** it claims to assess (e.g., critical thinking, spatial ability); established through factor analysis, convergent and discriminant validity studies; (3) **Concurrent validity** — the **correlation between test scores and scores on a well-established criterion measure obtained at the same time**; high correlation indicates the test measures the same thing as the established criterion; (4) **Predictive validity** — the degree to which test scores **accurately forecast a learner's future performance** on a relevant criterion (e.g., an aptitude test predicting university grades).

Why other options are wrong:

- Option A: This option confuses and incorrectly defines all four validity types; notably, the correlation with a future criterion describes predictive validity (not content), and inter-rater agreement describes **scorer reliability**, not concurrent validity.
- Option C: Treating content and construct validity as synonymous is incorrect; they are fundamentally distinct concepts (syllabus coverage vs theoretical construct measurement). Also, equating concurrent and predictive validity with test re-administration consistency confuses validity with **test-retest reliability**.
- Option D: The claim that predictive validity subsumes and automatically confers all other validity types is logically and psychometrically incorrect; each type addresses a different validity question requiring independent verification.

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

Q25.

Solution**Concept — Evaluation: Checklist as an Evaluation Tool:**

Quick Solution: A checklist records each specified behaviour as present or absent; it is best used for observing discrete, clearly defined, observable competencies and procedural skills ⇒

A **checklist** is one of the most widely used observational evaluation tools. Its defining feature is a **pre-specified list of clearly defined, observable behaviours, skills, or criteria**, against which the evaluator records a simple **binary judgement: present or absent** (yes/no, done/not done, demonstrated/not demonstrated). A checklist does *not* capture the quality or degree of performance — only its presence or absence. It is best suited for assessing **specific, discrete, and observable competencies** where the evaluative question is binary: for example, “Did the student follow each step of the titration procedure?”, “Does the oral reading include each of these fluency indicators?”, or “Does the project report include an introduction, methodology, findings, and conclusion?” Checklists are valued for their **objectivity, efficiency, and ease of use** during direct observation, though they must be supplemented by rating scales or rubrics when qualitative gradations of performance are needed.

Why other options are wrong:

- Option A: A scaled rating instrument assigning numerical scores to indicate degree of quality describes a **rating scale**, not a checklist; the key distinction is that checklists record presence/absence while rating scales capture gradations of performance.
- Option B: A free-form, open-ended narrative description of observed behaviour describes an **anecdotal record**, which is an unstructured qualitative observational tool; a checklist is structured and pre-specified, recording against fixed criteria rather than generating free-form narrative.
- Option D: Checklists are appropriate and widely used classroom assessment tools for any trained teacher undertaking observational evaluation; restricting their use to psychologists for diagnostic assessment misrepresents their common educational application and denies teachers access to a versatile formative assessment instrument.

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

Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	C	2	A	3	D	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

