

SINDH EDUCATION STUFF
Independent Educational Resource for Students

AIOU COURSE 6400
GENERAL METHODS OF TEACHING
UNOFFICIAL GUESS & PRACTICE PAPER

B.Ed | Spring 2026

Course Code	6400	Programme	B.Ed
Course Title	General Methods of Teaching	Semester	Spring 2026
Suggested Marks	100	Practice Time	3 Hours
Paper Type	Practice / Guess Paper	Language	English

IMPORTANT NOTICE

This paper is independently prepared for practice and revision. It is not an official AIOU examination paper, and no question is guaranteed to appear in the final examination.

Student Name: _____ Roll No.: _____
Study Centre: _____ Date: _____

GENERAL INSTRUCTIONS

1. Attempt any five questions from each practice set when using it as a mock examination.
2. All questions carry equal suggested marks unless your teacher gives different instructions.
3. Support answers with suitable classroom examples and practical applications.
4. Use clear headings and subheadings, and write in your own words.
5. Study the complete Course 6400 material; this practice paper does not replace the prescribed course book.

PRACTICE PAPER - SET A

Attempt any five questions. Each question carries equal suggested marks.

Question 1. Define effective teaching. Discuss the major personal and professional qualities that enable a teacher to create and maintain an effective learning environment.

Question 2. What is lesson planning? Explain the major components of a lesson plan and discuss how clearly written learning objectives improve classroom teaching.

Question 3. Explain the concept of set induction. Describe five practical techniques a teacher can use to introduce a new lesson and gain students' attention.

Question 4. Differentiate between intrinsic and extrinsic motivation. Discuss the classroom strategies a teacher can use to motivate students with different interests and ability levels.

Question 5. What is problem-solving learning? Explain its major stages and discuss the role of the teacher during a problem-solving activity.

Continue to the next page for Questions 6-10.

PRACTICE PAPER - SET A

Questions 6-10

Question 6. Define activity-based teaching. Explain the teacher's role, major benefits and practical difficulties associated with using the activity method in Pakistani classrooms.

Question 7. Discuss classroom discussion as a teaching method. Explain how a teacher should plan, conduct and assess an effective classroom discussion.

Question 8. What is cooperative learning? Explain any four cooperative-learning structures with suitable classroom examples.

Question 9. Why should a teacher consider individual differences while planning instruction? Explain how lesson content, classroom activities and assessment can be adapted to students' individual needs.

Question 10. What are teaching tools and instructional resources? Classify their major types and explain the principles a teacher should follow when selecting and using them.

PRACTICE PAPER - SET B

Attempt any five questions. Each question carries equal suggested marks.

Question 1. Explain the meaning and nature of teaching. Discuss the relationship among the teacher, learner, curriculum and classroom environment in an effective teaching process.

Question 2. Describe the main stages of lesson presentation. How can a teacher connect previous knowledge with new learning and evaluate students' understanding before closing the lesson?

Question 3. Compare teacher-centred and learner-centred teaching. Under what circumstances may each approach be useful? Support your answer with examples.

Question 4. Explain the scientific method as a teaching approach. Describe its stages and present one classroom example showing how students can investigate a simple problem.

Question 5. Differentiate between inductive and deductive teaching methods. Explain the procedure, strengths and limitations of each method.

Continue to the next page for Questions 6-10.

PRACTICE PAPER - SET B

Questions 6-10

Question 6. What is inquiry-based learning? Discuss how questioning, investigation, evidence and reflection contribute to meaningful learning.

Question 7. Explain the principles of effective questioning. Discuss different types of classroom questions and the mistakes teachers should avoid while questioning students.

Question 8. Discuss the importance of feedback and classroom assessment in teaching. Differentiate between formative and summative assessment with suitable examples.

Question 9. What problems may arise during group work? Explain how a teacher can organise groups, assign roles, maintain participation and assess group learning fairly.

Question 10. Develop an outline of a lesson using one active-learning method. Include class and subject, topic, learning objectives, previous knowledge, introductory activity, teaching steps, student activity, teaching resources, assessment and lesson closure.

REVISION GUIDE

Use this checklist with the complete prescribed course material.

High-Priority Revision Areas

- Effective teaching and teacher qualities
- Lesson planning and learning objectives
- Set induction and lesson presentation
- Intrinsic and extrinsic motivation
- Problem-solving and inquiry methods
- Activity-based teaching
- Discussion and questioning methods
- Cooperative learning and group work
- Individual differences and differentiated instruction
- Teaching aids and instructional resources
- Formative and summative assessment
- Teacher-centred and learner-centred approaches

Suggested Structure for a Long Answer

1. Introduction
2. Definition of the main concept
3. Explanation of important principles
4. Steps, stages or types
5. Role of the teacher
6. Advantages
7. Limitations or classroom challenges
8. Practical classroom example
9. Conclusion

ACADEMIC INTEGRITY

Use this paper for revision, self-assessment and examination practice. Prepare answers in your own words and follow current university instructions. Past or practice questions do not guarantee future examination questions.

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