

Important CTET CDP Question and Answers with Solution

Q1. In comparison to boys vocabulary of girls in all stages and age is -

- (a) More
- (b) Less
- (c) Equal
- (d) Detective

Q2. Which one of the following is the best method to assess actual learner achievement on a topic taught?

- (a) ask the learners attempt a test on the topic next day
- (b) discuss the topic again the next day in class
- (c) ask the learners to select answers from ready-made lists in questions
- (d) ask the learners to perform a task using the matter covered in the topic

Q3. Which traditional learning theorist believed that the use of hypothetical constructs does not contribute to our understanding of behavior?

- (a) Hull
- (b) Skinner
- (c) Tolman
- (d) Rotter

Q4. If a student is mischievous and disturbing in the class with words and actions which of the following methods would be correct in your opinion to deal him?

- (a) insult him in the class by pointing out his mistakes
- (b) shout at him and warn him to correct himself
- (c) call him to your room and make to him to understand his problems
- (d) punish him by expelling him from the class to teach a lesson to others

Q5. The Father of Experimental Psychology is

- (a) Wilhelm Wundt
- (b) Sigmund Freud
- (c) CG Jung
- (d) William James

Q6. Which of the following forms of mental retardation is caused by the presence of an extra chromosome?

- (a) Down syndrome
- (b) Cretinism
- (c) PKU
- (d) Cultural-familial retardation

Q7. Which of the following is not an element of intelligence as suggested by Binnet?

- (a) Direction
- (b) Comprehension
- (c) Adaptation
- (d) Criticism

Q8. At a particular age, every normal child starts crawling, walking or talking. This is an example of which of the following?

- (a) Learning
- (b) Maturation
- (c) Experience
- (d) Ontogenetic functions

Q9. Which of the following begins with conception and ends with childbirth or abortions

- (a) Motherhood
- (b) Adulthood
- (c) Pregnancy
- (d) Lactation

Q10. Internal organs began to take shape and external physical characteristics assumed definite forms in

- (a) Germinal period
- (b) Embryonic period
- (c) Fetal period
- (d) None of the given options

Q11. According to Mussen, Conger and Kagan which of the following is not an obstacle to creativity in problem solving?

- (a) Forgetting the elements of the problem
- (b) Sufficient knowledge
- (c) Fear of failure
- (d) Fixed prior beliefs

Q12. Refusal of child to sleep alone is a symptom of which type of emotional disorder?

- (a) Specific phobia
- (b) Separation anxiety
- (c) Conversion disorder
- (d) Generalized anxiety disorder

Q13. Who out of the following has said, "Behaviour that does not conform to the cultural norms or laws of a given society at a particular time and is oftentimes negatively sanctioned

- (a) Omogho Esiri
- (b) Max Weber
- (c) George Herbert Mead
- (d) August Comte

Q14. A teacher observes a student humming a popular song which has high prurient overtones. In which of the following cases can the cause of this delinquency be attributed to pe

1. The child has heard his/her parents sing the song.
2. The child has heard the song on YouTube.

Choose the correct code.

- (a) Only 1
- (b) Only 2
- (c) Both 1 and 2
- (d) Neither 1 nor 2

Q15. Which of the following sections of the Juvenile Justice (Care and Protection of Children) Act, 2015 provides for special provisions that have been made to tackle child offenders

- (a) Section 10
- (b) Section 8
- (c) Section 13
- (d) Section 15

Q16. Which of the following is the principle Inclusive education is based on?

- (a) Economic equality
- (b) Social diversity
- (c) Equal opportunities
- (d) Social tolerance

Q17. Which of the following is/are a characteristic/ characteristics of a child with low vision?

- (I) Using a finger to guide eyes while reading
- (II) Frequent eye rubbing

Choose the correct code

- (a) I only
- (b) II only
- (c) Both I and III
- (d) Neither I nor II

Q18. Which of the following is NOT an important and known cause of Cognitive Disabilities due to infection and intoxication?

- (a) Rubella
- (b) Syphilis
- (c) Encephalitis
- (d) Diabetes

Q19. The reasons behind Socially Maladjusted Children is/are _____.

- (I) Social disparities
- (II) Economic disparities
- (III) Educational disparities

Choose the correct code

- (a) I only
- (b) I and II only
- (c) I and III only
- (d) I, II and III

Q20. According to the Group factor theory, which of the following factors represents the ability to understand and comprehend given words?

- (a) Verbal meaning ability
- (b) Memory ability
- (c) Numeric ability
- (d) Reasoning ability

Q21. Who among the following believed that school life should grow out of home life and experience?

- (a) Plato
- (b) John Locke
- (c) Jean Piaget
- (d) John Dewey

Q22. _____ pedagogy provides equal opportunities to learners to participate in teaching-learning process in a democratic environment.

- (a) Egalitarian
- (b) Feminism
- (c) Complementarian
- (d) Elitism

Q23. Rashi, a student of class sixth, is trying to cope with new social and academic demands. She is going through which basic conflict, according to Erikson's sequence of social de

- (a) Identity vs Role confusion
- (b) Generativity vs stagnation
- (c) Autonomy vs Shame and Doubt
- (d) Industry vs inferiority

Q24. On her way to school, Naina notices a blind person who is trying to cross a road. She knows that she'll be late to school if she helps this person. Despite this she helps the blind of the following?

- (a) Physical development
- (b) Cognitive development
- (c) Social development
- (d) Moral development

Q25. The construct of the G-factor intelligence by Spearman was criticized for its

- (a) Unilateral approach
- (b) Psychological approach
- (c) Scientific approach
- (d) Mathematical approach

Q26. Which of the following factors doesn't influence the process of socialisation?

- (a) Social Interaction
- (b) Education
- (c) Identification
- (d) Language

Q27. Which one of the following is not considered a sign of gifted children?

- (a) Curiosity
- (b) Creative ideas
- (c) Think abstractly
- (d) Fighting with others

Q28. According to the Jean Piaget's theory of relationship between language and thought:

- (a) Thought determines Language
- (b) Language determines Thought
- (c) Thought and language are independent processes until the child is 2 years
- (d) Language and Thought are innate proposition

Q29. How can reliability of a test be increased?

- (a) By seeking expert's agreement
- (b) By increasing the test length
- (c) By shortening the test length
- (d) By arranging items in order of difficulty

Q30. A teacher is trying to counsel a child who is not performing well following is most appropriate about counseling in schools?

- (a) It is about the palliative measure for making people comfortable
- (b) It builds self-confidence of people by letting them explore their own thoughts
- (c) It is about giving the best possible advice to students about their future career options
- (d) It can be done only by the professional experts

Solutions

S1. Ans.(a)

Sol. Research has shown that girls generally develop language skills earlier than boys and have a larger vocabulary in early childhood. This trend can be observed across various stages of childhood development, where girls tend to outperform boys in verbal abilities such as vocabulary, reading, and writing. These differences are influenced by biological, environmental, and social factors.

Information Booster:

1. Girls tend to acquire verbal skills faster than boys in early childhood.
2. Vocabulary development is often better in girls during language acquisition stages.
3. Environmental stimulation can enhance these differences further.
4. Boys may catch up later in adolescence, particularly in specific verbal skills.
5. Verbal intelligence is one part of overall cognitive development.

Additional Knowledge:

- **More:** Refers to the fact that girls generally have a larger vocabulary than boys, particularly in early development stages.
- **Less:** This option contradicts most research findings, as boys typically show lower vocabulary levels at early stages.
- **Equal:** While vocabulary skills even out in some cases later in life, girls usually lead in early stages.
- **Detective:** This option is incorrect as it refers to no aspect of vocabulary development.

S2. Ans.(d)

Sol. Asking learners to perform a task based on the material covered in the topic is considered the best way to assess their actual understanding and achievement. This method allows learners to apply knowledge practically, ensuring that they have not only memorized information but also understood it thoroughly. Performance-based assessment can help gauge real-life application skills.

Information Booster:

1. Performance tasks measure the depth of understanding.
2. This method promotes active learning and application of knowledge.
3. Tests alone may not fully assess learning, especially practical skills.
4. Discussions are useful for reinforcement but not accurate for assessment.
5. Ready-made lists encourage rote learning rather than understanding.

Additional Knowledge:

- **ask the learners to attempt a test:** Useful for quick assessment but may not show depth of understanding.
- **discuss the topic again:** Effective for revision but not ideal for measuring individual achievement.
- **select answers from lists:** Leads to shallow learning, with limited critical thinking.
- **perform a task:** Encourages practical application and deeper comprehension, thus the most comprehensive assessment tool.

S3. Ans.(b)

Sol. B.F. Skinner, a behaviorist, rejected the idea of using hypothetical constructs to explain behavior. He emphasized observable behaviors and environmental factors, believing that behavior could be fully explained without resorting to internal mental states or constructs like consciousness or motivation.

Information Booster:

1. Skinner focused on operant conditioning and reinforcement.
2. He believed behavior is shaped by consequences rather than internal states.
3. Hypothetical constructs, such as "motivation," are seen as unnecessary by Skinner.
4. Behaviorists like Skinner emphasize empirical data and measurable outcomes.
5. Skinner's work led to the development of applied behavior analysis.

Additional Knowledge:

- **Hull:** Developed a theory involving intervening variables, including hypothetical constructs like "drive."
- **Skinner:** Argued against the need for mental constructs in understanding behavior, focusing instead on external behaviors.
- **Tolman:** Known for introducing cognitive maps and latent learning, concepts involving internal processes.
- **Rotter:** Combined behaviorism with cognitive aspects, introducing concepts like locus of control.

S4. Ans.(c)

Sol. Calling the student aside and helping him understand the consequences of his actions in a calm and private setting is the most effective way to handle the situation. This approach ensures that the student feels respected while correcting his behavior, fostering a supportive learning environment rather than one of fear or punishment.

Information Booster:

1. Positive discipline focuses on understanding, not punishment.
2. It builds trust between teacher and student.
3. Misbehavior can often be linked to underlying issues.
4. Public humiliation may worsen the behavior and damage self-esteem.
5. Effective communication helps to solve the root cause of the issue.

Additional Knowledge:

- **insult him in class:** This can embarrass the student and lead to resentment, not improvement.
- **shout at him:** May temporarily stop the behavior but does not address the underlying issue.
- **call him to your room:** Encourages private discussion and thoughtful intervention.
- **expel from class:** Harsh punishments are usually counterproductive and may affect the student's motivation.

S5. Ans.(a)

Sol. Wilhelm Wundt is considered the father of experimental psychology. He established the first psychology laboratory at the University of Leipzig in 1879, where he conducted various experiments to study consciousness using introspection. Wundt's work laid the foundation for psychology as a separate and empirical field of study.

Information Booster:

1. Wundt emphasized the importance of objective measurements in psychology.
2. His work focused on understanding conscious experience through experiments.
3. He is credited with separating psychology from philosophy.
4. Wundt's laboratory is often regarded as the beginning of modern psychology.
5. His methods were a precursor to structuralism in psychology.

Additional Knowledge:

- **Wilhelm Wundt:** Established the first psychology lab and is regarded as the founder of experimental psychology.
- **Sigmund Freud:** Known for psychoanalysis, which is more theoretical and clinical than experimental.
- **C.G. Jung:** A student of Freud, Jung developed analytical psychology, focusing on deeper aspects like archetypes and the collective unconscious.
- **William James:** An American psychologist and philosopher known for his work in functionalism, focusing on the purpose of consciousness and behavior.

S6. Ans.(a)

Sol. Down syndrome is caused by the presence of an extra copy of chromosome 21, leading to developmental and intellectual delays. This chromosomal abnormality affects physical growth, facial features, and cognitive function, and it is one of the most common genetic causes of intellectual disability.

Information Booster:

1. Down syndrome is also known as Trisomy 21.

2. It affects 1 in 700 births globally.
3. Individuals with Down syndrome often have distinct physical characteristics.
4. Early intervention and therapy can improve the quality of life for those with Down syndrome.
5. Genetic testing during pregnancy can help in early diagnosis.

Additional Knowledge:

- **Down syndrome:** Caused by an extra chromosome 21 (Trisomy 21).
- **Cretinism:** Results from a deficiency of thyroid hormone during fetal development or early infancy.
- **PKU (Phenylketonuria):** A metabolic disorder caused by the inability to break down the amino acid phenylalanine.
- **Cultural-familial retardation:** A non-genetic form of intellectual disability, often linked to environmental factors.

S7. Ans.(b)

Sol. According to Alfred Binet, **comprehension** is not explicitly listed as an element of intelligence. Binet's theory of intelligence focuses primarily on aspects such as direction (the ability to know what needs to be done), adaptation (the capacity to adjust thinking or strategies to solve problems), and criticism (the ability to evaluate one's own thinking). Binet's emphasis was on practical problem-solving and self-regulation rather than purely on comprehension.

Information Booster:

1. **Binet's intelligence theory:** Primarily aimed at measuring problem-solving abilities and self-reflection.
2. **Direction:** Involves setting a plan and determining how to execute it.
3. **Adaptation:** Refers to adjusting strategies based on the problem's demands.
4. **Criticism:** The ability to evaluate and monitor one's thought processes.
5. **Binet-Simon Scale:** The first intelligence test developed by Binet focused on practical and functional abilities rather than abstract reasoning.

Additional Knowledge:

- **Direction (a):** Refers to the ability to identify and set the correct steps or actions needed to achieve a goal. It is one of Binet's core elements of intelligence, as it involves planning and organizing actions effectively.
- **Comprehension (b):** Though comprehension is a crucial cognitive function, Binet did not specifically emphasize it as one of the foundational elements of intelligence in his theory.
- **Adaptation (c):** One of Binet's key elements of intelligence, which involves modifying one's approach to problem-solving when faced with new or changing situations.
- **Criticism (d):** This involves self-reflection and the evaluation of one's own thoughts and actions, which Binet considered essential for intelligent behavior.

S8. Ans.(b)

Sol. Maturation refers to the biological growth processes that lead to changes in behavior, relatively uninfluenced by experience. Crawling, walking, and talking are developmental milestones that occur naturally as part of the maturation process in children.

Information Booster:

1. Maturation is determined by genetics and follows a fixed timeline.
2. Environmental factors can influence, but not significantly alter, the sequence of maturation.
3. Milestones like walking and talking are typical examples of maturation.
4. Learning involves acquiring skills through experience, which is different from maturation.
5. Maturation sets the stage for learning new skills and behaviors.

Additional Knowledge:

- **Learning:** Involves acquiring new behaviors or information through experience or practice.
- **Maturation:** Refers to natural growth and development, largely controlled by genetics.
- **Experience:** Refers to knowledge gained through interaction with the environment.
- **Ontogenetic functions:** Refer to the development of an individual organism over its lifespan, encompassing both maturation and learning.

S9. Ans.(c)

Sol. Pregnancy is the period that begins with conception and ends with childbirth or abortion. It involves the development of a fetus inside the mother's womb and typically lasts about 40 weeks in humans.

Information Booster:

1. Pregnancy is divided into three trimesters.
2. It involves significant physiological changes in the mother.
3. Childbirth can occur naturally or through medical intervention.
4. Pregnancy can be diagnosed through various medical tests like blood tests and ultrasounds.
5. Termination of pregnancy can occur naturally (miscarriage) or through medical procedures (abortion).

Additional Knowledge:

- **Motherhood:** The role of a woman as a parent, continuing beyond childbirth.
- **Adulthood:** A stage of life after adolescence, characterized by physical and cognitive maturity.
- **Pregnancy:** The biological process of carrying a fetus, ending with childbirth or abortion.
- **Lactation:** The production of breast milk, typically beginning after childbirth.

S10. Ans.(b)

Sol. The embryonic period is when internal organs begin to take shape, and external physical characteristics start to develop. This period lasts from about the third to the eighth week of pregnancy and is a critical time for the formation of essential structures in the body.

Information Booster:

1. The embryonic period is when most major organs and bodily structures begin to form.
2. It is a sensitive period for the development of the heart, brain, and spinal cord.
3. The risk of birth defects is highest during the embryonic stage due to environmental factors.
4. The fetal period follows the embryonic period and involves the further growth and maturation of the fetus.
5. The germinal period occurs before the embryonic stage and involves cell division and implantation.

Additional Knowledge:

- **Germinal period:** The first two weeks post-conception, characterized by rapid cell division.
- **Embryonic period:** The critical stage of organogenesis, where organs and bodily structures begin to form.
- **Fetal period:** Starts from the ninth week and continues until birth, focusing on growth and maturation.

S11. Ans.(b)

Sol. Sufficient knowledge is not considered an obstacle to creativity in problem-solving. In fact, having sufficient knowledge aids in creativity as it provides the individual with a broad base to draw upon when generating ideas. The obstacles listed, such as forgetting, fear of failure, and fixed beliefs, limit creative thinking by either restricting access to relevant information or reducing the willingness to explore new solutions.

Information Booster:

1. Knowledge enhances problem-solving and creativity.
2. Fixed beliefs can limit openness to new ideas.
3. Fear of failure discourages risk-taking, essential for creativity.
4. Forgetting key elements can lead to incomplete solutions.
5. Encouraging a growth mindset can reduce the impact of these obstacles.

Additional Knowledge:

- **Forgetting the elements of the problem:** Leads to incomplete understanding of the task.
- **Sufficient knowledge:** Helps generate and evaluate creative ideas, not an obstacle.
- **Fear of failure:** Inhibits experimentation and the exploration of unconventional solutions.
- **Fixed prior beliefs:** Limit cognitive flexibility and reduce creativity in problem-solving.

S12. Ans.(b)

Sol. Separation anxiety is characterized by excessive fear or anxiety about being apart from home or loved ones. A common symptom is a refusal to sleep alone, as the child may feel extreme distress at being separated from their parents or caregivers.

Information Booster:

1. Separation anxiety is common in young children, especially between ages 6 months and 3 years.
2. It can manifest as difficulty sleeping alone, tantrums, or physical symptoms when away from caregivers.
3. This condition typically improves with age, but severe cases may require intervention.
4. Specific phobias involve fear of specific objects or situations, unlike separation anxiety.
5. Separation anxiety disorder is diagnosed when the anxiety is excessive and inappropriate for the child's developmental level.

Additional Knowledge:

- **Specific phobia:** Involves fear of specific things (e.g., animals, heights).
- **Separation anxiety:** Fear of being separated from loved ones, common in young children.
- **Conversion disorder:** Involves neurological symptoms with no clear medical cause.
- **Generalized anxiety disorder:** Characterized by excessive, uncontrollable worry about various aspects of life.

S13. Ans.(a)

Sol. Omogho Esiri is known for his work on social behavior, particularly focusing on actions that deviate from societal norms and the negative consequences they can incur. His studies emphasize how societies react to non-conforming behaviors through sanctions or punishments.

Information Booster:

1. Social norms are the unwritten rules of behavior within a society.
2. Deviance occurs when behavior does not align with these norms.
3. Sanctions can range from mild disapproval to legal penalties.
4. Societal norms and laws evolve over time, influencing what is considered deviant.
5. Cultural relativism recognizes that what is seen as deviant may vary across cultures.

Additional Knowledge:

- **Omogho Esiri:** Focuses on deviant behavior and societal reactions.
- **Max Weber:** Known for theories of social action and authority.
- **George Herbert Mead:** A key figure in the development of symbolic interactionism.
- **August Comte:** A founder of sociology, emphasizing positivism and social evolution.

S14. Ans.(b)

Sol. Peer pressure refers to the influence exerted by peers or social groups to adopt certain behaviors, attitudes, or actions. In this scenario, the options provided (hearing the song from parents or on YouTube) do not directly relate to peer pressure. Hearing a song from parents falls under familial influence, and hearing it on YouTube is exposure to media. Neither involves the child's peers encouraging or influencing the behavior, hence both statements are unrelated to peer pressure.

Information Booster:

1. **Peer pressure** specifically involves influence from friends or classmates.
2. **Parental influence** is distinct from peer pressure and refers to the impact of family behaviors and norms.
3. **Media exposure** can shape behaviors but is not considered peer pressure.
4. Delinquent behavior in children can result from various factors like environment, upbringing, or media, not just peer interactions.
5. Recognizing the source of influence (family, peers, media) is crucial in addressing behavioral issues.

Additional Knowledge:

- **Peer Pressure:** This is when an individual's behavior is influenced by people of the same age group or social circle. It often manifests in school settings where children mimic or adopt habits from their classmates or friends.
- **Parental Influence:** Refers to how a child's behavior is shaped by their home environment and the actions of their guardians. Hearing a song from parents is an example of parental influence rather than peer pressure.
- **Media Influence:** Exposure to content from platforms like YouTube, television, or social media is classified under media influence, not peer pressure. Children today are highly influenced by what they see online.
- **Social Learning:** A theory that suggests people learn behaviors by observing others, which can include family members, media, or peers.
- **Behavioral Psychology:** In understanding delinquent behavior, it's important to assess all influencing factors, including family, friends, media, and personal circumstances.

S15. Ans.(d)

Sol. Section 15 of the Juvenile Justice (Care and Protection of Children) Act, 2015 deals with the provisions related to children in conflict with the law, including those involved in heinous offenses. This section provides for the trial and rehabilitation of juvenile offenders, considering the age and severity of the crime.

Information Booster:

1. Section 15 addresses serious crimes committed by children aged 16-18.
2. The act emphasizes rehabilitation and social reintegration over punishment.
3. Juveniles may be tried as adults for heinous offenses under this section.
4. The Act aims to protect children while ensuring justice in serious cases.
5. The focus is on reformative measures rather than punitive actions.

Additional Knowledge:

- **Section 10:** Deals with apprehension of juvenile offenders.
- **Section 8:** Refers to powers and functions of the Juvenile Justice Board.
- **Section 13:** Relates to probation officers' duties.
- **Section 15:** Focuses on trial provisions for juveniles involved in serious crimes.

S16. Ans.(c)

Sol. Equal opportunities is the principle on which inclusive education is based. Inclusive education aims to provide all learners, regardless of their physical, intellectual, social, or linguistic differences, with equal access to quality education and opportunities for development.

Information Booster:

1. Inclusive education promotes access to learning for all students, regardless of ability or disability.
2. It focuses on removing barriers to participation in mainstream education.
3. Equal opportunities ensure that all students can succeed with appropriate support.
4. This principle also promotes social inclusion and reduces discrimination in education.
5. Inclusive practices benefit not only students with disabilities but all learners.

Additional Knowledge:

- **Economic equality:** Deals with the fair distribution of resources but is not the primary focus of inclusive education.
- **Social diversity:** Embraced in inclusive education but equal opportunities are the guiding principle.
- **Equal opportunities:** Ensures all children, including those with disabilities, have the right to education.
- **Social tolerance:** Important for fostering an inclusive environment but secondary to providing equal access.

S17. Ans.(c)

Sol. Both I and II are characteristics of a child with low vision. Using a finger to guide the eyes while reading helps children with low vision maintain focus, and frequent eye rubbing can indicate eye strain or discomfort associated with low vision.

Information Booster:

1. Children with low vision often exhibit behaviors like holding books close to their faces.
2. Eye strain and frequent rubbing may indicate difficulty in focusing or visual discomfort.
3. Using a finger as a guide helps maintain place while reading.
4. Regular eye check-ups are essential for children who exhibit these symptoms.
5. Early intervention through vision aids can significantly help children with low vision.

Additional Knowledge:

- **Using a finger to guide reading:** A common strategy for those with visual impairments to maintain focus.
- **Frequent eye rubbing:** Indicates eye strain or discomfort, often seen in children with low vision.

S18. Ans.(d)

Sol. Diabetes is not typically associated with causing cognitive disabilities due to infection or intoxication. In contrast, **Rubella**, **Syphilis**, and **Encephalitis** are known infections that can cause cognitive disabilities, especially when contracted during pregnancy or early childhood.

Information Booster:

1. Rubella contracted during pregnancy can lead to severe birth defects and cognitive impairments.
2. Syphilis can lead to neurological damage if left untreated in both children and adults.
3. Encephalitis is an infection that causes inflammation of the brain, often leading to cognitive disabilities.
4. Cognitive disabilities due to infection or intoxication are preventable with proper prenatal care and vaccinations.
5. Diabetes, while affecting cognitive function through complications like hypoglycemia, is not an infection or intoxication.

Additional Knowledge:

- **Rubella:** A viral infection that can cause serious congenital disabilities, including cognitive impairments.
- **Syphilis:** A bacterial infection that can lead to neurocognitive issues if left untreated.
- **Encephalitis:** An inflammation of the brain, often due to viral infections, causing cognitive deficits.
- **Diabetes:** While it affects overall health and can lead to cognitive issues in the long term, it is not related to infection or intoxication-based cognitive disabilities.

S19. Ans.(d)

Sol. I, II, and III - Socially maladjusted children often face challenges arising from **social disparities**, **economic disparities**, and **educational disparities**. These factors contribute to feelings of alienation and difficulty in conforming to societal expectations, leading to maladjustment.

Information Booster:

1. Social disparities can cause feelings of exclusion and lead to behavioral issues.
2. Economic disparities often result in unequal access to resources and opportunities.
3. Educational disparities create gaps in learning, which may cause frustration and maladjustment.
4. Children who feel disconnected from society or are underserved by the education system are more prone to behavioral problems.
5. Addressing these disparities through inclusive education and social programs can help reduce maladjustment.

Additional Knowledge:

- **Social disparities:** Inequalities in social standing and acceptance, affecting peer interactions.
- **Economic disparities:** Differences in income and resources that impact access to educational and social opportunities.
- **Educational disparities:** Unequal access to quality education leading to gaps in learning and development.
- **All three:** Combined, these disparities can create significant obstacles to social and emotional development.

S20. Ans.(a)

Sol. Verbal meaning ability represents the capacity to understand and comprehend given words. According to the Group Factor Theory, different cognitive abilities are grouped, and verbal meaning is a critical component in language comprehension and communication.

Information Booster:

1. Verbal meaning ability is essential for understanding written and spoken language.
2. It plays a key role in both academic and social communication.
3. Numeric and reasoning abilities are distinct cognitive skills not related to verbal meaning.
4. Memory ability involves retaining and recalling information but is not focused on word comprehension.
5. Group factor theory emphasizes that intelligence consists of multiple distinct abilities.

Additional Knowledge:

- **Verbal meaning ability:** Refers to the understanding of word meanings and is critical in reading comprehension.
- **Memory ability:** Involves the capacity to recall information, not necessarily tied to verbal comprehension.
- **Numeric ability:** Deals with mathematical understanding and numerical reasoning.
- **Reasoning ability:** Involves logical thinking and problem-solving, distinct from language-based skills.

S21. Ans.(d)

Sol. John Dewey believed that school life should be an extension of home life and experience. Dewey, a proponent of progressive education, emphasized the importance of experiential learning, where students learn by doing and reflecting on their experiences. He believed that education should be rooted in real-life situations, and schools should mirror democratic societies.

Information Booster:

1. Dewey's philosophy is based on pragmatism and experiential learning.
2. He advocated for child-centered education where students actively participate.
3. Schools should create an environment that fosters social and cognitive growth.
4. Home life provides foundational experiences for formal education.
5. Dewey viewed education as a tool for social reform and democracy.

Additional Knowledge:

- **Plato:** Focused on idealism and believed education should cultivate virtuous citizens.
- **John Locke:** Emphasized empiricism, advocating for the mind as a blank slate shaped by experience.
- **Jean Piaget:** Known for his theory of cognitive development, focusing on how children learn through interaction with their environment.
- **John Dewey:** Stressed experiential learning and the link between home and school life.

S22. Ans.(a)

Sol. Egalitarian pedagogy focuses on providing equal opportunities to all learners in a democratic environment. It emphasizes inclusivity, where all students, regardless of background or ability, are given equal opportunities to participate and engage in the learning process.

Information Booster:

1. Egalitarian pedagogy promotes fairness and equality in education.
2. It rejects hierarchical structures in the classroom, encouraging student participation.
3. Democratic environments foster critical thinking and collaboration.
4. Egalitarian practices are often linked with social justice in education.
5. This pedagogy supports diverse learning styles and needs.

Additional Knowledge:

- **Egalitarian:** Focuses on equality and inclusivity in education.
- **Feminism:** Advocates for gender equality, focusing primarily on addressing gender disparities.
- **Complementarian:** Emphasizes gender-specific roles, which contrast with egalitarian ideals.
- **Elitism:** Promotes the idea that education should cater to a select group of individuals deemed superior.

S23. Ans.(d)

Sol. According to **Erikson's theory of psychosocial development**, Rashi is going through the stage of **Industry vs Inferiority**. In this stage (approximately ages 6 to 12), children are faced with new social and academic demands. Successful resolution leads to a sense of competence, while failure results in feelings of inferiority.

Information Booster:

1. This stage is crucial for developing self-confidence in abilities.
2. Positive reinforcement from teachers and peers can foster a sense of industry.
3. Children who fail to develop a sense of competence may feel inferior.
4. This stage sets the foundation for future work ethic and self-esteem.
5. Peer and academic success are important contributors to feelings of industry.

Additional Knowledge:

- **Identity vs Role confusion:** Occurs during adolescence, focusing on self-identity development.
- **Generativity vs Stagnation:** Involves middle adulthood and focuses on contributing to society.
- **Autonomy vs Shame and Doubt:** Occurs during toddlerhood, focusing on developing a sense of independence.
- **Industry vs Inferiority:** Relevant to school-age children, focusing on mastery of skills and social approval.

S24. Ans.(d)

Sol. Naina's action demonstrates **moral development**, as she made a decision based on ethical principles, prioritizing helping the blind person over her own inconvenience. This reflects a higher level of moral reasoning, where empathy and a sense of responsibility guide behavior.

Information Booster:

1. Moral development involves distinguishing right from wrong and acting accordingly.
2. It is often influenced by social norms, empathy, and individual values.
3. Lawrence Kohlberg's theory of moral development describes the progression from self-interest to universal ethical principles.
4. Naina's action reflects a higher moral stage, where concern for others takes precedence.
5. Social and cognitive development also influence moral decision-making.

Additional Knowledge:

- **Physical development:** Involves changes in the body and motor skills.
- **Cognitive development:** Refers to mental processes like thinking, reasoning, and problem-solving.
- **Social development:** Involves learning how to interact with others and build relationships.
- **Moral development:** Centers on ethical decision-making and understanding societal values.

S25. Ans.(a)

Sol. The **G-factor intelligence** by Spearman was criticized for its **unilateral approach**, as it focused on a single, general intelligence (g) that accounted for all cognitive abilities. Critics argue that intelligence is multifaceted and cannot be captured by a single factor.

Information Booster:

1. Spearman proposed the G-factor as a general intelligence underlying all intellectual abilities.
2. Critics argue that intelligence is composed of multiple distinct factors, not just one.
3. Howard Gardner's theory of multiple intelligences offers an alternative view.
4. The unilateral approach of the G-factor overlooks the complexity of human cognitive abilities.
5. While the G-factor is influential, many believe intelligence is a combination of multiple specific abilities.

Additional Knowledge:

- **Unilateral approach:** Refers to focusing on one aspect (general intelligence) while ignoring others.
- **Psychological approach:** Involves studying mental functions, but not the key criticism of Spearman's G-factor.
- **Scientific approach:** Refers to empirical methods in studying intelligence, not a point of criticism here.
- **Mathematical approach:** Involves using statistical methods like factor analysis to measure intelligence.

S26. Ans.(c)

Sol. Identification is not a direct factor that influences the process of socialisation. Socialisation is influenced by factors such as social interaction, education, and language, which play essential roles in shaping how individuals learn societal norms, values, and behaviors. Identification may occur as part of socialisation but is not a standalone influence.

Information Booster:

1. Socialisation involves learning and adopting the behaviors and norms of society.
2. Education plays a major role in teaching societal values and skills.
3. Language is essential for communication and social interaction, facilitating socialisation.
4. Social interaction helps individuals learn from others and adopt social norms.
5. Identification is a result of socialisation, where individuals relate to certain social groups or figures.

Additional Knowledge:

- **Social Interaction:** Crucial for learning societal behaviors and norms.
- **Education:** Formal and informal learning environments shape individuals' social development.
- **Identification:** The process of aligning oneself with a group or person, often influenced by socialisation but not a direct influence.
- **Language:** A key tool in socialisation, enabling communication and understanding of social norms.

S27. Ans.(d)

Sol. Fighting with others is not a sign of giftedness. Gifted children are often characterized by traits like curiosity, the ability to think abstractly, and creative thinking. Fighting with others may indicate behavioral issues, but it is not an indicator of intellectual or creative giftedness.

Information Booster:

1. Gifted children often show a high level of curiosity and a strong desire to learn.
2. They tend to think abstractly and come up with creative ideas.
3. They may excel in problem-solving and demonstrate advanced cognitive abilities.
4. Social and emotional development in gifted children may vary, but fighting is not a characteristic of giftedness.
5. Giftedness can manifest in different areas such as intellectual, artistic, or leadership abilities.

Additional Knowledge:

- **Curiosity:** A hallmark of gifted children, often eager to explore new ideas.
- **Creative ideas:** Reflect the ability to think outside the box and generate innovative solutions.
- **Think abstractly:** Gifted children can engage with complex and abstract concepts.
- **Fighting with others:** Typically indicates behavioral problems rather than signs of giftedness.

S28. Ans.(a)

Sol. According to Jean Piaget, thought determines language. Piaget believed that cognitive development precedes language acquisition, meaning that a child's ability to think and understand the world around them shapes how they use language. Cognitive development, or the ability to think logically and understand concepts, provides the foundation upon which language skills are built.

Information Booster:

1. **Piaget's theory:** Cognitive development is key, and language arises from thought processes that are already in place.
2. **Sensorimotor stage:** Thought begins with sensory and motor experiences before language appears.

3. **Preoperational stage:** Language becomes a tool for expressing thoughts as the child's cognitive abilities develop.
4. **Egocentric speech:** In early stages, children talk to themselves to organize thoughts, indicating thought drives language use.
5. **Concrete operational stage:** Cognitive skills like logic and reasoning further refine language usage.

Additional Knowledge:

- **Thought determines Language (a):** Piaget emphasized that children first develop thoughts about objects and their environment, which leads to the development of language to describe these thoughts.
- **Language determines Thought (b):** This perspective is supported by Vygotsky, who argued that language influences cognitive development and thought processes, particularly through social interaction.
- **Independent processes (c):** Piaget believed that in the early stages of development, thought and language are independent until they converge as the child matures.
- **Innate proposition (d):** This aligns more with Chomsky's theory, which suggests that both language and thought are innate and develop naturally with minimal environmental influence.
- **Cognitive development stages:** Piaget's theory includes distinct stages (sensorimotor, preoperational, concrete operational, formal operational) which demonstrate the evolving relationship between thought and language.

S29. Ans.(b)

Sol. The reliability of a test can be increased by **increasing the test length**. This is because a longer test typically allows for a more accurate measure of a student's abilities, reducing the influence of random errors. More items provide a better representation of the content being tested and can balance out fluctuations in individual responses.

Information Booster:

1. **Reliability:** Refers to the consistency of a test in measuring what it is supposed to measure.
2. **Test length:** A longer test increases reliability by offering a broader sample of behavior or knowledge, which smooths out inconsistencies.
3. **Test format:** Reliability is also influenced by factors such as the type of questions used (objective or subjective).
4. **Internal consistency:** Reliability improves when items on the test measure the same construct.
5. **Test-retest reliability:** If a test is administered multiple times, increasing its length helps in achieving consistent results across administrations.

Additional Knowledge:

- **Seeking expert's agreement (a):** This is relevant for improving **content validity** of a test but does not directly affect reliability. Expert consensus ensures the test measures the intended content but doesn't guarantee consistent results across administrations.
- **Increasing the test length (b):** The most effective way to improve reliability. Longer tests are less vulnerable to errors caused by guessing or variability in individual performance, making scores more stable and consistent.
- **Shortening the test length (c):** This would decrease reliability, as fewer items provide less data to assess a student's overall ability, increasing the potential for variability due to chance.
- **Arranging items in order of difficulty (d):** While this may improve the test-taking experience and reduce fatigue effects, it doesn't directly enhance reliability. It is more aligned with ensuring the test is valid and well-structured.

S30. Ans.(b)

Sol. It builds self-confidence of people by letting them explore their own thoughts. Counseling in schools is focused on helping students understand their own feelings and thoughts, building self-confidence, and guiding them to find their own solutions. This empowers students to develop better coping strategies and enhance their academic performance.

Information Booster:

1. Counseling in schools helps students manage personal, social, and academic issues.
2. It encourages self-reflection and problem-solving skills.
3. The goal of school counseling is to build confidence and independence in students.
4. While professional experts are essential, teachers can also offer initial support through active listening and guidance.
5. Counseling is more than offering advice; it involves helping students make informed decisions.

Additional Knowledge:

- **Palliative measure:** Refers to relieving discomfort but is not the main aim of counseling.
- **Building self-confidence:** The central goal of counseling is to empower students by helping them understand themselves.
- **Career advice:** Career counseling is just one part of overall counseling, which covers emotional and psychological well-being.
- **Only by experts:** While professional counselors are critical, teachers play an essential role in providing day-to-day support.

