

KARTET CDP Questions and Answer

Q1. Which period marks the transition from childhood to adulthood?

- (a) Early childhood
- (b) Middle childhood
- (c) Preoperational period
- (d) Adolescence

Q2. Which of the following would require use of gross motor skills?

- (a) Painting on a paper using brush
- (b) Cutting and pasting bits of paper
- (c) Threading the needle
- (d) Walking and running

Q3. The first primary agent of socialization is _____

- (a) family
- (b) school
- (c) friends
- (d) media

Q4. The belief that physical objects such as dolls, cars, etc have life-like qualities is called -.

- (a) Animistic thinking
- (b) Hierarchical thinking
- (c) Centration
- (d) Categorization

Q5. Assertion (A): Four-year-old Riya cannot take into consideration the height and width of the two beakers at the same time while pouring the same amount of water into tall and wide beakers.

Reason (R): Riya is at Preoperational stage of cognitive development as per Jean Piaget.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q6. Giving cues and offering support to children as and when required is an example of

- (a) Scaffolding
- (b) Reinforcement
- (c) Conditioning
- (d) Cognitive conflict

Q7. The application of Vygotsky's theory to children's education proposes

- (a) collaborative learning
- (b) operant learning
- (c) rote learning
- (d) passive learning

Q8. In Kohlberg's _____ of moral development the individual strives to maintain the expectations of others rather than focus on the consequences of one's actions.

- (a) Preoperational level
- (b) Pre-conventional level
- (c) Conventional level
- (d) Post-conventional level

Q9. A progressive classroom is

- (a) Examination-centric
- (b) Textbook-centric
- (c) Teacher-centric
- (d) Learner-centric

Q10. Renu is a counsellor at a school. Which intelligence should she have to be an effective counsellor as per Howard Gardner's theory?

- (a) Linguistic
- (b) Spatial
- (c) Interpersonal
- (d) Intrapersonal

Q11. According to NEP 2020, which language should a teacher use for interacting with primary school children during the teaching-learning process ?

- (a) Only the regional language
- (b) Only Hindi language
- (c) Only English language
- (d) Mother tongue of the children

Q12. Five-year-old Vaishali told her mother. "Mother, I want a football like Amit." Responding to Vaishali, her mother said, "Only boys play with football, I will bring a small cute doll for you."

The mother's response illustrates

- (a) Gender Role Flexibility
- (b) Gender Equity
- (c) Gender Stereotyping
- (d) Gender Relevance

Q13. Labelling of children and placing them in categories

- (a) Enhances and facilitates meaningful learning.
- (b) Creates a sense of helplessness and inferiority amongst a group of children. (c) is a positive strategy to manage the learning needs of all children.
- (d) does not have any impact on the self-esteem and performance of children.

Q14. Continuous and comprehensive evaluation means

- (a) comparing the students with each other
- (b) assessment covering all aspects of school activities related to child's overall development
- (c) evaluation of child's performance on the basis of scholastic activities only
- (d) evaluation of the children at the end of the year to determine promotion to the next class

Q15. Effective teachers often use probing questions during the course of teaching-learning processes in the classroom. This would enable the teacher to undertake

- (a) Summative assessment
- (b) Formative assessment
- (c) Standardised assessment
- (d) Norm-referenced assessment

Q16. Role of teacher in an inclusive classroom is to

- (a) address and respond to the diverse needs of all children
- (b) give attention to some special students only
- (c) identify and segregate children based on their academic abilities
- (d) refer special needs children to a specialist and ensure that they are taught in a separate section

Q17. What should a teacher keep in mind while teaching a diverse group of learners ?

- A. Acknowledge and respect every student
- B. Ignore cultural differences
- C. Maintain consistent communication
- D. Give indirect instructions
- E. Give students autonomy and flexibility

- (a) A, B, C
- (b) B, C, D
- (c) A, C, E
- (d) C, D, E

Q18. To cater to the specific needs of child with visual disability, the teacher should

- (a) focus on a variety of visual presentations
- (b) use a variety of tactile manipulative and materials
- (c) show a lot of silent films
- (d) give a lot of structured worksheets with pictures

Q19. Difficulties in social interaction and verbal communication is a typical characteristics of

- (a) Autism
- (b) Attention Deficit Hyperactivity Disorder
- (c) Dyslexia
- (d) Dyscalculia

Q20. The teacher gives clays of different colours to the children and asks them to make whatever comes to their mind from that clay. Through this, she wants to promote _____ in children.

- (a) Creativity
- (b) Rote memorisation
- (c) Non-cooperation
- (d) Indiscipline

Q21. The early primary years of childhood should focus on the development of

- A. physical skills
- B. social skills
- C. cognitive capabilities
- D. emotional skills
- E. abstract reasoning

- (a) A, B
- (b) A, C
- (c) A, B, C, D
- (d) A, B, C, D, E

Q22. In a constructivist classroom, meaningful learning

- (a) refers to the storage and retrieval of information.
- (b) is the process of discovery through exploration and interaction.
- (c) occurs through the use of rewards and punishment.
- (d) takes place through repeated practice and drill.

Q23. A teacher begins to works together, by giving cues and prompts, with a student who is unable to understand a concept. This process is referred to as

- (a) scaffolding
- (b) teacher-centered pedagogy
- (c) maintainance rehearsal
- (d) direct instruction

Q24. Assertion (A): A teacher tries to include examples from the immediate environment of children to make the classes interactive:

Reason (R): Socio-cultural context plays an important role in learning.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q25. What will pose as a hindrance to a child in solving a problem ?

- (a) Identifying the problem correctly
- (b) Defining the problem clearly
- (c) Thinking of similar problems that one has solved
- (d) Remaining fixed at using objects in a conventional manner

Q26. Assertion (A): Mistakes and errors made by the students are indicative of the failure of the teachers and the students.

Reason (R): Children do not have the ability to think on their own and need to be constantly instructed to ensure learning.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).

- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q27. Which of the following is not an emotion ?

- (a) Memory
- (b) Anger
- (c) Love
- (d) Fear

Q28. What strategies can a teacher use to increase intrinsic motivation in her primary grade students ?

- (a) Praise each and every effort made by every student
- (b) Punish undesirable behaviour
- (c) Promote competition amongst students
- (d) Encourage children to experience joy of learning

Q29. Overall physical and mental well-being of the child _____ learning.

- (a) does not affect
- (b) hinders
- (c) is not related to
- (d) facilitates

Q30. Ruhi believes that she did not study properly which is why she did not get good marks in her science test though she can do science quite well. She is attributing her performance to

- (a) environmental factors
- (b) lack of ability
- (c) lack of effort
- (d) tough luck

Solutions

S1. Ans.(d)

Sol. Adolescence is a distinct stage of human development that occurs between childhood and adulthood. It is generally characterized by rapid physical, psychological, and social changes. During adolescence, individuals go through puberty, which is the process of sexual maturation and the development of secondary sexual characteristics. This stage is also marked by increased independence, exploration of personal identity, and the development of abstract thinking skills.

Information Booster

On the other hand, options a, b, and c do not represent the transition from childhood to adulthood:

a. Early childhood: This stage typically refers to the period from infancy to about five or six years of age, where children are still heavily dependent on their parents or caregivers and are not yet experiencing the significant changes associated with adolescence.

b. Middle childhood: Middle childhood usually spans from around six to twelve years of age. While children in this stage may experience some developmental changes and increasing independence, it does not represent the transition to adulthood as seen in adolescence.

c. Preoperational period: The preoperational period is a term used in Jean Piaget's theory of cognitive development and refers to the stage between the ages of two and seven years. It is characterized by the development of symbolic thinking, but it does not involve the physical, emotional, and social changes associated with the transition to adulthood.

In summary, adolescence is the period that marks the transition from childhood to adulthood, involving significant physical, psychological, and social changes, while the other options refer to earlier stages of development.

S2. Ans.(d)

Sol. Gross motor skills involve the use of large muscle groups and the coordination of movements that require strength, balance, and control of the whole body. Walking and running are activities that rely heavily on gross motor skills.

These activities engage the major muscle groups of the legs, such as the quadriceps, hamstrings, and calf muscles, along with the core muscles for stability. Walking and running also require coordination between the legs, arms, and the body's overall balance to maintain an upright posture and propel oneself forward.

Information Booster

In contrast, the other options primarily involve fine motor skills rather than gross motor skills. Painting on a paper using a brush (option a) and cutting and pasting bits of paper (option b) involve precise movements of the hands and fingers, which are characteristic of fine motor skills. Threading a needle (option c) also requires fine motor skills, as it involves delicate hand-eye coordination and manipulation of the thread through the small eye of the needle. These activities focus on precise and controlled movements of the small muscles, rather than the large muscle groups involved in gross motor skills.

S3. Ans.(a)

Sol. The family is widely recognized as the first and most influential agent of socialization. It plays a crucial role in shaping an individual's beliefs, values, attitudes, and behaviors.

Infants and children spend a significant amount of time with their families during their early years, where they learn basic social norms, language, and cultural practices.

Family members, particularly parents or guardians, serve as role models and provide emotional support and guidance to children as they develop and navigate through society.

Information Booster

While other agents of socialization, such as school, friends, and media, also play significant roles in shaping an individual's socialization process, the family is considered the primary agent due to its unique position as the first and most immediate social environment in a person's life.

S4. Ans.(a)

Sol. The belief that physical objects such as dolls, cars, and other inanimate objects have life-like qualities is referred to as "animistic thinking."

It is a concept introduced by Jean Piaget, a renowned developmental psychologist, to describe a characteristic of preoperational thought in young children. During the preoperational stage (ages 2 to 7), children tend to attribute human-like characteristics, emotions, and intentions to inanimate objects. For example, a child may believe that a doll is capable of feeling pain or that a toy car has its own thoughts and desires.

S5. Ans.(a)

Sol. Both (A) and (R) are true, and (R) is the correct explanation of (A).

Jean Piaget's theory of cognitive development suggests that children progress through distinct stages of cognitive development. One of these stages is the Preoperational stage, which typically occurs between the ages of two and seven. During this stage, children are still developing their cognitive abilities and have not yet fully acquired logical reasoning skills. In this scenario, the assertion (A) states that four-year-old Riya cannot take into consideration the height and width of the two beakers at the same time while pouring the same amount of water into tall and wide beakers. This is consistent with the characteristics of the Preoperational stage, where children often struggle with simultaneous consideration of multiple variables.

The reason (R) provided states that Riya is at the Preoperational stage of cognitive development according to Jean Piaget. This aligns with Piaget's theory, which identifies the Preoperational stage as the developmental stage for children around four years old.

Therefore, both the assertion and the reason are true, and the reason correctly explains why Riya cannot consider the height and width of the beakers simultaneously. Hence, the correct option is A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

S6. Ans.(a)

Sol. Scaffolding is a teaching strategy that involves providing support and guidance to children as they learn and develop new skills. It is based on the idea that children can achieve higher levels of understanding and competence with the help of an adult or more knowledgeable peer. The adult provides cues, prompts, and assistance to the child, gradually reducing support as the child becomes more independent and capable.

Information Booster

In the context of the question, giving cues and offering support to children as and when required aligns with the concept of scaffolding. By offering guidance and assistance, adults can help children reach higher levels of cognitive development and acquire new knowledge or skills. This approach is commonly used in educational settings to facilitate learning and promote independent problem-solving abilities in children.

S7. Ans.(a)

Sol. Vygotsky's theory, also known as sociocultural theory, emphasizes the importance of social interactions and cultural context in children's learning and development. According to Vygotsky, children learn best through collaborative interactions with more knowledgeable individuals, such as teachers, parents, or peers. These interactions help children acquire new knowledge, skills, and understanding of the world.

Collaborative learning involves activities where children work together in groups or pairs to solve problems, discuss ideas, and share their perspectives. It encourages active participation, communication, and cooperation among learners. This approach fosters not only the acquisition of academic knowledge but also the development of social and cognitive skills, such as critical thinking, problem-solving, and communication skills.

Therefore, applying Vygotsky's theory to children's education suggests that collaborative learning should be utilized to create an optimal learning environment that promotes both academic and social growth.

S8. Ans.(c)

Sol. Conventional Level

- In Kohlberg's theory of moral development, the conventional level is the third stage of moral reasoning.

- At this level, individuals conform to social norms and expectations and strive to maintain social order and approval.
- They prioritize following rules and laws established by society, as well as meeting the expectations and standards set by others.
- In this stage, individuals are more concerned with maintaining the expectations of others and conforming to societal norms rather than focusing on the consequences of their actions. They value social approval and tend to view actions as right or wrong based on whether they are consistent with societal norms.

S9. Ans.(d)

Sol. Characteristics of a Progressive Classroom-

- A progressive classroom is learner-centric. This means that the focus is on the needs, interests, and abilities of the learners.
- The goal is to create an environment where students actively participate in their own learning process, engage in critical thinking, collaborate with peers, and develop problem-solving skills.
- The teacher acts as a facilitator, guiding and supporting students in their learning journey rather than being the sole source of knowledge.
- The curriculum and teaching methods are flexible and adaptable to meet the diverse needs of students, allowing them to explore their interests and develop a deep understanding of the subject matter.
- Assessment in a learner-centric classroom often involves multiple measures, including formative assessments and project-based assessments, to evaluate student progress and understanding.

S10. Ans.(c)

Sol. Interpersonal

- According to Howard Gardner's theory of multiple intelligences, Renu should have the "Interpersonal" intelligence to be an effective counsellor.
- Interpersonal intelligence refers to the ability to understand and interact effectively with other people.
- It involves skills such as empathy, communication, and understanding the emotions and needs of others.

- As a counsellor, Renu would need to build trust and rapport with students, listen attentively to their concerns, and provide appropriate guidance and support. Having strong interpersonal intelligence would enable her to connect with students, understand their perspectives, and help them effectively navigate their challenges.

S11. Ans.(d)

Sol. Mother tongue of the children.

- The NEP 2020 emphasizes the importance of using the mother tongue or the local language as the medium of instruction in the early years of education.
- It recognizes that children learn best when they are taught in a language, they are familiar with and use in their daily lives.
- Using the mother tongue or local language helps children develop a strong foundation in their first language, which in turn enhances their learning abilities and cognitive development.
- Additionally, the policy also supports multilingualism and encourages the gradual introduction of other languages, including Hindi and English, as children progress in their education.

S12. Ans.(c)

Sol. Gender stereotyping refers to the generalizations and expectations society imposes on individuals based on their gender. In this scenario, the mother assumes that only boys play with footballs, which reflects a stereotypical belief that sports and certain toys are suitable only for boys. By offering a doll instead, she reinforces traditional gender roles and limits Vaishali's options based on her gender.

Information Booster

- a. Gender Role Flexibility, would imply that the mother is open to challenging or expanding traditional gender roles, which is not the case here. Instead, the mother reinforces the existing gender stereotype.
- b. Gender Equity, refers to the fair treatment and equal opportunities for individuals of different genders. The mother's response does not promote gender equity since she limits Vaishali's choices based on gender.
- d. Gender Relevance, does not accurately describe the mother's response. Gender relevance would suggest that the mother's response is appropriate and relevant to the situation, but in reality, it perpetuates gender stereotypes and restricts Vaishali's choices.

S13. Ans.(b)

Sol. Labelling children and placing them in categories can have negative effects on their self-esteem and sense of identity. When children are labeled and categorized, it can create a sense of helplessness and inferiority among those who are labeled in a negative or stigmatizing way. This can lead to low self-confidence, diminished motivation, and hinder their overall learning and development.

Labeling children based on their abilities or characteristics can also lead to stereotyping and prejudice. It can limit their opportunities and potential by confining them to specific categories and expectations. Furthermore, labeling can create a competitive and divisive atmosphere among children, fostering an unhealthy sense of comparison and judgment.

S14. Ans.(b)

Sol. Assessment covering all aspects of school activities related to child's overall development

- Continuous and comprehensive evaluation (CCE) refers to an assessment approach that takes into account all aspects of a student's development, not just their academic performance.
- It involves evaluating a child's progress and growth in various areas such as academics, co-curricular activities, social skills, values, and physical development.
- CCE aims to provide a holistic view of a student's abilities and achievements, allowing for a more comprehensive understanding of their overall development.
- It goes beyond comparing students with each other or relying solely on scholastic activities for evaluation. Instead, CCE considers multiple dimensions of a student's educational journey.

S15. Ans.(b)

Sol. Formative Assessment

- Probing questions are used by effective teachers to elicit deeper thinking, promote critical reasoning, and assess students' understanding and progress in real-time. These questions are designed to probe students' thinking, uncover misconceptions, and provide feedback to guide instruction.

- The purpose of using probing questions is to facilitate formative assessment, which is an ongoing, continuous process of gathering feedback and monitoring students' learning throughout the teaching-learning process.
- Formative assessment helps teachers make instructional decisions, identify areas of improvement, and adjust their teaching strategies to meet students' needs effectively.

S16. Ans.(a)

Sol. In an inclusive classroom, the role of a teacher is to address and respond to the diverse needs of all children. Inclusivity emphasizes that every student, regardless of their abilities or backgrounds, should have equal opportunities to learn and participate in the classroom. Teachers in inclusive classrooms aim to create an environment where all students feel valued and supported, and where their individual strengths, weaknesses, and learning styles are recognized and accommodated.

Information Booster

- b. giving attention to some special students only, is not aligned with the principles of inclusivity, as it suggests a selective approach rather than considering the needs of all students.
- c. identifying and segregating children based on their academic abilities, goes against the concept of inclusivity. Inclusive classrooms aim to integrate students with different abilities and provide appropriate support to meet their individual needs, rather than separating them based on their academic abilities.
- d. referring special needs children to a specialist and ensuring they are taught in a separate section, implies exclusion and segregation. In an inclusive classroom, efforts are made to provide necessary support and accommodations within the regular classroom setting, while also fostering a sense of belonging and acceptance among all students.

S17. Ans.(c)

Sol. When teaching a diverse group of learners, it is important for a teacher to keep in mind several key factors:

(i) Acknowledge and respect every student: Teachers should recognize and value the unique backgrounds, experiences, and perspectives of each student. They should create an inclusive and supportive environment where every student feels seen and appreciated.

(ii) Ignore cultural differences: This statement is incorrect. Instead of ignoring cultural differences, teachers should embrace and celebrate diversity. Cultural differences can enrich the learning experience and provide opportunities for students to learn from each other.

(iii) Maintain consistent communication: Rather than maintaining consistent communication, teachers should establish clear and effective communication channels with their students. This includes providing instructions, feedback, and guidance in a consistent and accessible manner.

(iv) Give indirect instructions: This statement is incorrect. When teaching a diverse group of learners, it is important for teachers to provide clear and direct instructions that are easily understandable for all students.

(v) Give students autonomy and flexibility: It is beneficial to provide students with autonomy and flexibility in their learning. This allows them to engage with the material in a way that is meaningful to them and supports their individual learning styles and preferences.

S18. Ans.(b)

Sol. The most appropriate option to cater to the specific needs of a child with visual disability is to use a variety of tactile manipulative and materials. Visual disability refers to a condition where an individual has impaired vision or is completely blind. In such cases, relying on visual presentations or silent films may not be effective for the child's learning. Instead, using tactile manipulative and materials, which can be touched and felt, allows the child to explore and understand concepts through their sense of touch. This approach promotes hands-on learning and engagement, enabling the child to develop their understanding and skills in a meaningful way.

S19. Ans.(a)

Sol. Autism

- Difficulties in social interaction and verbal communication are typical characteristics of autism.
- Autism spectrum disorder (ASD) is a neurodevelopmental disorder that affects social interaction, communication, and behavior.
- People with autism often struggle with understanding and using verbal and nonverbal communication, such as maintaining eye contact, understanding social cues, and engaging in reciprocal conversation.

- They may also have difficulty interpreting social situations and developing meaningful relationships. These challenges in social interaction and verbal communication are central features of autism.

S20. Ans.(a)

Sol. By encouraging the children to use their imagination and create something unique with the clay, the teacher is fostering their creative thinking skills. This activity allows the children to explore their own ideas, make decisions, and express themselves freely. It stimulates their imagination and problem-solving abilities, as they have the freedom to create various shapes, objects, or even abstract forms using the clay.

In contrast, options b, c, and d are not relevant to the given scenario. Rote memorization refers to the memorization of information without understanding or critical thinking, which is not promoted by the activity of creating with clay. Non-cooperation and indiscipline are negative behaviors that are not encouraged or promoted by the teacher in this context.

S21. Ans.(c)

Sol. The correct answer is C. (i) (ii) (iii) (iv).

During the early primary years of childhood, it is crucial to focus on the development of multiple skills to provide a strong foundation for overall growth and well-being. Let's discuss each option:

(i) Physical skills: Physical development plays a vital role in a child's early years. It involves the development of gross motor skills (such as running, jumping, and coordination) and fine motor skills (such as writing, drawing, and manipulating objects). These skills are important for physical health, daily activities, and later academic success.

(ii) Social skills: Social skills refer to a child's ability to interact and communicate effectively with others. They include skills like sharing, taking turns, empathy, cooperation, and resolving conflicts. Developing social skills at an early age helps children build positive relationships, collaborate, and navigate social situations successfully.

(iii) Cognitive capabilities: Cognitive development involves a child's thinking, problem-solving, and understanding of the world. It includes language development, memory, attention, logical reasoning, and critical thinking. Fostering cognitive capabilities during the early primary years helps children acquire foundational knowledge and develop the skills necessary for future academic success.

(iv) Emotional skills: Emotional development focuses on recognizing and managing emotions effectively. It includes skills like self-regulation, empathy, resilience, and emotional awareness. Developing emotional skills helps children understand their feelings, express themselves appropriately, and establish positive mental well-being.

S22. Ans.(b)

Sol. In a constructivist classroom, meaningful learning is the process of discovery through exploration and interaction.

- In a constructivist classroom, meaningful learning is characterized by the process of discovery through exploration and interaction.
- Constructivism is an educational philosophy that emphasizes the active role of learners in constructing their own knowledge and understanding of the world. Instead of passively receiving information, students engage in hands-on activities, problem-solving tasks, and collaborative discussions to construct meaning and develop their own understanding.
- This approach encourages critical thinking, creativity, and the application of knowledge in real-life contexts. It values the active involvement of learners and recognizes that learning is a personal and dynamic process.

S23. Ans.(a)

Sol. Scaffolding

- Scaffolding refers to a teaching technique in which a teacher provides support and guidance to a student who is struggling to understand a concept or perform a task.
- The teacher offers cues, prompts, and additional resources to help the student gradually develop their understanding and skills.
- This process is often used in educational settings to bridge the gap between the student's current knowledge and the desired learning outcome.
- By providing temporary support, the teacher gradually reduces the assistance as the student becomes more capable and independent.
- Scaffolding is an effective approach to facilitate learning and promote student growth.

S24. Ans.(a)

Sol. Both (A) and (R) are true and (R) is the correct explanation of (A).

(A) A teacher tries to include examples from the immediate environment of children to make the classes interactive. This is a common practice in education where teachers use real-life examples, situations, and objects from the immediate environment of children to connect their learning to the real world. By doing so, the classes become more engaging and interactive, as students can relate the concepts being taught to their own experiences.

(R) Socio-cultural context plays an important role in learning. This is also true. Socio-cultural context refers to the social and cultural factors that influence an individual's learning and development. It includes aspects such as the language spoken, cultural norms, values, beliefs, and experiences of the learners. The socio-cultural context shapes how individuals perceive and interpret information, and it affects their cognitive processes and learning outcomes. By incorporating examples from the immediate environment of children, teachers take into account the socio-cultural context and make the learning experience more relevant and meaningful for the students.

S25. Ans.(d)

Sol. When children encounter a problem, they often rely on their prior knowledge and experience to find a solution. However, if they remain fixed at using objects in a conventional manner, they may struggle to think creatively or consider alternative approaches. This can limit their problem-solving abilities and hinder their progress in finding effective solution. Encouraging children to think outside the box and explore unconventional uses of objects can help overcome this hindrance and foster their problem-solving skills.

S26. Ans.(d)

Sol. Both Assertion (A) and Reason (R) are false. Assertion (A) states that mistakes and errors made by students indicate the failure of both teachers and students. However, this assertion is too generalized and doesn't take into account various factors that can contribute to mistakes and errors, such as individual learning styles, external distractions, or the complexity of the material being taught. Mistakes and errors are a natural part of the learning process, and they can occur even when both teachers and students are performing well.

Reason (R) claims that children do not have the ability to think on their own and need constant instruction for learning. This reason is incorrect and contradicts our understanding of child development and education. Children have the capacity to think independently and learn through exploration, problem-solving, and critical thinking. While guidance and instruction from teachers are important, fostering independent thinking and self-directed learning is also crucial for a student's development.

S27. Ans.(a)

Sol. Memory is not an emotion. Memory refers to the ability to encode, store, and retrieve information from past experiences. It is a cognitive process rather than an emotional state. Memories can be associated with emotions, but memory itself is not an emotion.

On the other hand, emotions are complex psychological and physiological states that are typically triggered by specific stimuli or events. Emotions involve subjective feelings, physiological changes, and often lead to behavioral responses. Anger, love, and fear are examples of emotions.

Anger is a strong feeling of displeasure, usually in response to perceived injustice or provocation. Love is a deep affection and attachment towards someone or something. Fear is an emotional response to a perceived threat or danger.

In summary, memory is not an emotion but a cognitive process, whereas anger, love, and fear are all emotions.

S28. Ans.(d)

Sol. The most effective strategy for increasing intrinsic motivation in primary grade students is to encourage them to experience the joy of learning. When students find learning enjoyable and personally meaningful, they are more likely to be motivated to engage in learning activities. Here's a short explanation of each option:

a. Praise each and every effort made by every student: While providing positive feedback and acknowledging students' efforts is important, praising every effort indiscriminately may lead to a reliance on external validation rather than fostering intrinsic motivation.

b. Punish undesirable behavior: Punishment can be demotivating and may create fear or resentment in students. It is generally better to focus on positive reinforcement and providing clear expectations and consequences for behavior.

c. Promote competition amongst students: While healthy competition can be motivating for some students, it can also lead to negative outcomes such as stress, anxiety, and a focus on winning rather than learning. Collaborative and cooperative activities that foster a sense of teamwork and support are often more beneficial.

Therefore, option d is the most effective strategy as it emphasizes the joy of learning, which can help students develop intrinsic motivation and a lifelong love for learning.

S29. Ans.(d)

Sol. The overall physical and mental well-being of a child facilitates learning. When a child is in good physical health and has a positive mental state, they are more likely to be receptive to learning, have better

concentration and focus, and be more engaged in educational activities. Physical and mental well-being contribute to a child's overall readiness to learn, creating a conducive environment for acquiring new knowledge and skills. Therefore, a child's well-being plays a crucial role in facilitating the learning process.

S30. Ans.(c)

Sol. Ruhi believes that her poor performance in the science test is due to her own lack of effort. She thinks that she did not study properly, indicating that she recognizes her own responsibility for not putting in enough effort to prepare adequately for the test. This attribution suggests that she believes her abilities in science are fine but that her lack of effort led to the unsatisfactory outcome.

