

## Odisha LTR Practice Mock Test - Pedagogy

**Q1.** Understanding child's behavior requires knowledge of basic concept of -

- (a) Dependence and independence
- (b) Maturation and learning
- (c) Masculinity and femininity
- (d) Generalization and specification

**Q2.** At the primary stage, assessment should consist of

- (a) half-yearly and annual examinations at the end of the year
- (b) home assignments and class assignments every week to rate young learners under the categories of pass or fail
- (c) continuous and unstructured teacher observations to be shared with learners and parents
- (d) formal tests and games done every week and recorded in the report card

**Q3.** In Piaget's theory, the sensorimotor stage marks the period from-

- (a) 1 year to 3 years
- (b) 2 years to 4 years
- (c) Birth to 2 years
- (d) Birth to 4 years

**Q4.** Counseling process should result in assisting the individual to become

- 1. Autonomous
- 2. Self-directing
- 3. Self-disciplines
- 4. Egoist

Select the correct answer using the codes given below

- (a) 1 and 2
- (b) 1 and 4
- (c) All of the given options
- (d) 1, 2 and 3

**Q5.** The question given below has an Assertion (A) and a Reason (R).

Assertion (A) : Alterations Deficit Hyperactivity Disorder can be treated successfully with drugs.

Reason (R) : In this disorder, children can pay attention very easily

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

**Q6.** Howard Gardner's Theory of multiple intelligences emphasises

- (a) conditioning skills in students
- (b) general intelligence
- (c) common abilities required in school
- (d) the unique abilities of each individual

**Q7.** TT is given against

- (a) Typhoid
- (b) Tetanus
- (c) Tuberculosis
- (d) Toxins

**Q8.** A three months old baby cannot walk because

- (a) He is not matured enough
- (b) He is not motivated enough
- (c) He is not aspired enough
- (d) He is not desirous enough

**Q9.** Which of the following is NOT a personal factor of learning?

- (a) Motivation
- (b) Interest
- (c) Abilities
- (d) Societal

**Q10.** Which of the following is true for extrinsic motivation?

1. It refers to the performance of an activity in order to attain an outcome.
2. It comes from outside of an individual.

Choose the correct code:

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

**Q11.** The period of 6-8 years in development of child is known as

- (a) Early childhood
- (b) Late childhood
- (c) Boyhood or girlhood
- (d) None of the given options

**Q12.** Repeated or stereotypic behaviour is typical characteristic of which mental disorder?

- (a) Mongolism
- (b) Hydrocephaly
- (c) Microcephaly
- (d) Autism

**Q13.** Which of the following can be causes of truancy in a child?

1. Poor family conditions.
2. Inferiority complex.

Choose the correct code out of the following -

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

**Q14.** Which of the following states/UTs became the first to have children's courts (not to be confused with juvenile courts) , i.e., facilities for the speedy trial of crime against children in 2011?

- (a) Delhi
- (b) Goa
- (c) Uttar Pradesh
- (c) Puducherry

**Q15.** Which of the following statements is/are correct?

1. Integration was a welcome move in the direction of changing the mindset of the people towards children with disabilities
2. Integration prepared us for the implementation of inclusion

Choose the correct code

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

**Q16.** Which of the following is NOT a category of academically dysfunctional children?

- (a) Slow learners
- (b) Underachievers
- (c) Average learners
- (d) Children having special learning disabilities

**Q17.** A child of class ix, has a good mental ability. He, however, feels tremendous pressure from the huge over-expectation of his parents and finds it difficult to rise up to their expectation. There is every chance of his becoming a \_\_\_\_\_.

- (a) Creative Child
- (b) Slow learner
- (c) Underachiever child
- (d) Child with learning disability

**Q18.** Under which layer of the Bronfenbrenner's Ecological System does the institutions such as parent's workplace, the neighborhood, and school board come?

- (a) Microsystem
- (b) Mesosystem
- (c) Exosystem
- (d) Chronosystem

**Q19.** Which of the following social criterion of a family influences the child's interaction with society?

- I. Religion
  - II. Caste
  - III. Finances
- (a) Only I
  - (b) Both I and II
  - (c) Both II and III
  - (d) All I, II and III

**Q20.** Following Pavlov's lead, who among the following conducted the famous experiment in the case of Little Albert?

- (a) Lawrence Kohlberg
- (b) Lev Vygotsky
- (c) Jean Piaget
- (d) John B. Watson

**Q21.** Which of the following is not the correct objective of pre-school?

- (a) To prepare children for primary school in conducive environment.
- (b) To enable children to develop motor skills by practicing different kinds of activities for fine motor and gross motor development.
- (c) To help children develop social and emotional skills for healthy living.
- (d) To encourage children to concentrate on textbooks and learn the full syllabus.

**Q22.** Which of the following involvement is required by the teacher to help learners in emotional development?

- (a) Objective
- (b) Subjective
- (c) Both objective and subjective
- (d) Neither objective nor subjective.

**Q23.** Which among the following is not correct regarding emotional development during early childhood?

- (a) Emotions such as anger, fear, jealousy, curiosity and envy develop during early childhood.
- (b) Studies prove that bright or intelligent children have less curiosity emotion than intellectually poor children.
- (c) Emotional development at early childhood provides a base for later emotional development.
- (d) Parents, school and peers play an important role in the development of emotions.

**Q24.** Choose the most appropriate option.

A. According to Gagne's differentiating model of giftedness and talent (DMGT) , "Giftedness is the possession and use of untrained and spontaneously expressed natural abilities in at least one ability domain to a degree that places an individual at least among the top 10% of age group peers".

B. According to this theory grades and test scores do not provide an accurate picture of a student's strengths and abilities.

- (a) A is true, B is false
- (b) B is true, A is false
- (c) Both A and B are true
- (d) Both A and B are false

**Q25.** Which of the following practice of Mrs. Sushma in her classroom shows that she is against the concept of gender-bias?

- (a) Appreciating the girl's project just by appearance.
- (b) Asking easier questions to the girl student.
- (c) Reviewing and commenting on the project work of the girls by checking it.
- (d) Giving less attention to the girls.

**Q26.** Toy age is related to which stage?

- (a) Early childhood
- (b) Babyhood
- (c) Late childhood
- (d) All of the given options

**Q27.** Child-centered education includes-

- (a) Hands on activities for kids
- (b) Learning in restricted environment
- (c) Learning alone
- (d) All of the given options

**Q28.** Mobility and Orientation training is associated with

- (a) Students with hearing impairment
- (b) Students with mental retardation
- (c) Students with visual impairment
- (d) Students with learning disability

- Q29.** Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem are parts of the theory propounded by:
- (a) Maslow
  - (b) Vygotsky
  - (c) Bronfenbrenner
  - (d) Piaget
- Q30.** Which among the following is not the purpose of developmental tasks?
- (a) They act as guidelines to help parents and teachers to know what children should learn at a given age
  - (b) Developmental tasks serve as motivating forces for children to learn what the social group expects them to learn at that age
  - (c) Developmental tasks tell parents and teachers what will be expected of children in the immediate and remote future
  - (d) Developmental task increases the intelligence of children
- Q31.** The progression of development of children in primary years is from
- (a) simple to complex
  - (b) abstract to concrete
  - (c) global to local
  - (d) specific to general
- Q32.** Which of the following is a 'sensitive period' for language development ?
- (a) Early childhood
  - (b) Middle childhood
  - (c) Adolescence
  - (d) Pre-natal
- Q33.** The process by which children learn their societal role is referred to as \_\_\_\_\_.
- (a) socialisation
  - (b) assimilation
  - (c) accomodation
  - (d) adaptation
- Q34.** At which stage of cognitive development do children begin imitation and achieve object permanence ?
- (a) Sensorimotor
  - (b) Preoperational
  - (c) Concrete operational
  - (d) Formal operational
- Q35.** In Jean Piaget's theory a child who perceives the sun as being alive because it gives out light is demonstrating
- (a) animistic thinking
  - (b) centration
  - (c) irreversibility
  - (d) object permanence
- Q36.** Which of the following concepts is not proposed by Lev Vygotsky ?
- (a) Zone of Proximal Development
  - (b) Schema
  - (c) Scaffolding
  - (d) Social Interaction

**Q37.** Which of the following statements is a correct pedagogical implication of Lev Vygotsky's theory ?

- (a) Encouraging competition among students rather than collaboration
- (b) Encouraging desired behaviour through rewards and reducing undesired behavior through punishment
- (c) Scaffolding the students by providing appropriate prompts and cues
- (d) Promoting association between stimulus and response

**Q38.** According to Kohlberg the first stage of moral development is characterised by

- (a) Seeing rules as fixed and absolute
- (b) Maintaining affection and approval of others
- (c) A duty to uphold laws and rules for their own sake
- (d) Abstract universal principles that are valid for all humanity

**Q39.** In a progressive classroom

- (a) children are forced to learn according to the prescribed syllabus.
- (b) children engage in activities that realise their potential.
- (c) children are labelled and segregated based on their abilities.
- (d) children work to get rewards and avoid punishments.

**Q40.** Which of the following type of intelligence was described by Howard Gardner ?

- (a) Generic Intelligence
- (b) Linguistic Intelligence
- (c) Physical Intelligence
- (d) Specific Intelligence

**Q41.** In a primary classroom the teachers should \_\_\_\_\_ 'private speech' — self talk that guides thinking and action.

- (a) encourage
- (b) discourage
- (c) ignore
- (d) punish children for

**Q42.** Seeing the role of boys at home and in the society, Mohan refused to play the role of a girl in a program organized in the school, saying that because he is a boy, he will not wear a girl's dress. It shows

- (a) Gender role flexibility
- (b) Gender equality
- (c) Gender mobility
- (d) Gender typing

**Q43.** The process of teaching and learning for students of differing abilities in the same class is referred to as

- (a) differentiated instruction
- (b) standardized instruction
- (c) stimulation
- (d) conditioning

**Q44.** In socio-constructivist classroom what is the primary mode of assessment ?

- (a) Recall-based objective type tests
- (b) Collaborative projects
- (c) Standardized tests
- (d) Norm-referenced tests

**Q45.** The most important objective of the assessment of learners is

- (a) To reflect on the effectiveness of the pedagogy and modify it to enhance learning.
- (b) To complete one of the tasks assigned to teachers.
- (c) To complete records and registers.
- (d) To create same ability grouping in class.

**Q46.** Providing choice and options to students from a range of activities and experiences based on their interests, needs and diversity of learner's background, follows the principle of

- (a) inclusion
- (b) labelling and segregation
- (c) competition
- (d) exclusion

**Q47.** Which of the following does not promote cultural sensitivity in class ?

- (a) Organising activities related to different cultures
- (b) Encouraging sharing of experiences by students about their culture
- (c) Celebrating festivals of dominant cultures only
- (d) Accepting and respecting diverse backgrounds of each student

**Q48.** Challenges in reading texts and comprehending long passages is a challenge for students with

- (a) dyscalculia
- (b) dyslexia
- (c) hearing impairment
- (d) dysgraphia

**Q49.** Which of the learning materials is not suitable for children with hearing impairment ?

- (a) Audiobooks
- (b) Printed books
- (c) Videos with subtitles
- (d) Three-dimensional charts and maps

**Q50.** What type of questions should a teacher ask in order to identify creative children in her class ?

- (a) Fill in the blanks
- (b) Multiple choice questions
- (c) Questions with right and wrong options
- (d) Open-ended questions

## S1. Ans.(b)

**Sol.** Understanding a child's behavior requires knowledge of basic concepts such as *maturation* and *learning*. Maturation refers to the natural growth and development of a child's body and mind over time, while learning involves the experiences and activities that contribute to cognitive and emotional development. Both factors play a crucial role in shaping behavior as they provide the framework for how children understand and interact with their environment.

### Information Booster:

- Maturation is a biological process, while learning is acquired through experiences.
- Maturation influences readiness to learn certain skills.
- Behavioral changes occur through a combination of maturation and learning.
- Understanding these concepts helps in predicting child development milestones.
- Proper knowledge helps in creating better educational strategies for child growth.

### Additional Knowledge:

- **Dependence and independence:** These concepts relate to emotional development and the process where children grow from reliance on others to self-reliance.
- **Masculinity and femininity:** These are gender-based roles and behaviors, but they are not foundational in understanding general child development.
- **Generalization and specification:** These terms are used in cognitive and learning theories but are more relevant to specific areas of development such as concept formation.

## S2. Ans.(c)

**Sol.** At the primary stage, assessments should consist of *continuous and unstructured teacher observations* that can be shared with both learners and parents. This approach helps track ongoing development without the pressure of formal exams. It focuses on the holistic growth of students and allows for more flexibility in learning styles.

### Information Booster:

- Continuous assessment helps in understanding a child's progress throughout the year.
- Teacher observations offer a more personalized evaluation.
- This method helps in identifying areas of improvement early on.
- Unstructured observations help reduce exam-related stress in young learners.
- Sharing observations with parents promotes a collaborative approach to education.

### Additional Knowledge:

- **Half-yearly and annual exams** (option a) focus on rote learning and do not provide regular feedback.
- **Home assignments and class assignments** (option b) are useful, but ranking children under pass/fail at a young age can negatively impact their self-esteem.
- **Formal tests and weekly games** (option d) may promote unnecessary competition and stress among young learners.

## S3. Ans.(c)

**Sol.** According to *Piaget's theory*, the *sensorimotor stage* occurs from birth to 2 years. During this stage, infants learn about the world through their senses and actions. This is a critical period where children begin to develop an understanding of object permanence and motor skills.

### Information Booster:

- Sensorimotor stage is the first stage of Piaget's cognitive development theory.
- Children explore their surroundings using reflexes like sucking and grasping.
- Object permanence is a key concept developed in this stage.
- Early motor development is closely linked with cognitive development.
- This stage sets the foundation for later cognitive abilities.

### Additional Knowledge:

- **1 year to 3 years** (option a) is incorrect because this overlaps with the preoperational stage.
- **2 years to 4 years** (option b) refers to early preoperational development.
- **Birth to 4 years** (option d) is broader, combining both sensorimotor and early preoperational stages.



#### S4. Ans.(d)

**Sol.** The counseling process should help an individual become *autonomous*, *self-directing*, and *self-disciplined*. These qualities enable an individual to take responsibility for their actions, make decisions, and maintain self-control, which are critical for personal and professional development.

#### Information Booster:

- Autonomy allows individuals to function independently.
- Self-directing involves setting personal goals and taking initiative.
- Self-discipline ensures focus and consistency in achieving goals.
- Counseling aims to enhance these traits to improve personal growth.
- Egoism (option 4) is not a desired outcome in effective counseling.

#### Additional Knowledge:

- **Autonomy** refers to independence and personal agency in decision-making.
- **Self-directing** refers to the ability to set and follow personal goals.
- **Self-discipline** involves control over one's actions and emotions to meet objectives.
- **Egoist** (option 4) refers to a self-centered approach, which is generally not an intended outcome in counseling.

#### S5. Ans.(c)

**Sol.** *Assertion (A) is true*, but *Reason (R) is false*. ADHD can be treated successfully with medications such as stimulants, but children with ADHD have difficulty paying attention, contrary to what is stated in the Reason.

#### Information Booster:

- ADHD is a neurodevelopmental disorder affecting attention, hyperactivity, and impulsivity.
- Medications like stimulants help manage symptoms effectively.
- Children with ADHD struggle with sustained attention and may benefit from structured interventions.
- Medications are often part of a broader treatment plan including behavioral therapy.
- Reason (R) misrepresents ADHD by incorrectly stating that attention is not an issue.

#### Additional Knowledge:

- **Stimulant medications** are commonly used in treating ADHD.
- **Cognitive-behavioral therapy** is often paired with medications to improve self-control and attention.
- **Hyperactivity** in ADHD involves excessive movement and restlessness.
- **Inattention** is a hallmark symptom, as children with ADHD often have difficulty focusing.

#### S6. Ans.(d)

**Sol.** *Howard Gardner's Theory of Multiple Intelligences* emphasizes the *unique abilities* of each individual. Gardner proposed that intelligence is not a single, general ability but consists of multiple distinct types, such as linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, and others. Each person possesses different combinations of these intelligences, which underscores the uniqueness of individual abilities and learning styles.

#### Information Booster:

- Gardner's theory encourages personalized education.
- There are nine intelligences identified in this theory, including interpersonal and intrapersonal intelligence.
- It challenges the traditional view of intelligence as only IQ-based.
- Educators can use this model to tailor teaching methods to students' strengths.
- The theory promotes holistic development.

#### Additional Knowledge:

- **Conditioning skills** (option a) relates to behavioral psychology, not Gardner's theory.
- **General intelligence** (option b) refers to the traditional IQ-based view of intelligence.
- **Common abilities required in school** (option c) focuses on standardized skills but does not account for individual differences.

**S7. Ans.(b)**

**Sol.** TT stands for *Tetanus Toxoid*, which is given to prevent tetanus, a serious bacterial infection. The TT vaccine stimulates the body to produce antibodies against tetanus toxins, which are produced by *Clostridium tetani*, commonly found in soil and dust.

**Information Booster:**

- Tetanus affects the nervous system and can cause severe muscle spasms.
- The TT vaccine is often given after an injury to prevent tetanus.
- It's also administered as part of the DTP (Diphtheria, Tetanus, and Pertussis) vaccine in childhood immunizations.
- Tetanus is preventable through vaccination, but untreated cases can be fatal.

**Additional Knowledge:**

- **Typhoid** (option a) is prevented with the typhoid vaccine, not TT.
- **Tuberculosis** (option c) is prevented with the BCG vaccine.
- **Toxins** (option d) refer to various harmful substances but not specifically tetanus toxins.

**S8. Ans.(a)**

**Sol.** A three-month-old baby cannot walk because *he is not matured enough*. Walking requires physical development and muscle control that infants typically develop between 9 to 12 months of age. The inability to walk at three months is not due to motivation or desire but due to natural growth stages.

**Information Booster:**

- Walking is part of motor development.
- Physical milestones like sitting and crawling precede walking.
- Maturation is a natural biological process that progresses with time.
- Muscle strength, coordination, and balance are crucial for walking.
- Motor skills typically develop between 9-18 months.

**Additional Knowledge:**

- **Motivation** (option b) is not applicable here, as babies rely on biological readiness for movement.
- **Aspiration** (option c) and **desire** (option d) are not factors in infant motor development, as walking is primarily a physical milestone.

**S9. Ans.(d)**

**Sol.** *Societal* factors are *not personal factors* of learning. Personal factors include aspects like motivation, interest, and abilities, which are internal to the learner. Societal factors, on the other hand, involve external influences like culture, peer pressure, and family expectations, which affect learning from an environmental perspective.

**Information Booster:**

- Personal factors like motivation drive internal engagement in learning.
- Interest enhances focus and attention on learning tasks.
- Abilities determine a learner's capacity to grasp and apply knowledge.
- Societal factors include cultural, social, and economic influences.

**Additional Knowledge:**

- **Motivation** (option a) is a personal factor because it affects individual drive to learn.
- **Interest** (option b) enhances engagement and personal involvement in learning.
- **Abilities** (option c) refer to inherent capabilities that affect personal learning outcomes.

**S10. Ans.(c)**

**Sol.** Both *statements 1 and 2* are correct for extrinsic motivation. Extrinsic motivation refers to engaging in an activity for external rewards or outcomes, such as grades, praise, or avoidance of punishment. It originates outside the individual, as opposed to intrinsic motivation, which comes from within and is driven by personal satisfaction or interest.

**Information Booster:**

- Extrinsic motivation is common in structured learning environments.
- Rewards or punishments drive behavior in extrinsic motivation.
- Over-reliance on extrinsic rewards can diminish intrinsic motivation.
- Effective use of extrinsic motivation can complement intrinsic motivation in education.
- Examples include grades, certificates, or recognition.

### Additional Knowledge:

- **Intrinsic motivation** comes from internal satisfaction or curiosity.
- **Performance-based rewards** are typical forms of extrinsic motivation.
- **Goal-oriented behavior** is often influenced by external incentives.
- **Recognition and praise** act as extrinsic motivators in educational settings.

### S11. Ans.(b)

**Sol.** The period of 6-8 years in a child's development falls under **late childhood**. Late childhood typically ranges from 6 to 12 years of age, and this phase is characterized by the child's increasing independence, school attendance, and development of social skills. Children in this stage show significant cognitive development, moral understanding, and enhanced physical abilities.

### Information Booster:

1. Late childhood ranges from ages 6 to 12, marking the transition from early childhood to adolescence.
2. Cognitive development accelerates, with improved problem-solving and logical thinking.
3. Social interactions and peer relationships become more prominent.
4. Physical growth continues but at a slower pace compared to early childhood.
5. Self-awareness and understanding of rules and social norms are key developments.

### Additional Knowledge:

- **Early childhood (a)** : This period spans from birth to 6 years and includes significant growth in motor skills, language acquisition, and emotional regulation.
- **Late childhood (b)** : This stage, from 6 to 12 years, is marked by increasing independence and school participation, where social and cognitive skills develop further.
- **Boyhood or girlhood (c)** : These terms are generally informal and refer to specific stages within childhood but are not used in developmental psychology to define exact age ranges.

### S12. Ans.(d)

**Sol.** *Autism* is characterized by *repetitive or stereotypic behaviors*, alongside challenges in social interaction and communication. Individuals with autism may engage in repetitive activities or rituals and have restricted interests, which are hallmark features of the disorder.

### Information Booster:

- Autism is a neurodevelopmental disorder.
- Repetitive behaviors may include hand-flapping, rocking, or insistence on sameness.
- Early diagnosis and intervention can improve outcomes.
- Autism is diagnosed based on behavioral criteria, typically manifesting by age 3.
- Sensory sensitivities are common in individuals with autism.

### Additional Knowledge:

- **Mongolism** (option a) refers to Down Syndrome, which involves intellectual disability but not repetitive behavior.
- **Hydrocephaly** (option b) is the buildup of fluid in the brain, causing pressure and developmental issues, but not stereotypic behaviors.
- **Microcephaly** (option c) refers to a smaller-than-average head size, often leading to developmental delays, but not necessarily repetitive behaviors.

### S13. Ans.(c)

**Sol.** *Both poor family conditions and inferiority complex* can be causes of truancy in a child. Poor family conditions may contribute to emotional distress, while an inferiority complex can reduce a child's self-esteem, making them reluctant to attend school regularly.

### Information Booster:

- Truancy often stems from both emotional and environmental factors.
- Family stress, such as financial struggles, can discourage school attendance.
- Feelings of inadequacy or low self-esteem can lead to avoidance of social situations like school.
- Early intervention is essential to address truancy.
- Schools can provide support through counseling and outreach programs.

**Additional Knowledge:**

- **Poor family conditions** (option 1) may include economic hardship, parental neglect, or domestic conflict.
- **Inferiority complex** (option 2) can develop from bullying, academic struggles, or social rejection.

**S14. Ans.(a)**

**Sol.** Delhi became the first Union Territory in India to establish dedicated children's courts in 2011. These courts aim to ensure the swift trial of crimes against children, differentiating them from juvenile courts, which deal with juvenile offenders. The creation of such courts was an important legal step towards enhancing child protection in India, ensuring that cases involving the abuse, exploitation, or violence against children are handled swiftly and sensitively.

**Information Booster:**

1. Delhi was the first to establish dedicated children's courts in 2011.
2. The courts deal with crimes against minors, ensuring faster legal proceedings.
3. Children's courts are distinct from juvenile courts, which handle young offenders.
4. This initiative was in line with the Protection of Children from Sexual Offences (POCSO) Act and other child protection laws.
5. The establishment of these courts is seen as a significant step toward safeguarding children's rights in India.

**S15. Ans.(c)**

**Sol.** Both statements 1 and 2 are correct. Integration was a crucial step toward changing societal attitudes about children with disabilities, and it paved the way for *inclusion*, which focuses on adapting the system to accommodate all students equally.

**Information Booster:**

- Integration allowed students with disabilities to learn alongside their peers in regular schools.
- Inclusion goes further by making schools fully accessible and supportive of diverse needs.
- Inclusive education ensures equal opportunities for all children, regardless of disability.
- Integration helped in creating awareness and reducing stigma associated with disabilities.
- The goal of inclusion is to embrace diversity and promote social justice.

**Additional Knowledge:**

- **Integration** focuses on placing children with disabilities in mainstream schools but with limited support.
- **Inclusion** ensures that the system adapts to meet the needs of all learners.
- Both integration and inclusion require teacher training and systemic change to be effective.
- 

**S16. Ans.(c)**

**Sol.** Average learners are not considered academically dysfunctional. Academic dysfunction refers to difficulties in learning or achieving up to expected levels, which applies to *slow learners*, *underachievers*, and children with *special learning disabilities*. Average learners perform as expected for their age or grade level.

**Information Booster:**

- *Slow learners* struggle to grasp academic concepts at the pace of their peers.
- *Underachievers* have the potential to succeed but do not perform at their capacity.
- *Children with special learning disabilities* have diagnosed conditions that affect their ability to learn.
- *Average learners* demonstrate typical academic performance.

**Additional Knowledge:**

- **Slow learners** (option a) require additional time and support to learn.
- **Underachievers** (option b) may face emotional or motivational barriers.
- **Children with special learning disabilities** (option d) may have conditions such as dyslexia or ADHD.

**S17. Ans.(c)**

**Sol.** A child who experiences *over-expectation from parents* and feels pressure may become an *underachiever*. Despite having good mental ability, the child's performance may decline due to stress, anxiety, or lack of motivation, leading to underachievement compared to their potential.

**Information Booster:**

- Parental pressure can negatively impact a child's performance.
- Underachievers have the ability but fail to meet expected academic standards.
- Emotional and psychological factors play a key role in underachievement.
- Proper support and encouragement can help avoid underachievement.
- Over-expectation can lead to burnout or reduced self-confidence.

**Additional Knowledge:**

- **Creative child** (option a) refers to a child who expresses originality and innovation.
- **Slow learner** (option b) refers to a child with slower cognitive processing.
- **Child with learning disability** (option d) refers to a child with a diagnosed condition impacting learning.

**S18. Ans.(c)**

**Sol.** The *Exosystem* in Bronfenbrenner's *Ecological System* includes institutions like a parent's workplace, the neighborhood, and school board. These settings indirectly influence a child's development through their effect on the child's immediate environment, though the child is not directly involved in these systems.

**Information Booster:**

- The Exosystem affects children indirectly by influencing people around them.
- It includes larger social structures that shape daily experiences.
- A parent's workplace can impact family life, which in turn affects the child.
- School boards create educational policies that influence learning environments.
- Bronfenbrenner's theory emphasizes the interconnectedness of different environmental layers.

**Additional Knowledge:**

- **Microsystem** (option a) involves direct interactions with family, school, and peers.
- **Mesosystem** (option b) refers to the relationships between microsystems, like family-school interactions.
- **Chronosystem** (option d) involves the impact of time and life transitions on development.

**S19. Ans.(d)**

**Sol.** All three factors—*religion, caste, and finances*—influence a child's interaction with society. Each factor contributes to shaping the child's identity, opportunities, and social interactions, thus affecting how the child navigates social environments.

**Information Booster:**

- Religion often defines moral values and community belonging.
- Caste can determine social standing and access to opportunities in certain societies.
- Financial status affects access to resources and societal participation.
- These factors shape a child's worldview and peer relationships.
- Socioeconomic conditions influence educational and social mobility.

**Additional Knowledge:**

- **Religion** (option I) provides moral guidance and cultural context.
- **Caste** (option II) influences social hierarchies in certain regions.
- **Finances** (option III) determine access to material resources and social privileges.

**S20. Ans.(d)**

**Sol.** John B. Watson conducted the famous *Little Albert experiment*, following Pavlov's work on classical conditioning. In this experiment, Watson demonstrated that fear could be conditioned in humans by associating a neutral stimulus with a frightening experience.

**Information Booster:**

- The Little Albert experiment showed how emotional responses could be conditioned.
- Watson paired a loud noise with a white rat, causing Albert to fear the rat.
- This study contributed to the behaviorist theory in psychology.
- The experiment highlighted the role of environment in shaping behavior.
- Ethical concerns have been raised regarding the treatment of Little Albert.



**Additional Knowledge:**

- **Lawrence Kohlberg** (option a) is known for his theory of moral development.
- **Lev Vygotsky** (option b) is known for the sociocultural theory of cognitive development.
- **Jean Piaget** (option c) developed the theory of cognitive development in children.

**S21. Ans.(d)**

**Sol.** Encouraging children to *concentrate on textbooks and learn the full syllabus* is *not* a correct objective of pre-school. Pre-schools focus on *holistic development*, including motor skills, social and emotional growth, and preparing children for the learning environment of primary school. Preschool learning is centered around play and activity-based learning rather than formal textbook-based education.

**Information Booster:**

- Pre-school aims to develop social, cognitive, and motor skills.
- Children engage in play-based and exploratory activities.
- The environment in pre-school is designed to foster emotional well-being.
- Pre-school lays the foundation for primary education by developing early literacy and numeracy skills.
- Structured learning through textbooks is introduced in primary school.

**Additional Knowledge:**

- **Primary school readiness** (option a) is a key goal of pre-school.
- **Motor skill development** (option b) involves activities like drawing, climbing, and balancing.
- **Social and emotional development** (option c) is critical for building relationships and emotional regulation.

**S22. Ans.(c)**

**Sol.** Teachers need to involve both *objective and subjective* approaches to help learners in *emotional development*. Objective involvement refers to observing behaviors and outcomes, while subjective involvement requires empathy, understanding, and personal interaction to address each child's emotional needs.

**Information Booster:**

- Emotional development includes understanding and managing emotions.
- Objective methods involve structured observations and assessments.
- Subjective methods require personalized engagement and empathy.
- Both approaches help identify and support a child's emotional well-being.
- Emotional intelligence development in children is crucial for future success.

**Additional Knowledge:**

- **Objective involvement** (option a) alone may not provide insights into deeper emotional issues.
- **Subjective involvement** (option b) alone could lack measurable outcomes, which objective methods can complement.

**S23. Ans.(b)**

**Sol.** The statement that *bright or intelligent children have less curiosity than intellectually poor children* is *incorrect*. In fact, bright children often exhibit higher levels of curiosity as they explore and seek to understand their surroundings. Emotional development, including curiosity, plays a significant role in cognitive and intellectual growth during early childhood.

**Information Booster:**

- Emotional development includes feelings such as anger, fear, and curiosity.
- Curiosity drives learning and cognitive development in young children.
- Emotional growth lays the foundation for social and emotional intelligence.
- Both family and social environments influence emotional maturity.
- Emotional development continues throughout life but begins in early childhood.

**Additional Knowledge:**

- **Curiosity** is a natural part of intellectual development.
- **Anger, fear, and jealousy** (option a) are emotions that manifest in early childhood.
- **Parents, school, and peers** (option d) are vital in shaping emotional and social behaviors.

### S24. Ans.(a)

**Sol.** The correct answer is **(a)**. According to Gagné's Differentiated Model of Giftedness and Talent (DMGT), **giftedness** is defined as the possession and spontaneous expression of untrained natural abilities (aptitudes) in at least one domain, which places an individual among the top 10% of their peers. This matches the statement in option **A**, making it true. However, statement **B** is not directly part of Gagné's DMGT. While it is true that grades and test scores might not fully capture all of a student's strengths, the DMGT does not explicitly focus on this aspect in its definition of giftedness and talent. Therefore, **B** is false in the context of this model.

#### Information Booster:

- **Giftedness** is about **natural abilities** that are untrained and spontaneously expressed, putting individuals in the top 10%.
- **Talent** involves the **systematic development** of these abilities into refined skills.
- The DMGT model emphasizes that **talent is nurtured**, whereas giftedness is innate.
- Grades and test scores often assess **academic performance** but may not cover non-academic domains like creativity or leadership, though this is not a direct part of DMGT.
- **Environmental influences** and **personal traits** are critical in transforming giftedness into talent.

#### Additional Knowledge:

- **Giftedness:** Refers to natural abilities or aptitudes that are present in individuals without prior training or development. These abilities place the person in the top 10% of their age group in one or more domains (e.g., intellectual, creative, or social).
- **Talent:** Represents the development and mastery of skills through training, practice, and structured learning, refining the innate abilities into highly specialized skills in particular fields.
- **Grades and Test Scores:** Common methods of evaluating academic performance but may overlook other strengths such as emotional intelligence, problem-solving skills, and creative thinking.
- **Top 10% Criterion:** Gagné's DMGT emphasizes that gifted individuals are those who naturally excel in at least one domain and are ranked among the top 10% of their age group.
- **Nurturing Giftedness:** Giftedness requires a supportive environment, access to resources, and proper guidance to be transformed into measurable talent.

### S25. Ans.(c)

**Sol.** *Reviewing and commenting on the project work of the girls by checking it* shows that Mrs. Sushma is against the concept of *gender bias*. By giving equal attention to girls' academic efforts and providing constructive feedback, she is treating all students fairly, irrespective of gender.

#### Information Booster:

- Gender bias can limit the opportunities and achievements of female students.
- Providing constructive feedback to all students ensures equitable academic growth.
- Teachers should avoid practices that reinforce stereotypes or treat genders differently.
- Gender-neutral encouragement fosters a positive learning environment for both boys and girls.
- Addressing gender bias promotes gender equality in education.

#### Additional Knowledge:

- **Appreciating appearance** (option a) reinforces superficial evaluations, not academic merit.
- **Asking easier questions** (option b) underestimates girls' abilities, perpetuating bias.
- **Giving less attention** (option d) further marginalizes female students in the classroom.

### S26. Ans.(a)

**Sol.** The term "*toy age*" is related to *early childhood*, which typically ranges from ages 2 to 6. During this stage, children engage in play with toys to develop motor, cognitive, and social skills. Play is a crucial aspect of learning in early childhood, making it known as the "toy age."

#### Information Booster:

- Play is essential for physical, emotional, and social development.
- Toys enhance motor skills and stimulate creativity.
- Early childhood is marked by symbolic play, where children imitate real-life activities.
- This stage encourages the development of language and problem-solving skills.
- Play helps children understand their environment.

**Additional Knowledge:**

- **Babyhood** (option b) involves sensory exploration, but not the structured play of toy age.
- **Late childhood** (option c) involves more complex social play but is not known as the toy age.

**S27. Ans.(a)**

**Sol.** *Child-centered education* focuses on *hands-on activities* for kids, allowing them to learn through exploration and active participation. It emphasizes individualized learning experiences and encourages children to take an active role in their education.

**Information Booster:**

- Child-centered education promotes experiential learning.
- It encourages critical thinking and problem-solving skills.
- The teacher's role is that of a facilitator rather than a lecturer.
- Learning is personalized to meet the child's unique needs and interests.
- It fosters creativity and independence in students.

**Additional Knowledge:**

- **Restricted environment** (option b) and **learning alone** (option c) contradict the core principles of child-centered education, which promotes a flexible, interactive, and collaborative environment.

**S28. Ans.(c)**

**Sol.** *Mobility and orientation training* is associated with *students with visual impairment*. This training helps visually impaired students navigate their surroundings independently by teaching them spatial awareness and how to use assistive devices like white canes.

**Information Booster:**

- Mobility training enables students to move safely in their environment.
- Orientation training helps them understand and interpret spatial information.
- These skills are critical for independence and self-sufficiency.
- Assistive technology such as braille and tactile maps may be used.
- Training is often customized based on the severity of the visual impairment.

**Additional Knowledge:**

- **Hearing impairment** (option a) relates to communication-focused interventions.
- **Mental retardation** (option b) requires cognitive support strategies.
- **Learning disability** (option d) involves educational accommodations, not mobility and orientation training.

**S29. Ans.(c)**

**Sol.** *Bronfenbrenner* propounded the *Ecological Systems Theory*, which includes the *Microsystem*, *Mesosystem*, *Exosystem*, *Macrosystem*, and *Chronosystem*. This theory emphasizes how different environmental systems interact and influence a child's development.

**Information Booster:**

- The *Microsystem* includes direct interactions like family and school.
- The *Mesosystem* refers to connections between microsystems.
- The *Exosystem* includes external factors like parents' workplace.
- The *Macrosystem* encompasses cultural and societal norms.
- The *Chronosystem* deals with time and life transitions.

**Additional Knowledge:**

- **Maslow** (option a) is known for the *Hierarchy of Needs* theory.
- **Vygotsky** (option b) proposed the *Sociocultural Theory*.
- **Piaget** (option d) developed the *Cognitive Development Theory*.



**S30. Ans.(d)**

**Sol.** *Developmental tasks do not increase the intelligence of children.* Rather, they act as *guidelines* to help parents and teachers understand what children are expected to achieve at various stages of development, based on social and psychological expectations.

**Information Booster:**

- Developmental tasks provide a roadmap for age-appropriate behaviors.
- They help in setting realistic expectations for children's growth.
- Successful completion of tasks boosts self-confidence and social competence.
- Developmental tasks vary by cultural and societal standards.
- They serve as a framework for nurturing a child's overall development.

**Additional Knowledge:**

- **Increasing intelligence** (option d) is not the goal of developmental tasks; they focus on skill acquisition and meeting social expectations.
- **Guidelines for learning** (option a) and **social expectations** (option b) are core to developmental tasks.

**S31. Ans.(a)**

**Sol.** The correct answer is (a) simple to complex. In primary years, children's development typically progresses from understanding simple concepts to grasping more complex ideas. This natural progression reflects their growing cognitive abilities and increasing ability to comprehend and handle more sophisticated and intricate aspects of the world.

**S32. Ans.(a)**

**Sol.** The correct answer is (a) Early childhood. Language development is most rapid and sensitive during early childhood. This period is crucial for acquiring language skills, as the brain is highly receptive to learning new sounds and words, making it the optimal time for language acquisition.

**S33. Ans.(a)**

**Sol.** The correct answer is (a) socialisation. Socialisation is the process through which children learn the norms, values, behaviors, and social skills appropriate to their society. It's a fundamental process where children learn to function within their community and understand their societal roles.

**S34. Ans.(a)**

**Sol.** The correct answer is (a) Sensorimotor. In Jean Piaget's theory, the sensorimotor stage (from birth to about 2 years) is when children begin to engage in imitation and achieve object permanence, understanding that objects continue to exist even when they cannot be seen or heard.

**S35. Ans.(a)**

**Sol.** The correct answer is (a) animistic thinking. In Piaget's stages of cognitive development, animistic thinking is where a child believes that inanimate objects have life-like qualities, such as the sun being alive because it gives light. It's typical in the preoperational stage.

**S36. Ans.(b)**

**Sol.** The correct answer is (b) Schema. While Lev Vygotsky's theory includes concepts like the Zone of Proximal Development, Scaffolding, and Social Interaction, the concept of Schemas is attributed to Jean Piaget's theory of cognitive development, not Vygotsky.

**S37. Ans.(c)**

**Sol.** The correct answer is (c) Scaffolding the students by providing appropriate prompts and cues. According to Vygotsky's theory, teachers should scaffold or support students' learning by providing structures that help them move toward higher levels of understanding.

**S38. Ans.(a)**

**Sol.** The correct answer is (a) Seeing rules as fixed and absolute. According to Kohlberg's stages of moral development, the first stage is the pre-conventional level where children see rules as fixed and absolute, obeying them to avoid punishment or gain rewards.

**S39. Ans.(b)**

**Sol.** The correct answer is (b) children engage in activities that realize their potential. In a progressive classroom, the focus is on enabling children to engage in activities that interest them and help them realize their full potential, fostering a love for learning and self-discovery.

**S40. Ans.(b)**

**Sol.** The correct answer is (b) Linguistic Intelligence. Howard Gardner described multiple intelligences in his theory, one of which is Linguistic Intelligence. It pertains to the ability to understand and manipulate words and languages, one of several distinct types of intelligence Gardner proposed.

**S41. Ans.(a)**

**Sol.** In a primary classroom, teachers should encourage 'private speech.' This self-talk is vital for young learners as it aids in guiding their thinking and actions. By encouraging it, teachers foster cognitive development and problem-solving skills, allowing children to internally verbalize and work through challenges independently.

**S42. Ans.(d)**

**Sol.** Mohan refusing to play a girl's role signifies gender typing. This concept involves the adoption of traditional gender roles and behaviors. His reluctance is influenced by societal norms and expectations about masculinity, demonstrating a fixed understanding of gender roles rather than flexibility or equality.

**S43. Ans.(a)**

**Sol.** Teaching students of differing abilities in the same class is referred to as differentiated instruction. This approach involves tailoring teaching methods and materials to meet diverse learning needs, ensuring all students can access and engage with the curriculum effectively and at their own pace.

**S44. Ans.(b)**

**Sol.** In a socio-constructivist classroom, the primary mode of assessment is collaborative projects. This approach emphasizes learning through interaction, problem-solving, and working with others. It allows students to construct knowledge collaboratively and reflect real-world applications, aligning with socio-constructivist principles.

**S45. Ans.(a)**

**Sol.** The most important objective of learner assessment is to reflect on the effectiveness of the pedagogy and modify it to enhance learning. This ongoing process helps educators understand and improve their teaching strategies and interventions, ensuring they meet the diverse needs and abilities of all students effectively.

**S46. Ans.(a)**

**Sol.** Providing a range of activities and experiences based on students' interests, needs, and diverse backgrounds follows the principle of inclusion. This approach ensures all learners have equal opportunities to participate and succeed in the classroom, respecting and valuing their unique contributions and perspectives.

**S47. Ans.(c)**

**Sol.** What does not promote cultural sensitivity in class is celebrating festivals of dominant cultures only. This practice can marginalize and alienate students from other cultural backgrounds. Instead, inclusivity involves acknowledging and integrating a diverse range of cultural celebrations and experiences.

**S48. Ans.(b)**

**Sol.** Challenges in reading texts and comprehending long passages are typical for students with dyslexia. This learning disorder specifically impacts reading abilities, making it difficult for individuals to recognize words, decode text, and understand written material, often leading to struggles with reading comprehension.

**S49. Ans.(a)**

**Sol.** Audiobooks are not suitable for children with hearing impairment. These students cannot effectively engage with audio-based materials. Alternatives like printed books, videos with subtitles, or tactile learning aids are more accessible and beneficial for their learning experience.

**S50. Ans.(d)**

**Sol.** To identify creative children, a teacher should ask open-ended questions. These types of questions encourage students to think critically and creatively, express their unique ideas, and demonstrate their ability to approach problems in innovative ways, unlike standard questions with predetermined answers.

