Q1. Assertion (A) : In a progressive classroom the teacher should be diadactic and keep the children in control by maintaining 'pin-drop' silence.
Reason (R) : Children learn only when teachers exercise total control over them.
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

Q2. Individuals with _____ are able to make connections based on their prior knowledge and are drawn to categorization, patterning, and relationships between ideas.
(a) Logico-mathematical intelligence
(b) Bodily-kinaesthetic intelligence
(c) Interpersonal intelligence
(d) Linguistic intelligence

Q3. A teacher's remark in a co-education class to boys, "Be brave and don't behave weakly like girls" would encourage :
(a) gender equity
(b) gender stereotyping
(c) gender role flexibility
(d) gender equality

Q4. Which of the following are key characteristics of Continuous and Comprehensive Evaluation ?
(i) It's primary objective is to segregate and label childrens.
(ii) It provides opportunities for teachers to reflect on their pedagogy.
(iii) It incorporates assessment as a part of learning.
(iv) It helps to promote learning by inducing fear and anxiety.
(a) (i) and (ii)
(b) (ii), (iii) and (iv)
(c) (ii) and (iii)
(d) (i), (ii), (iii) and (iv)

Q5. Which of the following questions promotes critical thinking rather than mere recall of information?
(a) In which year was the last census held?
(b) Where was Mahatma Gandhi born?
(c) Who was the first President of India?
(d) How can democratic ideals be promoted in a society?

Q6. For the successful inclusion of students belonging to disadvantaged groups the teachers should :
(a) include aspects of their culture through various activities
(b) discourage them from taking part in cultural activities and ask them to focus on studies
(c) encourage them to take part in cultural activities but not on studies
(d) gently ask the parents to enroll children in home tuitions

Q7. A key pedagogical strategy to ensure inclusive education is :
(a) Collaboration
(b) Segregation
(c) Negative discrimination
(d) Labelling

Q8. A teacher should support inclusion of students belonging to disadvantaged groups by:
(a) creating a classroom ethos where differences are accepted and every child is valued
(b) identifying children's academic abilities and always group children of same ability together
(c) segregation of children groups based on their caste
(d) promoting them to reproduce textbook knowledge even if it is meaningless to them

Q9. A child's intelligence test score shows that she is above average, she is regular and active in class. Her mathematics grades and writing skill is good but when given the task of reading loudly her performance is poor, the child is likely to have :
(a) Dysgraphia
(b) Dyscalculia
(c) Dyslexia
(d) Autism

Q10. What is creativity ?
(a) Ability to repetitively perform an action without being bored.
(b) Ability to rote memorize long passages.
(c) Ability to think divergently.
(d) Ability to copy and imitate others as it is.

Q11. How is learning looked at in a socio-constructivist perspective ?
(a) As active and social in character.
(b) The process of passive acquisition of knowledge.
(c) Relatively permanent change in behavior.
(d) Conditioning between the stimulus and response.

Q12. _____ is an example of intristic motivation.
(a) Studying to get first prize.
(b) Learning to satisfy curiosity.
(c) Completing work to get appreciation.
(d) Coming first to get a bicycle.

Q13. Assertion (A) : Effective teaching includes forming positive relationships with students and giving importance to their emotional needs.
Reason (R) : Emotions and learning are inter-related.
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

Q14. Mastery oriented learners :
(i) Set learning goals.
(ii) Believe that ability is stable and permanent.
(iii) Set very easy or no goals.
(iv) Seek help and support to facilitate their learning.
(a)(i) and (ii)
(b)(iii) and (ii)
(c)(i) and (iv)
(d)(iii) and (iv)

Q15. Questioning by children :
(a) Should be ignored
(b) Should be punished
(c) Should not be allowed
(d) Should be encouraged

Q16. Students learn effectively when the teacher :
(a) does not have any expectations from them
(b) has very low expectations from them
(c) does not give any autonomy to the students
(d) focuses on the processes of inquiry through discovery learning

Q17. During the teaching-learning process, children are constantly encouraged by the teacher to create new knowledge through exploration, games, and various practical activities. This is an example of
(i) A progressive classroom in which children have the opportunity to learn by doing and their active participation.
(ii) A traditional classroom in which there is active participation of teacher rather than students in the teaching-learning process.
(iii) A classroom in which the teacher focuses on child-centered methods of learning rather than textbook knowledge.
(iv) A progressive classroom where the students are expected to be passive recipients of knowledge.
(a) (i), (iii)
(b) (i) (ii)
(c) (iii), (iv)
(d) (ii), (iv)

Q18. Assertion (A) : While teaching diverse group of learners a teacher should not have any discussion regarding the social and cultural context of students.
Reason (R) : Social and cultural contexts do not play any role in learning.
Choose the correct option.
(a) Both (A) and (R) are true and 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

Q19. To facilitate deeper long lasting understanding amongst the students a teacher should
(a) Focus on memorisation of concepts.
(b) Use the methods of direct instruction.
(c) Make provisions for materials to facilitate learning by doing.
(d) Make verbal presentations and discourage questioning by children.

Q20. Using diverse physical learning materials helps the children to make progression in learning concepts in the sequence of :
(a) concrete to abstract
(b) unfamiliar to familiar
(c) higher-order to lower-order
(d) complex to simple

Q21. Which of the following is NOT included in physical development ?
(a) Changes in body size and proportions
(b) Functioning of body systems
(c) Perceptual and motor capacities
(d) Changes in emotional communication

Q22. The course of development of children -
1(a) Is fixed at birth.
(b) Can be altered with appropriate support from the environment.
(c) Is uniform and follows the same pace across cultures.
(d) Is totally unpredictable since it is disorderly.

Q23. An important primary agency of socialization is -
(a) Library
(b) School
(c) Family
(d) Government

Q24. Children in _____ stage can reason hypothetically and develop concerns around social issues.
(a) Sensorimotor stage
(b) Pre-operational1 stage
(c) Concrete operational stage
(d) Formal operational stage

Q25. One of major criticisms of Piaget's theory of cognitive development is that -
(a) He did not consider children as active beings.
(b) He gave too much importance to the role of language in cognition.
(c) He did not take into account the influence of culture and society.
(d) He laid too much emphasis on use of reward and punishment.

Q26. According to Piaget which of these factors does not play an important role in cognitive development?
(a) Activity
(b) Exploration
(c) Language
(d) Biological Maturation

Q27. The stage 5 "Social contract orientation" of post - conventional morality as given by Lawrence Kohlberg is marked by the belief that -
(a) The physical consequences of an action determine goodness or badness.
(b) Obeying rules should bring some sort of benefit in return.
(c) In order to maintain social order fixed rules must be established and obeyed.
(d) Moral decisions should be made in terms of self - chosen ethical principles.

Q28. The idea that children should be guided and assisted in their learning as per the cultural context has been proposed by :
(a) Howard Gardner
(b) Lawrence Kohlberg
(c) Jean Piaget
(d) Lev Vygotsky

Q29. Giving hints and cues ; modelling the thought process for the students are examples of -
(a) Conditioning
(b) Delayed imitation
(c) Rote memorisation
(d) Scaffolding

Q30. In a progressive classroom -
(a) children engage in purposeful activities that realises their potential.
(b) the teacher is at the centre of all the teaching-learning activities.
(c) textbook is the only source of learning,
(d) exams are at the centre of all teaching - learning.

Q31. Individuals with are able to distinguish between specific pitches, tones and rhythms that others may miss.
(a) Logico - mathematical intelligence
(b) Bodily-kinesthetic intelligence
(c) Interpersonal intelligence
(d) Musical intelligence

Q32. According to Lev Vygotsky language -
(a) does not influence cognitive development.
(b) is critical for cognitive development.
(c) hinders cognitive development.
(d) lags behind cognitive development.

Q33. Assertion (A) : It is important for middle school teachers to enable the students to look at the portrayal of gender stereotypes in the media critically.
Reason (R) : Media is an important socialising agency.
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.

Q34. Which of the following statements about assessment of children is NOT correct ?
(a) Assessment should help in assessing readiness levels.
(b) Assessment should help in generating anxiety and fear.
(c) Assessment should be carried out using a variety of means.
(d) Assessment should include peer and self - assessment.

Q35. How is assessment linked to learning ?
(a) There is no link between assessment and learning.
(b) Assessment should take place at the end of learning.
(c) Assessment should be an integral part of learning.
(d) Learning should be directed towards assessment.

Q36. Inclusive education in schools should -
(a) aim at eliminating the discriminatory and exclusionary practices that are a result of an attitude towards an individual or a group.
(b) identify, classify and appropriately label group of children who have specific learning needs.
(c) make provisions for special education of children who are 'not normal" only.
(d) seggregate children based on academic abilities.

Q37. Teachers can encourage children to think creatively by -
(a) asking them to think of different ways to solve a problem.
(b) asking them to memorize answers
(c) asking recalls-based questions
(d) asking them to focus on only one aspect of a problem

Q38. To cater to diversity in a classroom the teachers should focus on -
(a) Segregation
(b)Labelling
(c) Negative discrimination
(d) Equity

Q39. In a diverse class with students from disadvantaged backgrounds a teacher should -
(a) discourage all children from bringing their experiences to the class.
(b) encourage only children from dominant groups to share their experiences.
(c) encourage only children from disadvantaged groups to share their experiences.
(d) share her own experiences and encourage all children to share their experiences.

Q40. Assertion (A) : It is important to provide appropriate materials such as manipulatives calculators and maths apps to students struggling with dyscalculia.
Reason (R) : Students having autism perform repetitive motor actions.
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.

Q41. The process of problem - solving is hindered by :
(a) Analogical thinking
(b) Heuristics
(c) Means - end analysis
(d) Functional fixedness

Q42. Assertion (A) : Teachers who believe that ability is not fixed and can be changed by putting in efforts are likely to motivate students to improve their performance at schools.
Reason (R) : Motivation is linked to beliefs teachers have about the abilities of students.
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.

Q43. Which of the following statement does not support a belief in socio - constructivist perspective of learning?
(a) Children's interactions with their peers are an important source of cognitive development.
(b) Children acquire knowledge through their actions.
(c) Pedagogy must incorporate activities that encourage experimentation.
(d) Assessment should be undertaken only at the end of teaching.

Q44. Assertion (A) : To ensure meaningful learning students should be expected to reproduce knowledge in the exact same way as it is received.
Reason (R) : Learning is the process of passive reception and reproduction of knowledge by children.
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.

Q45. Charu studies only to get passing marks in all the subjects and has no interest in any of the subjects. She is -
(a) Intrinsically motivated.
(b) Failure accepting learner.
(c) Mastery - oriented learner.
(d) Failure avoiding learner.

Q46. Which of the following is not an effective strategy for learning ?
(a) Meaningless recitation
(b) Explaining to a peer
(c) Self - questioning
(d) Making concept maps

Q47. In a middle school classroom emphasis should be on creating an environment of-
(a) Cooperation and collaboration
(b) Competition and individualism
(c) Drill and rote memorisation
(d) Fear and stress

Q48. Contemporary policies of education such as New Education Policy 2020 propose that learning should be :
(a) Teacher oriented
(b) Experiential
(c) Behaviourist
(d) Textbook centric

Q49. What should be the sequence of introduction of new concepts to children?
(a) Global to local
(b) Abstract to concrete
(c) Application-based to conceptual understanding
(d) Familiar to unfamiliar

Q50. Meaningful learning of students at school is negatively influenced by and_____ positively influenced by_____.
(a) Exclusionary practices; learner-centred pedagogy
(b) Exclusionary practices; exam-oriented pedagogy
(c) Inclusive practices; exam-oriented pedagogy
(d) Inclusive practices; learner-centred pedagogy

Q51. Which of the following characterizes the process of development?
(I) It is a process limited to childhood.
(II) It is a lifelong process.
(III) It begins at birth,
(IV) It begins at conception.
Choose the correct option :
(a)I, III
(b) I, IV
(c) II, III
(d) II, IV

Q52. 'Sensitive' periods of development refers to :
(a) Time spans when the child is ready for certain kinds of learnings.
(b) The time period when children become very emotional.
(c) The time period from conception till birth.
(d) The time period from infancy till adolescence.

Q53. As a teacher, which of the following would you believe in, if you think that environment is profoundly influential throughout development ?
(a) Provide assistance to children anytime, as with the help of favourable life circumstances children can recover from early negative experiences.
(b) Providing experiences aimed at promoting change would seem to be little value.
(c) Children who are high or low in a characteristic such as verbal ability will remain so at later stages.
(d) Powerful negative events in first few years of life cannot be overcome later.

Q54. What is the role of schools in socialization of children ?
(a) No role
(b) Primary socializing agency
(c) Secondary socializing agency
(d) Tertiary socializing agency

Q55. The ability to 'Operate on operations' is acquired in :
(a) Sensori-motor stage
(b) Pre-operational stage
(c) Concrete operational stage
(d) Formal operational stage

Q56. According to Jean Piaget how do children learn ?
(a) Through passive imitation
(b) By active exploration
(c) Through conditioning
(d) By rewards and punishment

Q57. Which of the following is an example of scaffolding ?
(a) Repeated practice
(b) Negative reinforcement
(c) Association of stimulus - response
(d) Providing half solved example

Q58. In his _____ theory, Lev Vygotsky proposed that learning takes place in a context. Psycho-dynamic
(a) Psycho-dynamic
(b) Behavioristic
(c) Information-processing
(d) Socio-cultural

Q59. Subhiksha always provides opportunities to the children for creating new knowledge through new exploration, experiments, games and various practical activities in her class. She wants to create a_____.
(a) Progressive and child-centered classroom
(b) Teacher-centered classroom
(c) Controlled and exam-centered classroom
(d) Behavioristic and reward-oriented classroom

Q60. Assertion (A) : Teachers should use standardized IQ tests to measure the IQ of children.
Reason (R): IQ test scores help the teachers to predict students" academic performance and success later in life.
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.

Q61. Artists, architects and navigators posses high _____as per Howard Gardner's theory. Spatial intelligence
(a) Spatial intelligence
(b) Linguistic intelligence
(c) Musical intelligence
(d) Intrapersonal intelligence

Q62. Assertion (A) : Teachers should discourage girls to participate in science and mathematics classrooms.
Reason (R) : Girls do not have the inherent abilities to study mathematics and sciences.
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.

Q63. Which of the following is a barrier in addressing diverse learning needs of students?
(a) Collaborative learning
(b) Labelling and segregation
(c) Reasonable accommodation
(d) Multiple pedagogical strategies

Q64. Assessment should not be undertaken :
(a) To find out the readiness levels of children.
(b) To identify gaps in children's conceptual understanding.
(c) To inculcate competitive spirit among children.
(d) To help understand what the child can do.

Q65. According to Lawrence Kohlberg, moral development :
(a) is a discontinuous process that takes place in six stages.
(b) depends on the social and cultural context of the child.
(c) is interrelated with the IQ (Intelligent Quotient) of children.
(d) depends entirely on genetic or heredity factors.

Q66. Culture of inclusion is promoted through :
(a) Differentiated instruction
(b) Standardised assessment
(c) Segregation
(d) Labelling

Q67. To cater to the specific needs of a student with visual impairment in her class, which of the following pedagogical adaptations a teacher should make ?
(a) Provisioning for visual presentations
(b) Rigid curriculum
(c) Using tactile materials
(d) Standardized assessment

Q68. Neera is in middle school and often confuses letters such as writing "bad" as 'dab'. This is a typical identifying characteristic of :
(a) Autism
(b) Dyslexia
(c) Learned helplessness
(d) Dysgraphia

Q69. Prem can think of multiple ways of solving a problem and always brings some new ideas to the discussion. This is a characteristic of :
(a) Creativity
(b) Learned helplessness
(c) Egocentricism
(d) Centration

Q70. Teachers should consider failure of children as :
(a) Shameful and humiliating for the children
(b) Shameful and humiliating for the teacher
(c) A reflection of the capabilities of the students and their parents
(d) A reflection of the school system being unable to provide conducive environment for learning

Q71. Active engagement is not promoted in :
(a) Questioning
(b) Rote memorization
(c) Discovery learning
(d) Dialogue

Q72. If a child is unable to perform well in school the teachers should :
(a) Reflect on the pedagogical strategies and the school environment.
(b) Punish the child and tell the child's parents to put the child in home tuitions.
(c) Ensure that the child is shifted to a separate section meant for children with low abilities.
(d) Find out the social background of the child because children belonging to certain communities are not capable of learning.

Q73. Which of the following is NOT a constructive pedagogical strategy ?
(a) Encouraging intuitive guesses
(b) Presenting opportunities for discussion
(c) Encouraging students to reproduce answers from the textbooks as it is
(d) Giving opportunities for guided discovery

Q74. Assertion (A) : The errors made by children during the process of learning should be seen as a part of their cognitive development.
Reason (R) : Children learn things differently than adults.
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.

Q75. Neha is always concerned with being the first in her class even if it means cheating. What kind of goals is Neha setting ?
(a) Mastery - oriented goals
(b) Performance oriented goals
(c) Work - avoidance goals
(d) Failure accepting goals

Q76. Which of the following emotions facilitates the process of meaningful learning ?
(a) Fear
(b) Anger
(c) Joy
(d) Worry

Q77. When Mohit says, "I am good at English. I wrote my answers hurriedly that's why I did not get good marks", he is attributing his performance to :
(a) bad luck
(b) lack of ability
(c) lack of effort
(d) external factors

Q78. The process through which we activate and sustain our thoughts, behaviours and emotions in order to reach our goals is called:
(a) Self - regulation
(b) Assimilation
(c) Inter - subjectivity
(d) Adaptation

Q79. Assertion (A): A teacher can help children understand complex concepts most effectively by the method of direct instruction,
Reason (R): Children learn most effectively when they are passive and information is transmitted to them.
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.

Q80. An effective pedagogical strategy to promote inclusion in a socio - constructivist classroom is:
(a) Implementation of universal design for learning
(b) Labelling and segregation of children based on their abilities
(c) Labelling and segregation of children based on their economic status
(d) Fierce competition among children for marks

Q81. " Development is a _____ process that begins _____ .
(a) continous life-long; at the time of conception
(b) continous life-long; at birth
(c) process during childhood; at the time of conception
(d) process during childhood; at birth

Q82. Assertion (A) : A child has to have some neuromotor maturation before she learns to catch a ball.
Reason (R) : Learning is dependent upon development.
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

Q83. Socialization is a _____ process in which connections among various agencies of socialization are _____.
(a) simple; important
(b) simple; not so important
(c) complex; important
(d) complex; not so important

Q84. Children in _____ stage can solve concrete problems in a logical fashion but have difficulty thinking hypothetically.
(a) Sensorimotor
(b) Pre-operational
(c) Concrete operational
(d) Formal operational

Q85. According to Jean Piaget, children learn meaningfully :
(a) through the process of conditioning of stimuli and response.
(b) when offerred rewards and punishment.
(c) when adults take control and provide explanations.
(d) through self-initiated activity and discovery.

Q86. Which of the following statements in **not** correct about Piaget's proposal about sequence of stages?
(a) All aspects of cognitive change in an integrated fashion, following a similar course.
(b) Stages can be skipped.
(c) Stages occur in a fixed order.
(d)Stages are universal; they are assumed to characterize children everywhere.

Q87. According to Kohlberg the pre-conventional level of moral development is characterised by :
(a) focus on how cultural factors and gender influences moral development
(b) good or bad is determined by the consequences of obeying or disobeying rules
(c) the individual strives to maintain the expectations of others rather than focus on the consequences of one's actions
(d) Self-chosen ethical principles that are universal

Q88. Lev Vygotsky suggested that children's cognitive development is _____ by interactions with people who are more capable.
(a) not impacted
(b) negatively impacted
(c) facilitated
(d) decreased

Q89. According to Lev Vygotsky, learning :
(a) is a measurable change in behaviour.
(b) cannot be separated from it's social context.
(c) depends on positive and negative reinforcement.
(d) includes attentional processes and stores of memory.

Q90. The abilities in Intrapersonal intelligence include :
(a) capacity to think in images and pictures, to visualise accurately and abstractly.
(b) awareness of one's feelings and knowing one's capabilities.
(c) sensitivity to rhythm, pitch, meter, tone, melody.
(d) ability to distinguish between specific pitches, tones and rhythms that other may miss.

Q91. An architect designing a city and an artist working on an intricate drawing would require high :
(a) Spatial intelligence
(b) Linguistic intelligence
(c) Musical intelligence
(d) Intrapersonal intelligence

Q92. In a progressive classroom, the curriculum :
(a) is rigid and highly structured without giving any autonomy to the child.
(b) is organized into fragmented subjects with no correlation amongst them.
(c) is organized according to the capabilities and interests of the children.
(d) is presented in disconnected chunks of information.

Q93. A teacher tells the boys in a co-education class - "Do not take up home science in co-curricular activities, you are not a girl". This would encourage :
(a) gender equity
(b) gender stereotyping
(c) gender role flexibility
(d) gender equality

Q94. ' Assessment of conceptual clarity of a student can be effectively done by :
(a) Asking the student to recite the definition
(b) Asking the student to think of application of the concept to daily life
(c) Asking the student to copy from the board
(d) Asking the student to memorize another student's response

Q95. To encourage critical thinking a teacher should :
(a)Accept multiple perspectives
(b) Discourage discussions
(c) Be intolerant to dissent
(d) Emphasise convergent thinking

Q96. Inclusion as a philosophy and practice is situated in the context of diversity which includes :
(i) Linguistic diversity
(ii) Gender diversity
(iii) Socio-cultural diversity
(iv) 'Ability' and 'disability'
(a) (i), (iii)
(b) (i), (iv)
(c) (ii), (iii), (iv)
(d) (i), (ii), (iii), (iv)

Q97. It is important to include children from disadvantaged and deprived backgrounds in the classroom discussion because :
(a) These children are to be pitied and we should adopt a sympathetic attitude towards them.
(b) Every child has a right to education and the teacher should involve all the children irrespective of their socio-economic cultural and religious context.
(c) Such children do not have any potential to learn.
(d) These children are "stupid" and should not be allowed to mix with other children.

Q98. Students struggling with _____ often face difficulties in mathematical concepts and computation.
(a) Dyscalculia
(b) Dyslexia
(c) Dysgraphia
(d) Autism

Q99. An assistive technology to aid vision is :
(a) Large print worksheets
(b) Voice activated computer
(c) Calculators
(d) Magnifying glass

Q200. Typical identifying characteristics of creative children include :
(a) Flexibility, fluency and originality of ideas
(b) High intellectual, social and emotional maturity
(c) Preference for simple tasks and low risk taking
(d) Convergent and rigid thinking

Solutions

S1. Ans.(d)
Sol. Both Assertion (A) and Reason (R) are false. A progressive classroom environment is characterized by its encouragement of open discussion, critical thinking, and a respect for diverse opinions rather than maintaining 'pin-drop' silence. The role of the teacher in such a setting is more of a facilitator than a didactic authority figure. Moreover, the notion that children learn only when teachers exercise total control is a misconception. Effective learning occurs in an environment where students are encouraged to explore, question, and engage actively in their learning process.

S2. Ans.(a)
Sol. Individuals with logico-mathematical intelligence excel in thinking logically and solving mathematical problems. They are adept at recognizing patterns, understanding logical operations, and are drawn to solving complex problems. This type of intelligence, as defined by Howard Gardner's theory of multiple intelligences, involves the ability to understand the underlying principles of some kind of causal system, the way a scientist or a logician does; or to manipulate numbers, quantities, and operations, the way a mathematician does.

S3. Ans.(b)
Sol. The teacher's remark perpetuates gender stereotyping by reinforcing traditional notions of gender roles, where bravery is associated with boys and weakness with girls. This kind of statement contributes to the development of gender biases among students, influencing their perception of gender roles in a negative and stereotypical manner. It is contrary to the principles of gender equity and equality, which aim to provide equal opportunities and treatment to all individuals regardless of their gender.

S4. Ans.(c)

Sol. The key characteristics of Continuous and Comprehensive Evaluation (CCE) include (ii) providing opportunities for teachers to reflect on their pedagogy, and (iii) incorporating assessment as a part of learning. CCE is a holistic assessment system aiming to develop cognitive, affective, and psychomotor skills of learners. It emphasizes regular assessment, feedback, and involves evaluating all aspects of students' development. It is not meant to segregate, label, or induce fear and anxiety in children.

S5. Ans.(d)

Sol. The question, "How can democratic ideals be promoted in a society?" promotes critical thinking. It encourages students to analyze, evaluate, and synthesize information rather than merely recalling facts. This type of question requires students to think about the principles of democracy, reflect on their application in society, and formulate ideas or solutions, demonstrating higher-order thinking skills.

S6. Ans.(a)

Sol. For successful inclusion, teachers should include aspects of the culture of students belonging to disadvantaged groups through various activities. This approach helps in acknowledging and respecting cultural diversity in the classroom, making the students feel valued and included. It also aids in building a positive self-concept among these students, promoting an inclusive and supportive learning environment.

S7. Ans.(a)

Sol. Collaboration is a key pedagogical strategy to ensure inclusive education. It involves teachers working together with students, parents, and other professionals to create a supportive, respectful, and open learning environment for all students. Collaboration ensures that diverse learning needs are met, promotes mutual respect and understanding, and enhances the educational experience for all students. It stands in contrast to segregation, negative discrimination, and labelling, which are counterproductive to inclusive education.

S8. Ans.(a)

Sol. Creating a classroom ethos where differences are accepted, and every child is valued is essential for supporting the inclusion of students from disadvantaged groups. Such an environment promotes diversity, equity, and respect for all students, regardless of their background. It helps in building a positive self-concept among students and fosters a sense of belonging and community, which is crucial for their academic and social development.

S9. Ans.(c)

Sol. The child is likely to have Dyslexia. Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. The description of the child being above average in intelligence, good in mathematics and writing skills, but struggling with reading aloud, aligns with the typical profile of a child with dyslexia. Dysgraphia affects writing skills, Dyscalculia affects math skills, and Autism is a developmental disorder impacting social interaction and communication.

S10. Ans.(c)
Sol. Creativity is the ability to think divergently. It involves generating new ideas, finding innovative solutions to problems, and seeing things from different perspectives. Divergent thinking is a key aspect of creativity, allowing individuals to explore many possible solutions and approaches rather than following a single method or replicating existing ideas. This contrasts with rote memorization, repetitive actions, or mere imitation, which do not involve creative processes.

S11. Ans.(a)
Sol. In a socio-constructivist perspective, learning is viewed as active and social in character. This perspective emphasizes the importance of interactions with others (peers, teachers, and the community) in constructing knowledge. Learners are seen as actively engaged in the learning process, building upon their existing knowledge through social interactions and experiences, rather than passively receiving information.

S12. Ans.(b)
Sol. Learning to satisfy curiosity is an example of intrinsic motivation. Intrinsic motivation refers to engaging in an activity for its own sake, for the enjoyment and fulfillment it brings, rather than for some external reward. In this case, the desire to learn due to curiosity is driven by internal interest and enjoyment, not by external rewards like prizes or appreciation.

S13. Ans.(a)
Sol. Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A. Effective teaching includes forming positive relationships with students and addressing their emotional needs. Emotions play a crucial role in learning, as they can significantly impact a student's engagement, motivation, and overall learning experience. Understanding and responding to students' emotional needs can create a more conducive learning environment.

S14. Ans.(c)
Sol. Mastery-oriented learners are characterized by their focus on

(i) setting learning goals and (iv) seeking help and support to facilitate their learning. These learners believe in the growth mindset, which holds that abilities can be developed through dedication and hard work. They set clear learning objectives and actively seek resources and assistance to achieve their goals. This contrasts with the belief that ability is stable and permanent (a fixed mindset), and the approach of setting very easy or no goals, which are not characteristics of mastery-oriented learners.

S15. Ans.(d)
Sol. Questioning by children should be encouraged. It is a vital part of the learning process, helping children to engage actively with the material, think critically, and develop their understanding. Encouraging questions fosters a curious mindset, allows for clarification of doubts, and provides opportunities for deeper exploration of topics. It also helps teachers gauge students' comprehension and adapt their teaching strategies accordingly.

S16. Ans.(d)
Sol. Students learn effectively when the teacher focuses on the processes of inquiry through discovery learning. This approach encourages students to explore, ask questions, and construct their own understanding. It fosters critical thinking, creativity, and active engagement in the learning process. In contrast, not having any expectations, having very low expectations, or not giving any autonomy can hinder effective learning and student motivation.

S17. Ans.(a)
Sol. The teaching-learning process described is an example of (i) a progressive classroom in which children have the opportunity to learn by doing and their active participation, and (iii) a classroom in which the teacher focuses on child-centered methods of learning rather than textbook knowledge. This approach emphasizes experiential learning, hands-on activities, and encourages children to construct knowledge actively, which is characteristic of progressive, child-centered education.

S18. Ans.(d)
Sol. Both Assertion (A) and Reason (R) are false. When teaching a diverse group of learners, it's important for a teacher to consider and discuss the social and cultural context of students, as these factors significantly influence learning experiences and outcomes. Social and cultural contexts play a critical role in shaping students' attitudes, values, and learning styles. Recognizing and incorporating these aspects into teaching enhances relevance and engagement for students.

S19. Ans.(c)
Sol. To facilitate deeper, long-lasting understanding amongst students, a teacher should make provisions for materials to facilitate learning by doing. This hands-on approach encourages active participation and exploration, helping students to understand concepts more deeply and retain information more effectively. It contrasts with rote memorization, direct instruction without student engagement, or discouraging questioning, which are less effective for deep understanding.

S20. Ans.(a)
Sol. Using diverse physical learning materials helps children to make progression in learning concepts in the sequence of concrete to abstract. This approach is based on the understanding that children learn best when they can manipulate physical objects and experience concepts firsthand. Initially, they understand concrete, tangible objects and gradually move to grasp more abstract ideas, which builds a solid foundation for complex cognitive processes.

S21. Ans.(d)
Sol. Changes in emotional communication are not included in physical development. Physical development pertains to the biological changes in the human body, such as growth in stature, muscular development, and the maturation of the nervous system. It includes observable transformations like increases in height and weight, development of fine and gross motor skills, and improvements in body strength and coordination. Emotional communication, on the other hand, falls under the domain of emotional and social development, involving the ability to express and manage emotions effectively.

S22. Ans.(b)
Sol. The course of development of children can be altered with appropriate support from the environment. This concept aligns with the understanding that child development is influenced by a complex interplay of both genetic and environmental factors. Environmental influences, such as family, education, culture, and social interactions, play a crucial role in shaping a child's development. These factors can either facilitate or hinder development, suggesting that while genetic predispositions set certain parameters, the environment can significantly modify the developmental trajectory.

S23. Ans.(c)
Sol. Family is an important primary agency of socialization. From birth, families play a critical role in shaping an individual's social, emotional, and cognitive development. Family members are usually the first social contacts, and interactions within the family unit provide the foundation for learning social norms, values, and behaviors. The family environment is integral to developing attachment, understanding social roles, acquiring language, and forming the basis of identity and self-concept.

S24. Ans.(d)
Sol. Children in the formal operational stage can reason hypothetically and develop concerns around social issues. This stage, typically beginning around age 11, marks the development of abstract thinking and the ability to use logic to solve problems not based solely on personal experience. Adolescents and adults in this stage can think about hypothetical situations, consider different possibilities, and think about abstract concepts. This cognitive development also fosters an increased understanding and concern for broader social issues.

S25. Ans.(c)
Sol. One major criticism of Piaget's theory of cognitive development is that he did not take into account the influence of culture and society. Critics argue that Piaget underestimated the impact of social and cultural environment on cognitive development. His theory is often seen as universal and not accounting for variation across different cultural contexts. The social and cultural environment can significantly influence the pace and nature of cognitive development, which is not adequately addressed in Piaget's model. This critique points to the need for a more culturally sensitive understanding of cognitive development, recognizing that children's learning experiences and developmental pathways can vary greatly depending on their cultural background.

S26. Ans.(c)
Sol. According to Piaget, language does not play an important role in cognitive development. Piaget's theory emphasizes the importance of hands-on, active experiences for cognitive development. He believed that children learn about the world primarily through direct interaction with their environment, rather than through language. Piaget viewed language as a byproduct of cognitive development, rather than a driving force. This perspective contrasts with other theories that place a greater emphasis on the role of language in shaping thought and cognitive processes.

S27. Ans.(d)

Sol. The stage 5 "Social contract orientation" of post-conventional morality, as given by Lawrence Kohlberg, is marked by the belief that moral decisions should be made in terms of self-chosen ethical principles. At this stage, individuals recognize the flexibility of rules and laws, viewing them as useful but changeable mechanisms, rather than absolute dictates. Moral reasoning is based on abstract reasoning using universal ethical principles. Individuals at this stage are concerned with fairness, justice, and the rights of others, and they make moral judgments based on principles that have been chosen because they are seen as inherently right.

S28. Ans.(d)

Sol. The idea that children should be guided and assisted in their learning as per the cultural context has been proposed by Lev Vygotsky. Vygotsky's sociocultural theory emphasizes the fundamental role of social interaction and cultural context in the process of cognitive development. He introduced the concept of the Zone of Proximal Development (ZPD), which is the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner. This theory underscores the importance of cultural tools and social interactions in learning and development.

S29. Ans.(d)

Sol. Giving hints and cues; modeling the thought process for students are examples of scaffolding. Scaffolding is an educational technique that involves providing students with temporary support as they develop new skills or knowledge. This approach enables students to complete tasks they are not yet able to complete independently. Scaffolding can include a variety of instructional techniques, such as giving hints, asking leading questions, providing partial solutions, or modeling a process. The goal is to gradually remove these supports as the learner becomes more competent and confident.

S30. Ans.(a)

Sol. In a progressive classroom, children engage in purposeful activities that realize their potential. Progressive education focuses on the whole child and emphasizes active learning, critical thinking, and collaborative work. It encourages children to explore, inquire, and express themselves creatively, often through project-based learning, experiential learning, and problem-solving activities. This approach aims to foster a love of learning, creativity, social responsibility, and emotional development, rather than solely focusing on rote memorization and standardized testing.

S31. Ans.(d)

Sol. Individuals with musical intelligence are able to distinguish between specific pitches, tones, and rhythms that others may miss. This type of intelligence, one of the multiple intelligences proposed by Howard Gardner, refers to the ability to understand, create, and enjoy music and rhythmic patterns. People with high musical intelligence often have a strong appreciation for music, are sensitive to musical tones and structures, and may have talents in singing, playing musical instruments, or composing music.

S32. Ans.(b)
Sol. According to Lev Vygotsky, language is critical for cognitive development. Vygotsky's theory posits that language and thought are initially separate systems from the beginning of life, merging around three years of age. He argued that language is a crucial tool for cognitive development, particularly in the context of social interaction. Vygotsky believed that through social speech, children learn to regulate their thinking and behavior and eventually internalize these language skills as inner speech, which is essential for problem-solving and self-regulation.

S33. Ans.(a)
Sol. Both Assertion (A) and Reason (R) are true, and (R) is the correct explanation of (A). It is important for middle school teachers to enable students to critically analyze the portrayal of gender stereotypes in the media, as media is a significant socializing agency. Media representations can influence children's perceptions and attitudes regarding gender roles. By critically examining these portrayals, students can develop a more nuanced understanding of gender and resist stereotypical narratives.

S34. Ans.(b)
Sol. The statement that assessment should help in generating anxiety and fear is NOT correct. Effective assessment in education should be designed to support learning, provide feedback, and measure students' understanding and skills without causing undue anxiety and fear. Assessments should be fair, relevant, and used as a tool to enhance learning and development, rather than as a means to intimidate or frighten students. The focus should be on constructive evaluation and promoting a positive learning environment.

S35. Ans.(c)
Sol. Assessment should be an integral part of learning. Effective assessment is not just a means to measure learning outcomes at the end, but it is a continuous process that shapes and enhances learning. Ongoing assessments help educators identify students' strengths and weaknesses, provide timely feedback, and adjust teaching strategies to meet individual learning needs. Formative assessments, in particular, are designed to be part of the learning process, providing critical information to both teachers and students for improving teaching and learning while it is happening.

S36. Ans.(a)
Sol. Inclusive education in schools should aim at eliminating the discriminatory and exclusionary practices that result from attitudes towards an individual or a group. Inclusive education is about ensuring access to quality education for all students, regardless of their diverse abilities, backgrounds, or needs. It involves creating a learning environment that is accommodating and respectful of diversity, promoting participation, and removing barriers that might lead to exclusion or discrimination within the educational setting.

S37. Ans.(a)
Sol. Teachers can encourage children to think creatively by asking them to think of different ways to solve a problem. Encouraging multiple solutions and perspectives fosters creative thinking, as it allows students to explore various possibilities and approaches. This method encourages divergent thinking, a key component of creativity, where a child learns to generate multiple ideas, alternatives, or solutions to a given problem or question.

S38. Ans.(d)
Sol. To cater to diversity in a classroom, teachers should focus on equity. Equity in education means ensuring that every student has access to the resources, opportunities, and educational support they need to succeed, regardless of their background or circumstances. This approach acknowledges that different students may require different resources or support to achieve similar outcomes and aims to reduce disparities in educational achievements among diverse student groups.

S39. Ans.(d)
Sol. In a diverse class with students from disadvantaged backgrounds, a teacher should share her own experiences and encourage all children to share their experiences. This approach promotes inclusivity and respect for diversity. By valuing and incorporating the varied experiences of all students, the teacher can create a more engaging, relevant, and meaningful learning environment. It also helps in building empathy and understanding among students from different backgrounds.

S40. Ans.(b)
Sol. Both (A) and (R) are true but (R) is not the correct explanation of (A). Assertion (A) is correct as providing specialized materials can be crucial for students with dyscalculia, a learning difficulty specifically related to mathematics. These tools help in visualizing and understanding mathematical concepts more effectively. Reason (R) is also true; students with autism often exhibit repetitive motor actions as a characteristic behavior. However, this characteristic of autism does not directly explain the necessity of specialized materials for students with dyscalculia. Hence, while both statements are true, they are unrelated to each other.

S41. Ans.(d)
Sol. The process of problem-solving is hindered by functional fixedness. Functional fixedness is a cognitive bias that limits a person to using an object only in the way it is traditionally used. This mindset can hinder problem-solving as it restricts the ability to think of alternative uses for an object or to consider novel solutions to a problem. Overcoming functional fixedness enables more creative and effective problem-solving by allowing individuals to see objects and situations in a new light and apply them in unconventional ways.

S42. Ans.(a)
Sol. Both (A) and (R) are true, and (R) is the correct explanation of (A). Teachers who believe that ability is malleable and can be developed through effort (a growth mindset) are more likely to motivate students to improve their performance. This belief influences how teachers interact with students, the expectations they set, and the feedback they provide. Motivation is indeed linked to the beliefs teachers hold about their students' abilities. When teachers convey that abilities can be developed, students are more likely to adopt a growth mindset, leading to increased motivation and effort in their schoolwork.

S43. Ans.(d)
Sol. The statement that assessment should be undertaken only at the end of teaching does not support a belief in the socio-constructivist perspective of learning. Socio-constructivism emphasizes active, collaborative learning, and continuous assessment as part of the learning process. It values ongoing feedback, reflection, and adjustment of teaching strategies based on students' needs and progress. End-of-teaching assessments alone do not align with the continuous and interactive nature of learning envisioned in socio-constructivist theory.

S44. Ans.(d)
Sol. Both (A) and (R) are false. Meaningful learning involves students actively engaging with and applying knowledge, not just reproducing it in the exact same way it is received. Learning is not merely a passive reception but an active construction of knowledge. Students should be encouraged to understand, interpret, and apply information in various contexts, demonstrating a deeper grasp of concepts rather than just memorization and replication.

S45. Ans.(d)
Sol. Charu, who studies only to get passing marks and has no interest in the subjects, is a failure-avoiding learner. Failure-avoiding learners are motivated by the desire to avoid negative outcomes, such as poor grades or criticism, rather than by intrinsic interest in learning or achieving mastery. They often do the minimum required to avoid failure rather than striving to fully understand or excel in the subject matter.

S46. Ans.(a)
Sol. Meaningless recitation is not an effective strategy for learning. This approach involves rote memorization without understanding the underlying concepts or context. Effective learning strategies, like explaining to a peer, self-questioning, and making concept maps, engage students in active processing of information, promote understanding, and facilitate the integration of new knowledge with existing knowledge. These strategies encourage deeper learning and better retention of information.

S47. Ans.(a)
Sol. In a middle school classroom, emphasis should be on creating an environment of cooperation and collaboration. Such an environment promotes social skills, teamwork, and a sense of community among students. It encourages students to work together, share ideas, and learn from each other, which can lead to a more enriching and effective learning experience. Cooperation and collaboration foster critical thinking, problem-solving skills, and a positive classroom climate where students feel valued and supported.

S48. Ans.(b)
Sol. Contemporary policies of education, such as the New Education Policy 2020, propose that learning should be experiential. Experiential learning emphasizes learning through experience and reflection on doing. It encourages students to engage actively with content, concepts, and activities, and to apply their learning in real-world contexts. This approach is learner-centered and focuses on developing critical thinking, problem-solving skills, and a deeper understanding of subject matter, rather than just memorization of facts.

S49. Ans.(d)
Sol. The sequence of introduction of new concepts to children should be from familiar to unfamiliar. Starting with concepts and experiences that are familiar to children helps to anchor new learning in their existing knowledge and understanding. It makes new information more accessible and relatable, thereby facilitating easier comprehension and retention. Progressing from familiar to unfamiliar allows for gradual building of complexity and abstraction, making the learning process more effective and engaging for students.

S50. Ans.(a)
Sol. Meaningful learning of students at school is negatively influenced by exclusionary practices and positively influenced by learner-centered pedagogy. Exclusionary practices, which can involve ignoring diverse needs and perspectives, hinder students' ability to engage and succeed in learning. On the other hand, learner-centered pedagogy, which focuses on the needs, interests, and abilities of students, fosters a more inclusive and engaging learning environment. This approach supports the individual learning styles and paces of students, leading to more meaningful and effective learning experiences.

S51. Ans.(d)
Sol. (ii) & (iv)
The process of development is characterized as a **life long process** that **begins at conception**. Development does not only encompass childhood but continues throughout a person's life. The process begins right from conception, as the biological, psychological, and emotional changes start occurring from this point onwards, continuing to influence an individual's development throughout their lifespan.

S52. Ans.(a)
Sol. 'Sensitive' periods of development refer to time spans when the child is ready for certain kinds of learnings. These are specific times in development when the brain is particularly receptive to acquiring certain types of skills and knowledge, such as language acquisition in early childhood. It's a crucial window of opportunity where learning in specific areas occurs most effectively.

S53. Ans.(a)
Sol. As a teacher, if you believe that the environment is profoundly influential throughout development, you would likely provide assistance to children anytime, as with the help of favourable life circumstances, children can recover from early negative experiences. This perspective aligns with the understanding that a nurturing and supportive environment can significantly impact children's ability to overcome challenges and thrive.

S54. Ans.(c)
Sol. Schools play the role of a secondary socializing agency. While the family is often considered the primary socializing agent in a child's early life, schools play a crucial role in socializing children into societal norms, values, and behaviors. Schools provide a structured environment where children learn to interact with peers and adults outside their family, acquire social skills, and are exposed to a broader range of cultural and social norms.

S55. Ans.(d)
Sol. The ability to 'Operate on operations' is acquired in the Formal operational stage according to Jean Piaget. This stage typically begins around age 12 and continues into adulthood. During this stage, individuals develop the ability to think abstractly and reason about hypothetical problems. They can conceptualize multiple variables in systematic ways, think about theoretical concepts, and use logical thought processes.

S56. Ans.(b)
Sol. According to Jean Piaget, children learn by active exploration. Piaget's theory emphasizes the importance of children interacting with their environment as an integral part of their cognitive development. He believed that children learn best through hands-on experience and exploring the world around them, as opposed to passive learning through observation or being told how things work.

S57. Ans.(d)
Sol. An example of scaffolding is providing a half-solved example. Scaffolding is a teaching method that involves giving students support at the beginning of the learning process, and gradually removing that support as the student becomes more proficient. By offering a half-solved example, the teacher provides a framework and guidance to help the student start the task, encouraging independent problem-solving as they complete it.

S58. Ans.(d)
Sol. In his Socio-cultural theory, Lev Vygotsky proposed that learning takes place in a context. This theory emphasizes the fundamental role of social interaction in the development of cognition. Vygotsky believed that community and culture play a central role in the process of "making meaning," contrary to the more individualistic approaches of psycho-dynamic and behavioristic theories.

S59. Ans.(a)
Sol. Subhiksha, by providing opportunities for exploration, experiments, games, and practical activities, aims to create a progressive and child-centered classroom. This approach aligns with progressive educational philosophies that emphasize active learning, critical thinking, and fostering creativity in students, focusing on the interests and needs of the child as the central aspect of the learning process.

S60. Ans.(d)
Sol. Both Assertion (A) and Reason (R) are false. Relying solely on standardized IQ tests to measure the IQ of children is increasingly viewed as a limited and potentially misleading approach. IQ tests do not capture the full range of human intelligences and are not always reliable predictors of academic performance or success later in life. This view aligns with contemporary educational philosophies that recognize the multifaceted nature of intelligence and learning.

S61. Ans.(a)
Sol. Artists, architects, and navigators possess high spatial intelligence as per Howard Gardner's theory. Spatial intelligence involves the ability to think in three dimensions, which includes capabilities like visualizing objects, manipulating images, and graphically representing visual or spatial ideas. Gardner's theory of multiple intelligences recognizes that intelligence is not a single general ability but a combination of multiple intelligences.

S62. Ans.(d)
Sol. Both Assertion (A) and Reason (R) are false. These statements reflect a biased and incorrect view. Gender does not determine one's ability to study or excel in mathematics and sciences. Encouraging diversity and inclusion in all academic fields, including science and mathematics, is essential for equitable education. Teachers should encourage all students, regardless of gender, to participate and engage in all subjects.

S63. Ans.(b)
Sol. Labelling and segregation is a barrier in addressing diverse learning needs of students. When students are labeled or segregated based on their abilities, learning needs, or other characteristics, it can lead to a lack of inclusive practices in the classroom. This can hinder the provision of an equitable and effective educational environment that caters to the diverse needs of all students.

S64. Ans.(c)

Sol. Assessment should not be undertaken to inculcate competitive spirit among children. The primary purpose of assessment is to evaluate and improve student learning, understand educational needs, and provide feedback to both students and teachers. Using assessment to foster competition among students can create an unhealthy learning environment, leading to stress and anxiety rather than encouraging genuine learning and development.

S65. Ans.(a)

Sol. According to Lawrence Kohlberg, moral development is a discontinuous process that takes place in six stages. These stages are part of his theory of moral development, which posits that individuals progress through specific stages of moral reasoning as they grow and mature. Kohlberg's theory emphasizes that this development is sequential and each stage represents a more advanced form of moral reasoning than the previous one.

S66. Ans.(a)

Sol. A culture of inclusion is promoted through differentiated instruction. Differentiated instruction involves tailoring teaching environments and practices to create opportunities for all students to learn and succeed, regardless of their abilities, learning styles, or backgrounds. This approach is key to fostering an inclusive classroom where every student's unique needs and potential are recognized and supported.

S67. Ans.(c)

Sol. To cater to the specific needs of a student with visual impairment, a teacher should make pedagogical adaptations such as using tactile materials. These materials allow students who are visually impaired to engage with learning content through touch, making education more accessible and effective for them. This may include braille texts, tactile diagrams, and other hands-on resources.

S68. Ans.(b)

Sol. Confusing letters such as writing "bad" as 'dab' is a typical identifying characteristic of Dyslexia. Dyslexia is a learning disorder characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language.

S69. Ans.(a)

Sol. Prem's ability to think of multiple ways of solving a problem and bringing new ideas to discussions is a characteristic of creativity. Creativity involves original thinking, the ability to produce novel and valuable ideas, thinking outside the conventional frameworks, and the capability to see multiple solutions to a problem.

S70. Ans.(d)

Sol. Teachers should consider the failure of children as a reflection of the school system being unable to provide a conducive environment for learning. This perspective shifts the focus from blaming students to understanding the broader context in which learning occurs. It encourages educators to reflect on their teaching methods, curricula, and school policies to ensure they are effectively supporting all students' learning and development.

S71. Ans.(b)
Sol. Active engagement is not promoted in rote memorization. Rote memorization involves learning information through repetition without understanding the underlying meaning or context. This approach does not encourage critical thinking, problem-solving, or the application of knowledge, which are key components of active engagement in learning.

S72. Ans.(a)
Sol. If a child is unable to perform well in school, the teachers should reflect on the pedagogical strategies and the school environment. This approach involves assessing and modifying teaching methods, classroom dynamics, and overall educational practices to better support the child's learning needs. It is a constructive way to address learning challenges, focusing on creating an inclusive and effective educational environment.

S73. Ans.(c)
Sol. Encouraging students to reproduce answers from the textbooks as it is is not a constructive pedagogical strategy. This approach promotes rote learning rather than understanding and engaging with the material. Constructive strategies involve activities that encourage critical thinking, problem-solving, and deeper understanding, such as intuitive guesses, discussions, and guided discovery.

S74. Ans.(a)
Sol. The correct option is (a) Both (A) and (R) are true and (R) is the correct explanation of (A). The assertion (A) states that the errors made by children during the process of learning should be seen as a part of their cognitive development. The reason (R) explains that children learn things differently than adults, which is why their errors should be viewed as a natural part of their development. Both (A) and (R) are true and (R) provides the correct explanation of (A).

S75. Ans.(b)
Sol. Neha is setting performance-oriented goals. Performance orientation involves focusing on demonstrating ability and outperforming others, often leading to behaviors like cheating to achieve high performance. This contrasts with mastery-oriented goals, which focus on the process of learning and understanding, rather than solely on the outcomes or external validation.

S76. Ans.(c)
Sol. Joy facilitates the process of meaningful learning. Positive emotions like joy can enhance engagement, motivation, and creativity in the learning process. Joyful learning environments are often more conducive to effective learning, helping students to absorb and retain information more efficiently and fostering a positive attitude towards learning.

S77. Ans.(c)
Sol. When Mohit attributes his performance to writing his answers hurriedly, he is attributing his performance to a lack of effort. This internal attribution acknowledges that his actions, rather than his ability or external factors, influenced his performance. Recognizing the role of effort in outcomes is an important aspect of developing a growth mindset and taking responsibility for one's learning.

S78. Ans.(a)

Sol. The process through which we activate and sustain our thoughts, behaviors, and emotions in order to reach our goals is called Self-regulation. This involves managing one's emotions, behaviors, and thoughts in a way that is conducive to goal achievement. It includes setting goals, monitoring progress, adjusting strategies, and maintaining motivation over time.

S79. Ans.(d)

Sol. Both Assertion (A) and Reason (R) are false. While direct instruction can be effective for certain types of learning, it's not necessarily the most effective method for helping children understand complex concepts. Contemporary educational theory emphasizes the importance of active learning where children are engaged and participatory, rather than passive. Children often learn most effectively when they are actively involved in the learning process, constructing understanding through exploration, discussion, and problem-solving.

S80. Ans.(a)

Sol. An effective pedagogical strategy to promote inclusion in a socio-constructivist classroom is the implementation of universal design for learning (UDL). UDL is an educational framework that accommodates individual learning differences by providing multiple means of representation, expression, and engagement. It ensures that all students, regardless of their abilities, backgrounds, or learning styles, have equal opportunities to learn and succeed. This approach aligns with the principles of socio-constructivism and inclusion.

S81. Ans.(a)

Sol. Development is a continuous life-long process that begins at the time of conception. From conception, various stages of physical, cognitive, and socio-emotional development unfold throughout life. Understanding this continuous nature helps in appreciating the complexities and dynamic changes that occur in an individual's life.

S82. Ans.(a)

Sol. Both the assertion and reason are true, and the reason is the correct explanation of the assertion. Neuromotor maturation is essential for a child to learn to catch a ball because it provides the necessary coordination and muscle control. Learning indeed depends on the developmental stage of an individual.

S83. Ans.(c)

Sol. Socialization is a complex process in which connections among various agencies of socialization, such as family, schools, peers, and media, are important. These interconnected agencies play a critical role in shaping an individual's social behaviors, norms, and values.

S84. Ans.(c)

Sol. Children in the concrete operational stage can solve concrete problems logically but struggle with hypothetical or abstract thinking. This stage, typically from ages 7 to 11, is characterized by the development of logical thought about concrete events.

S85. Ans.(d)
Sol. According to Jean Piaget, children learn meaningfully through self-initiated activity and discovery. Piaget emphasized the importance of active learning, where children construct knowledge through hands-on experiences and exploration.

S86. Ans.(b)
Sol. According to Piaget, stages cannot be skipped as they occur in a fixed sequence where each stage builds upon the previous one. This orderly progression ensures that cognitive structures are appropriately developed.

S87. Ans.(b)
Sol. At Kohlberg's pre-conventional level of moral development, morality is based on consequences. Individuals decide right or wrong based on whether actions result in rewards or punishments, rather than societal rules or personal principles.

S88. Ans.(c)
Sol. Vygotsky suggested that children's cognitive development is facilitated by interactions with more capable individuals. This social interaction provides guidance, support, and challenges that promote cognitive growth through the Zone of Proximal Development.

S89. Ans.(b)
Sol. Vygotsky emphasized that learning cannot be separated from its social context. He believed that social interactions and cultural tools play a crucial role in the development of cognitive functions and learning processes.

S90. Ans.(b)
Sol. Intrapersonal intelligence involves awareness of one's feelings and knowing one's capabilities. It includes self-reflection, understanding personal strengths and weaknesses, and utilizing this awareness to navigate personal and professional life.

S91. Ans.(a)
Sol. Spatial intelligence is crucial for an architect and an artist. It involves the ability to visualize and manipulate objects and dimensions in one's mind, which is essential for designing structures and creating detailed artworks.

S92. Ans.(c)
Sol. A progressive classroom curriculum is designed around the capabilities and interests of the children. This approach fosters engagement, motivation, and a more personalized learning experience, encouraging students to explore and develop their interests.

S93. Ans.(b)
Sol. The teacher's statement promotes gender stereotyping by reinforcing traditional gender roles and limiting students' choices based on their gender. This discourages gender role flexibility and equality.

S94. Ans.(b)
Sol. Asking the student to apply the concept to daily life effectively assesses their understanding. This method requires deeper comprehension and the ability to transfer knowledge to real-world situations.

S95. Ans.(a)
Sol. Asking the student to apply the concept to daily life effectively assesses their understanding. This method requires deeper comprehension and the ability to transfer knowledge to real-world situations.

S96. Ans.(d)
Sol. Inclusion encompasses linguistic, gender, socio-cultural diversity, and varying abilities. Recognizing and accommodating these diverse aspects ensures a holistic and equitable educational environment for all students.

S97. Ans.(b)
Sol. Every child has a right to education, and inclusive practices ensure that all children, regardless of their socio-economic, cultural, or religious backgrounds, are involved in classroom discussions. This fosters an equitable and supportive learning environment.

S98. Ans.(a)
Sol. Dyscalculia is a specific learning disability that affects a person's ability to understand numbers and learn math facts. Students with dyscalculia often struggle with mathematical concepts and computations, which can hinder their academic progress in mathematics.

S99. Ans.(b)
Sol. A voice-activated computer is an assistive technology that aids individuals with vision impairments by allowing them to interact with the computer through voice commands. This technology facilitates access to information and communication without relying on visual input.

S200. Ans.(a)
Sol. Creative children are typically characterized by their flexibility, fluency, and originality of ideas. They often demonstrate the ability to think in diverse ways, generate multiple solutions to problems, and come up with novel ideas.