

## REET CDP Paper 2 Top 50 Questions PDF

**Q1.** " The course of development of children is :

- (a) Uniform and orderly
- (b) Uniform and disorderly
- (c) Individualistic and sequential
- (d) Individualistic and disorderly

**Q2.** Theorists now prefer to refer to certain periods as 'sensitive periods' rather than 'critical periods' in recognition that :

- (a) Development is dynamic in nature
- (b) Development is determined by heredity only
- (c) Development is determined by environment only
- (d) Development is fixed and static

**Q3.** Naresh and Mukesh are in the same age group yet they show differences in social and cognitive development. It is due to which of the following ?

- (a) Cephalocaudal Principle
- (b) Proximodistal Principle
- (c) Principle of Individual differences
- (d) Principle of Uniformity

**Q4.** Assertion (A) : Delay in achievement of developmental milestone by children can be directly attributed to heredity.

Reason (R) : Environmental factors do not play any role in development.

Choose the correct option.

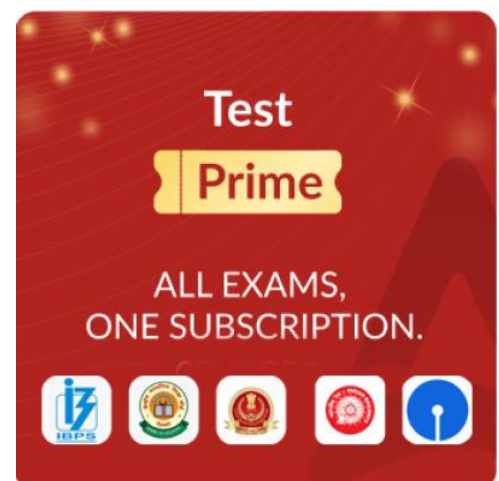
- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

**Q5.** Socialization of children is :

- (a) A simple and linear process.
- (b) An orderly and well laid out process
- (c) Is a complex and multidimensional process.
- (d) A fixed and static process


**Q6.** At which stage of cognitive development do children develop the abilities of inference and abstract logic ?

- (a) Sensori-motor
- (b) Pre-operational
- (c) Concrete operational
- (d) Formal operational



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**Q7.** In Jean Piaget's theory \_\_\_\_\_ is said to occur when the child modifies the existing schemas to account for a new experience.

- (a) Accommodation
- (b) Organization
- (c) Metacognition
- (d) Scaffolding

**Q8.** In Jean Piaget's theory, egocentricism refers to :

- (a) the ability to consider more than one aspect of the situation at a time.
- (b) the tendency to organize thinking processes into psychological structures.
- (c) the use of existing schemas to make sense of the world.
- (d) the tendency to see the world and the experiences of others from one's own viewpoint.

**Q9.** As per Lev Vygotsky, \_\_\_\_\_ plays a very important role in cognitive development.

- (a) conditioning
- (b) cultural context
- (c) reinforcement
- (d) schema

**Q10.** A classroom built on Vygotskian principles would promote :

- (a) recitation and recall.
- (b) collaborative learning.
- (c) use of rewards and punishment.
- (d) conditioning of responses.

**Q11.** How many stages of moral development does Lawrence Kohlberg propose in his theory ?

- (a) 6
- (b) 7
- (c) 5
- (d) 4

**Q12.** At which stage of Kohlberg's moral development do individuals believe that fixed rules must be obeyed in order to maintain the social order ?

- (a) Instrumental purpose orientation
- (b) Punishment and obedience orientation
- (c) Law and order orientation
- (d) Good boy-good girl orientation

**Q13.** Dancers, athletes and actors possess high \_\_\_\_\_ as per Howard Gardner's theory.

- (a) Spatial intelligence
- (b) Linguistic intelligence
- (c) Bodily-Kinaesthetic intelligence
- (d) Intrapersonal intelligence

**Q14.** A teacher's remark to boys in a co-education class - "Be a man and don't behave like girls' would encourage :

- (a) Gender equity
- (b) Gender stereotyping
- (c) Gender role flexibility
- (d) Gender equality

**Q15.** Which of the following statements about assessment of children is correct ?

- (a) Primary purpose of assessment is comparison.
- (b) Primary purpose of assessment is to generate anxiety and fear.
- (c) Assessment should be carried out using a variety of means.
- (d) Assessment should not include self- assessment by children.

**Q16.** Which of the following do NOT follow the spirit of inclusive education ?

- (a) Differentiated instruction
- (b) Universal design for Learning
- (c) Labelling and Segregation
- (d) Collaborative learning

**Q17.** In a class with students having students from disadvantaged backgrounds whose experiences should a teacher allow to be shared ?

- (a) Discourage everyone 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.

**Q18.** In order to accommodate a student with locomotor disabilities schools should facilitate access and barrier free environment that includes provisions such as :

- (I) Wheel chairs
  - (II) Walker
  - (III) Ramps with hand-rails
  - (IV) Embossed tiles
  - (V) Braille systems
- (a) (I) , (II) , (III)
  - (b) (I) , (III) , (IV)
  - (c) (II) , (III) , (IV)
  - (d) (I) , (II) , (III) , (IV) ,(V)

**Q19.** Which of the following are typical identifying characteristics of student with learning disability?

- (a) Omits words or lines in readings; makes mistakes in spellings
- (b) Cannot see things after a distance of 2 feet
- (c) Perform the same motor action repeatedly
- (d) Cannot hear sounds of 70 dB

**Q20.** Which of the following statements about gifted children is correct ?

- (a) Gifted children do not require any pedagogical modifications.
- (b) Gifted children should be given very simple routine tasks to be performed repeatedly.
- (c) Gifted children have very high emotional maturity.
- (d) Gifted children have specific learning needs that often get ignored in the classrooms.

**Q21.** Active engagement of students in a middle classroom should be promoted by :

- (a) Offering positive and negative reinforcement
- (b) Passive listening
- (c) Reinforcing competition
- (d) The processes of enquiry and questioning

**Q22.** Assertion (A) : Pedagogical processes of dialogue and discussion amongst peers hinders development of problem-solving abilities.

Reason (R) : Learning is a process that is individualistic in nature and not social in character.

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.

**Q23.** What kind of goals should a teacher encourage her students to set ?

- (a) Mastery-oriented
- (b) Performance oriented
- (c) Failure accepting
- (d) Failure avoiding

**Q24.** One's beliefs have an important influence on one's learning. Which belief would have a positive influence on learning ?

- (a) I am not born with any abilities
- (b) Teachers always make difficult question papers
- (c) Getting good or bad marks depends on your efforts
- (d) have never got good marks in geography and I never will even if I try.

**Q25.** Constructivism as a theory :

- (a) Emphasizes the role of the learner in constructing his own view of the world
- (b) Emphasises on memorising information and testing through recall
- (c) Emphasis on the dominant role of the teacher
- (d) Focuses on the role of passive imitation in learning

**Q26.** Children construct further knowledge on the basis of :

- (a) what is irrelevant for them.
- (b) what is already understood by them.
- (c) what is completely alien to them.
- (d) what is much beyond their cognitive levels.

**Q27.** Which of the following statements about cognition and emotions is correct ?

- (a) Cognition and emotions are processes independent of each other
- (b) Cognition and emotions are intertwined and affect each other
- (c) Cognition affects emotions but emotions do not affect cognition
- (d) Emotions affects cognition but cognition does not affect emotions

**Q28.** Meaningful learning of students is NOT promoted by encouraging children for :

- (a) Exploration and experimentation
- (b) Developing Metacognitive capabilities
- (c) Discussion and debate
- (d) Passive listening

**Q29.** A constructivist approach for dealing with 'misconceptions \* among middle school students is:

- (a) to completely ignore them.
- (b) to assign lot of content for passive memorization,
- (c) to punish the students.
- (d) give opportunities for discussing counter perspectives.

**Q30.** Assertion (A) : Schools should not involve parents in any manner in education of their children.  
Reason (R) : Establishing links of the school with the community hinders meaningful learning for 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.

**Q31.** Which of the following is an example of gross motor skill ?

- (a) Sketching
- (b) Holding a needle
- (c) Walking fast
- (d) Putting beads in a thread

**Q32.** Proximo - distal' principle of development suggests that development proceeds from:

- (a) Complex to Simple
- (b) Head to Toe
- (c) Center to Extremes
- (d) General to Specific

**Q33.** Which of the following are secondary agencies of socialisation ?

- (I) School
- (II) Books
- (III) Media
- (IV) Parents

- (a) (I) , (IV)
- (b) (I) , (II) , (IV)
- (c) (I) , (III) , (IV)
- (d) (I) , (II) , (III)

**Q34.** According to Jean Piaget "s theory of Cognitive development, at which stage, most children can 'operate on operations' and develop hypothetico - deductive thinking?

- (a) Sensori motor
- (b) Pre operational
- (c) Concrete operational
- (d) Formal operational

**Q35.** Jean Piaget gave importance to\_\_\_\_\_ in the process of learning.

- (a) Readiness to learn
- (b) Negative reinforcement
- (c) Competitive feelings
- (d) Functional fixedness

**Q36.** Amarjeet considers rules as fixed and advocates that everyone should follow rules irrespective of their personal situations. According to Lawrence Kohlberg's theory of moral development at which stage Amarjeet is at present ?

- (a) Obedience and punishment orientation
- (b) Instrumental purpose orientation
- (c) Good boy - Good girl orientation
- (d) Law and order orientation

**Q37.** During a group work in class, Ramesh finds his students struggling to solve a given question. In order to scaffold them Ramesh should :

- (a) Tell them to copy the answer from book
- (b) Ask them to withdraw given assignment and move on next task
- (c) Give cues and hints relevant to the problem
- (d) Complicate the question by ambiguous instructions

**Q38.** To enhance students' cognitive development, Lev Vygotsky advocated for\_\_\_\_\_.

- (a) Social isolation
- (b) Use of cultural tools
- (c) Rote memorisation
- (d) Passive imitation

**Q39.** Progressive education places \_\_\_\_\_at the centre of teaching - learning process.

- (a) Students
- (b) Parents
- (c) Teachers
- (d) Exams

**Q40.** Ahmad wants to become a Psycho - therapist or Counselor. As per Howard Gardner's theory of multiple intelligences, his teachers should provide opportunities to enhance his \_\_\_\_\_ intelligence.

- (a) Spatial
- (b) Naturalistic
- (c) Musical
- (d) Interpersonal

**Q41.** While practising cooperative learning, a teacher should

- (a) make same ability based groups
- (b) instruct students to follow only prescribed procedure
- (c) restrict use of discussions and debates
- (d) make groups of diverse learners

**Q42.** In a classroom discussion on cricket, a teacher is giving more chances to boys than girls. By doing so he is

- (a) Combating stereotype threat
- (b) Practising gender bias
- (c) Ensuring gender equality
- (d) Breaking gender stereotypes

**Q43.** In a class of diverse learners, a teacher should :

- (a) Group students based on their performance in exams
- (b) Set and maintain expectations of success from all
- (c) Divide students based on their socio-economic context
- (d) Practise standardised curriculum and method of assessment

**Q44.** Formative assessment is done :


- (a) only at the beginning of the session
- (b) throughout the session for all students
- (c) at the end of the session only
- (d) only for students facing learning challenges

**Q45.** Which of the following questions will promote critical thinking among students?

- (a) What is the Capital of Sri Lanka?
- (b) When is Teacher Day celebrated in India?
- (c) Which is the largest city in Asia?
- (d) How would you resolve the water crisis in your city?


**Q46.** The concept of inclusion requires :

- (a) Respect of diversity and individual differences
- (b) Standardised testing for assessment
- (c) Teacher - centered Pedagogy
- (d) Labelling and segregation of students



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**Q47.** 'Dyslexia' poses direct challenges in the domain of:

- (a) emotional regulation
- (b) body coordination
- (c) social interactions
- (d) comprehension of the written text

**Q48.** While students with Autism faces several challenges in certain domains, they have strength\_\_\_\_\_, which can be utilised by the teacher in teaching – learning process.

- (a) to pay attention for minute details
- (b) for social communication
- (c) of expressing themselves without hesitation in front of large groups
- (d) of easily adjusting to frequent changes in schedule

**Q49.** Which of the following mode should be avoided while teaching students with visual impairment ?

- (a) verbally explaining the content written on board
- (b) providing tactile maps
- (c) allowing use of assistive devices
- (d) using written tests to assess learning

**Q50.** Which of the following is not a characteristic of students with "giftedness" ?

- (a) above - average intelligence level
- (b) higher order problem-solving skills
- (c) high motivation to master skills
- (d) slow in processing information

## SOLUTIONS

**S1. Ans.(c)**

**Sol.** The development of children is individualistic and sequential, meaning each child develops at their own pace but follows a generally predictable sequence. This concept acknowledges that while the specific rate and timing of development may vary from child to child, the overall progression through developmental milestones is consistent and ordered. This individualistic approach respects the unique biological and environmental factors influencing each child's growth.

**S2. Ans.(a)**

**Sol.** The preference for the term "sensitive periods" over "critical periods" reflects the understanding that development is dynamic in nature. This means that while there are optimal times for certain developments to occur, there is still potential for development outside these periods. The flexibility of sensitive periods contrasts with the rigidity implied by critical periods, accommodating the influence of various factors over time.



**S3. Ans.(c)**

**Sol.** The differences in social and cognitive development between Naresh and Mukesh, despite being in the same age group, can be attributed to the principle of individual differences. This principle acknowledges that each child develops uniquely due to a combination of genetic, environmental, and experiential factors. It highlights the variability in developmental trajectories among children.

**S4. Ans.(d)**

**Sol.** Both (A) and (R) are false

Developmental milestones are significant markers of a child's cognitive, physical, and social progress. While genetics can play a role in a child's development, it's not the sole factor in delays. Environmental factors, health conditions, and nutritional status can also contribute to delays in developmental milestones. For example, a child with a hearing or vision impairment may have delays in language development. It's important to note that children can catch up on developmental delays with early intervention and appropriate support.

**S5. Ans.(c)**

**Sol.** The socialization of children is a complex and multidimensional process. It involves various agents like family, peers, schools, and media, and occurs through numerous interactions and experiences. This process is not simple or linear, as it is influenced by a myriad of social, cultural, and personal factors, making it intricate and dynamic.

**S6. Ans.(d)**

**Sol.** In Jean Piaget's theory of cognitive development, the formal operational stage is when children develop the abilities of inference and abstract logic. This stage, typically starting around age 11, enables individuals to think logically about abstract propositions and hypothetical situations. They can systematically plan and deduce outcomes, moving beyond concrete experiences.

**S7. Ans.(a)**

**Sol.** Accommodation, according to Jean Piaget's theory, occurs when a child modifies existing schemas to account for new experiences. This process involves altering one's mental structures or frameworks to incorporate new information, ensuring that learning is adapted to fit new realities and experiences.

**S8. Ans.(d)**

**Sol.** Egocentrism in Jean Piaget's theory refers to the tendency to see the world and the experiences of others from one's own viewpoint. This characteristic is prominent in the pre-operational stage, where children have difficulty in seeing things from perspectives other than their own, leading to a self-centered understanding of the world.

**S9. Ans.(b)**

**Sol.** Lev Vygotsky emphasized the crucial role of cultural context in cognitive development. According to Vygotsky, cognitive development is significantly influenced by social interactions and the culture in which a child is immersed. He introduced the concept of the "Zone of Proximal Development" (ZPD), which refers to the difference between what a child can achieve

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independently and what they can achieve with guidance from more knowledgeable individuals. Vygotsky argued that through social interactions, children learn the cultural tools of thinking and problem-solving, which are essential for cognitive development.

**S10. Ans.(b)**

**Sol.** A classroom built on Vygotskian principles would promote collaborative learning. Vygotsky emphasized the importance of social interaction and collaboration in cognitive development. He believed that learning is a social process, where students learn more effectively through interaction and cooperation with peers and teachers, facilitating deeper understanding and critical thinking skills.

**S11. Ans.(a)**

**Sol.** Lawrence Kohlberg's theory of moral development proposes six stages, divided into three levels: pre-conventional, conventional, and post-conventional. Each level contains two stages, reflecting a progression in moral reasoning from a focus on personal consequences to an understanding of social rules and finally to abstract ethical principles.

**S12. Ans.(c)**

**Sol.** In Kohlberg's moral development theory, the "law and order orientation" stage is where individuals believe that fixed rules must be obeyed to maintain social order. This stage, typically part of the conventional level, emphasizes the importance of maintaining societal rules and laws to ensure stability and order within the community.

**S13. Ans.(c)**

**Sol.** According to Howard Gardner's theory of multiple intelligences, dancers, athletes, and actors possess high bodily-kinaesthetic intelligence. This intelligence involves using one's body effectively to solve problems or create products, and includes skills in coordination, balance, dexterity, and the ability to control bodily motions.

**S14. Ans.(b)**

**Sol.** Such a remark encourages gender stereotyping by reinforcing traditional and restrictive views about how boys and girls should behave. It perpetuates the idea that certain behaviors are inherently linked to one gender, thereby limiting the potential and self-expression of both boys and girls.

**S15. Ans.(c)**

**Sol.** Assessment should be carried out using a variety of means to provide a comprehensive evaluation of a child's learning and development. This includes formative and summative assessments, observations, self-assessments, and peer assessments. Utilizing diverse methods ensures a more accurate and holistic understanding of a child's abilities and progress.

**S16. Ans.(c)**

**Sol.** Labelling and segregation do not follow the spirit of inclusive education. Inclusive education aims to integrate all students, regardless of their abilities or backgrounds, into regular classrooms. Labelling and segregation, on the other hand, isolate and stigmatize students, hindering their participation and acceptance in the mainstream educational environment.

**S17. Ans.(d)**

**Sol.** A teacher should share her own experiences and encourage all children to share their experiences. This approach fosters an inclusive classroom environment where every student's background is valued and respected, promoting mutual understanding and respect among students from diverse backgrounds.

**S18. Ans.(a)**

**Sol.** The correct answer is (a) (I) , (II) , (III) . To accommodate students with locomotor disabilities, schools should provide wheelchairs, walkers, and ramps with hand-rails. These provisions are essential to ensure that students with mobility challenges can navigate the school environment safely and independently. Wheelchairs and walkers assist with movement, while ramps with hand-rails replace stairs to allow easy access to different levels of the building.

**Information Booster**

1. **Embossed Tiles:** While these are useful for visually impaired students by providing tactile guidance, they are not specifically for locomotor disabilities. They help in navigation for those who have vision impairments.
2. **Braille Systems:** These are essential for visually impaired students, enabling them to read and write using Braille. However, they do not specifically aid those with locomotor disabilities.

**S19. Ans.(a)**

**Sol.** Typical identifying characteristics of a student with a learning disability include omitting words or lines in reading and making mistakes in spelling. These signs indicate difficulties in processing and interpreting written information, which are common challenges for individuals with learning disabilities.

**S20. Ans.(d)**

**Sol.** Gifted children have specific learning needs that often get ignored in the classrooms. While they may excel in certain areas, they require challenging and enriching educational experiences to fully develop their potential. Ignoring their needs can lead to boredom, underachievement, and social-emotional difficulties.

**S21. Ans.(d)**

**Sol.** Active engagement of students in a middle classroom is best promoted through the processes of enquiry and questioning. This approach encourages critical thinking, curiosity, and active participation, allowing students to explore concepts deeply and understand them better through interactive and reflective learning.

**S22. Ans.(d)**

**Sol.** Both (A) and (R) are false. Pedagogical processes involving dialogue and discussion amongst peers actually promote the development of problem-solving abilities by fostering collaborative thinking and diverse perspectives. Learning is both an individual and social process, where interaction and communication play crucial roles in cognitive development.

**S23. Ans.(a)**

**Sol.** A teacher should encourage students to set mastery-oriented goals. These goals focus on learning, understanding, and improving, fostering a growth mindset. Mastery-oriented goals help students value the process of learning itself rather than merely striving for grades or external validation, promoting long-term academic and personal growth.

**S24. Ans.(c)**

**Sol.** The belief that "getting good or bad marks depends on your efforts" has a positive influence on learning. This mindset, known as a growth mindset, emphasizes the importance of effort and persistence. It encourages students to believe in their ability to improve and succeed through hard work and dedication.

**S25. Ans.(a)**

**Sol.** Constructivism as a theory emphasizes the role of the learner in constructing his own view of the world. It posits that learners actively create their own understanding and knowledge of the world through experiences and reflecting on those experiences, rather than passively receiving information from teachers or textbooks.

**S26. Ans.(b)**

**Sol.** Children construct further knowledge based on what is already understood by them. This process, known as scaffolding, involves building on prior knowledge and experiences, allowing children to integrate new information into their existing cognitive framework, thus facilitating deeper understanding and learning.

**S27. Ans.(b)**

**Sol.** Cognition and emotions are intertwined and affect each other. Emotions can influence cognitive processes such as attention, memory, and decision-making, while cognitive appraisals can shape emotional responses. This interdependence highlights the complexity of human psychology and the need for addressing both aspects in educational and developmental contexts.

**S28. Ans.(d)**

**Sol.** Meaningful learning is not promoted by encouraging passive listening. Active engagement, exploration, experimentation, metacognitive development, and discussion are essential for deep understanding and retention of knowledge. Passive listening, on the other hand, limits student interaction and critical thinking, resulting in superficial learning.

**S29. Ans.(d)**

**Sol.** A constructivist approach for dealing with misconceptions among middle school students involves giving opportunities for discussing counter perspectives. This method encourages students to critically evaluate and revise their existing knowledge through interaction, dialogue, and reflection, leading to a deeper and more accurate understanding of concepts.

**S30. Ans.(d)**

**Sol.** Both (A) and (R) are false. Involving parents in the education of their children and establishing links between the school and the community can enhance meaningful learning. Parental involvement supports student learning and development, while community connections provide additional resources and real-world experiences that enrich the educational process.

**S31. Ans.(c)**

**Sol.** Gross motor skills involve the large muscles in the arms, legs, and torso. These skills are crucial for activities that require whole-body movement. **Walking fast** is an example of a gross motor skill because it engages large muscle groups and involves coordination and balance. Gross motor development is essential for everyday functions like standing, walking, running, and jumping. Activities like sketching, holding a needle, and putting beads in a thread involve fine motor skills, which require precise movements of smaller muscles, particularly in the hands and fingers.

**S32. Ans.(c)**

**Sol.** The proximo-distal principle of development indicates that growth and development proceed from the **center of the body outward**. This means that the parts of the body closest to the trunk develop motor skills before the extremities do. For example, infants gain control over their shoulder movements before they can control their hands and fingers. This principle is essential for understanding the sequence of motor skill acquisition in children and highlights the importance of core strength and stability in early development before fine motor skills can be refined.

**S33. Ans.(d)**

**Sol.** (I) , (II) , (III)

Secondary agencies of socialization are institutions and sources outside the family that play a significant role in shaping an individual's social development and behavior. Schools, books, and media are all considered secondary agents. Schools provide structured education and peer interaction, books offer information and perspectives, and media influences through various content forms like news, entertainment, and social platforms. Parents, however, are primary agents of socialization as they are the first and most influential figures in a child's life, responsible for early development and foundational social learning.

**S34. Ans.(d)**

**Sol.** Jean Piaget's theory of cognitive development states that the **formal operational stage**, which begins around age 11, is when children develop the ability to think abstractly and hypothetically. In this stage, children can perform logical operations on abstract concepts and develop hypothetico-deductive reasoning, which involves generating hypotheses and systematically testing them. This stage is critical for problem-solving and scientific thinking. Earlier stages, such as sensorimotor, preoperational, and concrete operational, focus on more tangible and direct interactions with the world and lack the advanced abstract reasoning found in the formal operational stage.

**S35. Ans.(a)**

**Sol.** Jean Piaget emphasized the importance of **readiness to learn** in his theory of cognitive development. According to Piaget, learning is most effective when it aligns with the learner's current developmental stage. He believed that children progress through a series of stages of cognitive development, each characterized by distinct ways of thinking and understanding the world. Therefore, educators should introduce new concepts and skills when children are developmentally ready to understand them, facilitating meaningful learning experiences. This approach contrasts with methods that rely on external motivators like negative reinforcement or competitive feelings.

**S36. Ans.(d)**

**Sol.** Amarjeet's adherence to fixed rules and the belief that everyone should follow them regardless of personal situations aligns with the "**Law and Order Orientation**" stage in Kohlberg's theory of moral development. This stage, which is part of the conventional level, emphasizes the importance of obeying laws and maintaining social order. Individuals at this stage believe that rules and laws are necessary to uphold a functioning society and should be followed to the letter, ensuring that order is maintained and that society runs smoothly.

**S37. Ans.(c)**

**Sol.** Scaffolding, as described by educational theorists like Vygotsky, involves providing support to students to help them achieve a task they cannot accomplish alone. **By giving cues and hints**, Ramesh can guide his students through the problem-solving process without directly providing the answer. This approach helps students build their understanding and skills incrementally, fostering independence and confidence in their abilities. Options (a), (b), and (d) are not effective scaffolding strategies as they do not support the students' learning process in a constructive manner.

**S38. Ans.(b)**

**Sol.** Lev Vygotsky emphasized the importance of **cultural tools** in cognitive development. These tools include language, symbols, and artifacts that are passed down through generations and are essential for learning. Vygotsky believed that cognitive development is a socially mediated process, where interactions with more knowledgeable others (e.g., teachers, peers) and engagement with cultural tools help learners acquire new skills and knowledge. This perspective contrasts with methods that emphasize individual isolation or rote memorization, highlighting the value of social and cultural contexts in shaping cognitive growth.

**S39. Ans.(a)**

**Sol.** Progressive education emphasizes **student-centered learning**, where the needs, interests, and experiences of students are prioritized in the teaching-learning process. This approach encourages active participation, critical thinking, and experiential learning, allowing students to take ownership of their education. It contrasts with traditional education methods that might focus more on teachers or standardized exams. By placing students at the center, progressive education aims to develop holistic learners who are capable of independent thought and lifelong learning.

**S40. Ans.(d)**

**Sol.** Howard Gardner's theory of multiple intelligences identifies **interpersonal intelligence** as the ability to understand and interact effectively with others. This type of intelligence is crucial for roles such as psychotherapists or counselors, who need to communicate, empathize, and build relationships with their clients. To nurture Ahmad's career aspirations, his teachers should provide activities and opportunities that enhance his interpersonal skills, such as group projects, peer counseling sessions, and activities that involve social interaction and understanding of others' emotions and perspectives.

**S41. Ans.(d)**

**Sol.** In cooperative learning, forming **groups with diverse learners** is essential to maximize the benefits of peer interaction and learning. Diverse groups ensure that students with varying abilities, perspectives, and backgrounds can contribute uniquely to the task, enriching the learning experience for everyone. This approach promotes the development of social skills, empathy, and a deeper understanding of content as students learn to collaborate and respect different viewpoints. Homogeneous groups, prescriptive instructions, and limiting discussions do not foster the cooperative learning environment necessary for holistic student development.

**S42. Ans.(b)**

**Sol.** Giving more chances to boys than girls during a classroom discussion is an example of **gender bias**. This practice reinforces traditional gender stereotypes and can discourage girls from participating, impacting their confidence and sense of inclusion. To ensure gender equality and foster a supportive learning environment, teachers should give equal opportunities to all students, regardless of gender. Addressing and correcting such biases is crucial for promoting fairness and encouraging all students to engage actively in classroom activities.

**S43. Ans.(b)**

**Sol.** In a diverse classroom, **setting and maintaining high expectations** for all students is crucial for their academic and personal growth. This approach ensures that every student, regardless of their background or abilities, receives the encouragement and support needed to succeed. Grouping students based on performance or socio-economic context can create divisions and reinforce inequalities. Similarly, a standardized curriculum may not address the unique needs of each learner. By maintaining high expectations and providing appropriate support, teachers can help all students achieve their full potential.

**S44. Ans.(b)**

**Sol.** Formative assessment is an ongoing process that takes place **throughout the learning session**. It involves regular, informal assessments that provide immediate feedback to both students and teachers. This continuous evaluation helps in identifying learning gaps, understanding student progress, and making necessary instructional adjustments. Unlike summative assessments, which occur at the end of a session, formative assessments are designed to improve learning outcomes by providing timely insights. They are essential for all students, not just those facing learning challenges, ensuring that everyone receives the support they need.

**S45. Ans.(d)**

**Sol.** The question "**How would you resolve the water crisis in your city?**" promotes critical thinking because it requires students to analyze a complex issue, consider various factors, and propose viable solutions. This type of open-ended question encourages students to apply their knowledge, think creatively, and reason logically. In contrast, questions that ask for specific facts or dates, such as the capital of Sri Lanka or the date of Teacher's Day, test rote memorization rather than critical thinking. Engaging students in problem-solving exercises prepares them for real-world challenges and fosters deeper learning.

**S46. Ans.(a)**

**Sol.** The concept of inclusion in education emphasizes the importance of **respecting diversity and individual differences**. Inclusive education seeks to ensure that all students, regardless of their backgrounds or abilities, have equal opportunities to learn and participate in the classroom. This approach values the unique contributions of each student and aims to create a supportive and accommodating learning environment. Standardized testing, teacher-centered pedagogy, and labeling or segregating students are contrary to the principles of inclusion, as they do not account for the varied needs and potential of every learner.

**S47. Ans.(d)**

**Sol.** Dyslexia is a learning disorder characterized by difficulties with accurate and/or fluent word recognition and poor spelling abilities. These challenges primarily affect the **comprehension of written text**. Individuals with dyslexia often struggle with decoding words, which can hinder their reading and writing skills. While dyslexia does not impact intelligence, it can make learning in traditional settings challenging without appropriate support and interventions. Emotional regulation, body coordination, and social interactions are not directly affected by dyslexia, though the stress of dealing with reading difficulties can sometimes impact these areas indirectly.

**S48. Ans.(a)**

**Sol.** Students with Autism Spectrum Disorder (ASD) often exhibit strengths such as a remarkable ability **to pay attention to minute details**. This characteristic can be leveraged in the teaching-learning process by incorporating tasks that require precision and focus. Teachers can design activities that capitalize on this strength, such as projects involving detailed observations or systematic data collection. While students with autism may face challenges in social communication and adapting to changes, their attention to detail can be a significant asset in various educational contexts.

**S49. Ans.(d)**

**Sol.** **Using written tests to assess learning** is not an effective mode of evaluation for students with visual impairment. These students often rely on alternative methods such as braille, audio recordings, or oral assessments. Written tests can present significant challenges if the students cannot access the content in a format they can perceive. Verbal explanations, tactile maps, and assistive devices are more appropriate and inclusive methods that accommodate their needs, ensuring they have equal opportunities to demonstrate their knowledge and skills.



S50. Ans.(d)

**Sol.** Students with giftedness are characterized by above-average intelligence, higher-order problem-solving skills, and a high motivation to master skills. They typically exhibit rapid information processing and a keen ability to grasp complex concepts quickly. **Being slow in processing information is not a trait associated with giftedness**; rather, these students are often able to understand and integrate new information faster than their peers. Their advanced cognitive abilities enable them to excel in various academic and creative pursuits, requiring appropriate challenges and opportunities to reach their full potential.

