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Q1. 'Theory of Multiple Intelligences' cannot be legitimized as it
(a) Is not possible to measure different intelligences as there are no specific tests
(b) does not place equal importance on all seven intelligences
(c) is based only on sound empirical studies done by Abraham Maslow throughout his life
(d) is not compatible with general intelligence 'g', which is most important

Q2. Howard Gardner's Theory of multiple intelligences emphasizes -
(a) Conditioning skills in students
(b) General intelligence
(c) Common abilities required in school
(d) The unique abilities of each individual

Q3. IQ level of extraordinary students lies between
(a) 80-90
(b) 110-120
(c) 50-60
(d) 150-180

Q4. According to the theory of multiple intelligences, which type of intelligence refers to the ability to understand and appreciate nature and the natural world?
(a) Spatial intelligence
(b) Interpersonal intelligence
(c) Intrapersonal intelligence
(d) Naturalistic intelligence

Q5. The concept of "metacognitive strategies" in intelligence refers to:
(a) Techniques to enhance memory and recall abilities.
(b) Methods for problem-solving and logical reasoning.
(c) Strategies to regulate and monitor one's thinking and learning.
(d) Approaches to improve social skills and interactions.

Q6. The concept of "emotional regulation" in intelligence refers to:
(a) The ability to control and manage one's emotions effectively.
(b) The capacity to recognize and understand others' emotions.
(c) The ability to think abstractly and solve complex problems.
(d) The aptitude to communicate and interact with others successfully.

Q7. Which of the following factors is NOT considered one of the three main components of Sternberg's Triarchic Theory of Intelligence?
(a) Analytical intelligence
(b) Practical intelligence
(c) Social intelligence
(d) Creative intelligence

Q8. In a middle school classroom, students have varying levels of prior knowledge on a complex topic. How can you ensure an inclusive and effective learning experience for all students?
(a) Teach only the basic concepts to accommodate those with limited prior knowledge.
(b) Divide the class into advanced and remedial groups for targeted instruction.
(c) Use differentiated instruction to tailor learning experiences to individual needs.
(d) Encourage students to study independently to catch up on prior knowledge.

Q9. In a primary school setting, some students have limited access to technology and the internet outside of school. How can you ensure equitable learning opportunities for these students?
(a) Assign technology-based projects and expect students to find a way to access resources.
(b) Offer after-school computer classes for students with limited access.
(c) Provide printed materials and non-digital resources for all students.
(d) Ask other students to share their devices with those who have limited access.

Q10. In a diverse classroom, you have students from various cultural backgrounds. How can you promote cultural sensitivity and inclusivity in your teaching?
(a) Avoid discussing cultural topics to prevent misunderstandings.
(b) Plan lessons that focus exclusively on the dominant culture.
(c) Integrate diverse cultural perspectives and materials into the curriculum.
(d) Assign students to work in groups based on their cultural similarities.

Q11. A 7-year-old student in your class struggles with reading comprehension and shows signs of a learning disability. What should be your initial approach as a teacher?
(a) Provide extra reading assignments to improve comprehension.
(b) Refer the student for formal diagnostic testing immediately.
(c) Offer individualized support and assessment to identify specific difficulties.
(d) Advise the parents to seek private tutoring for the child.

Q12. Which learning theory provides support for active participation of learner in the learning process in an interactional setting with intrinsic motivation as the basis ?
(a) S-R Theory of Watson
(b) Reinforcement Theory of skinner
(c) Constructivist Theory of Vygotsky
(d) Insight Theory of Kohler

Q13. Effective learning means:
(a) Modification in behaviour of learner
(b) Consistency in behaviour of learner
(c) To recall information by the learner
(d) Good performance of learner in examination

Q14. Which factor plays a major role in a child's development?
(a) Heredity
(b) Environment
(c) Both heredity and environment
(d) Only biological factors

Q15. Assertion (A): A child's development progress can be accurately measured by comparing her rate of development with the other children of same age.
Reason (R): Pattern and the rate of development of children is uniform and remains same for all children across cultures.
(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

Q16. Growth of a child is mainly related to -
(a) Social Development
(b) Emotional Development
(c) Moral Development
(d) Physical Development

Q17. Scenario: A 10-year-old student is consistently underperforming academically, despite putting in effort. What is the most appropriate step for the teacher to take?
(a) Label the child as "slow learner" and lower academic expectations.
(b) Suggest the child study harder and spend more time on homework.
(c) Request a meeting with the parents and consider a learning assessment.
(d) Place the child in a remedial class for additional support.

Q18. Which one of the following is not a strategy of remedial teaching?
(a) Advance learning strategy
(b) Action research
(c) Mastery learning strategy
(d) Branching program

Q19. Remedial teaching is not ___
(a) Re-teaching
(b) Motivating
(c) Given after diagnostic test
(d) Both 2 and 3

Q20. Which of the following is the base of remedial teaching?
(a) Self examination test
(b) Text book test
(c) Diagnostic test
(d) Aptitude test

Q21. What kind of work is remedial teaching?
(a) Instructional
(b) Negative
(c) Imperative
(d) Theoretical

Q22. Remedial teaching refers to teaching -
(a) To help bright learners to excel
(b) To test learners periodically
(c) To address gaps in learning
(d) After the regular school hours

Q23. Individualized educational programs with intensive support to help students to consolidate their basic knowledge is referred to as -
(a) Advanced study programs
(b) Introductory courses
(c) Remedial coaching
(d) Revision session

Q24. The correct order for the process of remedial teaching should be –
1. Adapting the curriculum
2. Organizing teaching materials
3. Setting teaching objectives
4. Collecting and preparing the support materials
5. Choosing the appropriate teaching strategies
(a) 3,1,2,5,4
(b) 5,4,1,2,3
(c) 1,2,3,4,5
(d) 2,4,1,3,5

Q25. Which of the following is not a remedial teaching in science teaching?
(a) Extra classes
(b) Exercises
(c) Specific worksheets
(d) Group discussions

Q26. Which is the third stage in Jean Piaget's cognitive theory?
(a) Formal operations stage
(b) Pre operational stage
(c) Concrete operations stage
(d) Abstract formation stage

Q27. In school Library, for secondary school students, which one of the following may be irrelevant ?
(a) Picture books
(b) Years books
(c) Illustrated dictionary
(d) Encyclopaedia

Q28. It is necessary for the teacher to make the teaching material effective:
(a) Linking the learning material to the experiences of the students.
(b) Present in such a way that students can receive it.
(c) Streamlined presentation of the text material.
(d) Illustration and detailed explanation of the text.

Q29. What can be used as props for dialogues to teach new lexical or structural items?
(a) Textbook
(b) Reference book
(c) Realia
(d) Dictionary

Q30. When teaching learning material is introduced offline so that learners can access the content any-time before the class starts and can write down their questions / problems which can be asked during the classroom is called
(a) Virtual classroom
(b) Google classroom
(c) Flipped classroom
(d) Traditional classroom

Solutions

S1. Ans.(a)
Sol. Howard Gardner defined intelligence in terms of a distinct set of processing operations that permit individuals to solve problems, create products, and discover new knowledge in a wide range of culturally valued activities.
Gardner declined the idea of spearman's "g". His theory of multiple intelligences is based on studies not only of normal children and adults but also based on studies of gifted individuals.
This led Gardner to break intelligence down into at least eight different components: logical, linguistic, spatial, musical, kinesthetic, interpersonal, intrapersonal.
Gardner further stated that each intelligence has unique biological basis and course of development and different performance.
We can say that type of intelligence given by Gardner can not be measurable, as there is no specific test. Thus, from above-mentioned points, it is clear that the Theory of Multiple Intelligences' cannot be legitimized as it is not possible to measure different intelligences as there are no specific tests.

S2. Ans.(d)
Sol. Howard Gardner's Theory of Multiple Intelligences challenges the traditional view of intelligence as a single general ability. Instead, Gardner proposes that individuals possess a variety of intelligences, each representing different ways of processing information. These include linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential intelligences. Gardner's theory emphasizes the unique abilities of each individual, suggesting that people are capable of developing skills in various domains that might not be recognized in conventional intelligence testing.

Information Booster:
1. Gardner's theory highlights the importance of individual strengths.
2. It suggests that education should be tailored to foster diverse intelligences.
3. Recognizes that traditional IQ tests may not capture all dimensions of intelligence.
4. Encourages a holistic approach to evaluating students' abilities.
5. Supports personalized learning to cater to different intelligence types.

S3. Ans.(d)
Sol. Intelligence Quotient is commonly known as IQ refers to the score of a standardized test that assesses and measures human intelligence.
The first test to measure intelligence was developed by Binet and Simon in 1905. Terman in 1916 revised the test and devised the concept of Intelligence Quotient.
IQ level of extraordinary students lies between 150-180.
An individual's Intelligence Quotient (IQ) is determined by the formula given below,
Intelligent Quotient = Mental Age / Chronological age x 100
Where, Mental Age is based on intellectual development.
Chronological Age is the number of years a person has lived.
Hence, it could be concluded that IQ level of extraordinary students lies between 150-180.

S4. Ans.(d)
Sol. According to Howard Gardner's theory of multiple intelligences, **naturalistic intelligence** refers to the ability to recognize, understand, and appreciate elements of the natural world, such as plants, animals, and landscapes. People with high naturalistic intelligence often have a keen awareness of their surroundings and are sensitive to the relationships between organisms and the environment. They may excel in fields such as biology, environmental science, agriculture, and wildlife conservation, as they have a natural affinity for understanding patterns in nature and categorizing living organisms.
This type of intelligence highlights the importance of connecting with the environment, which can be beneficial in both personal and professional aspects, especially in careers that involve the study and preservation of natural resources.
Information Booster:
1. Naturalistic intelligence allows individuals to observe and identify flora, fauna, and ecosystems.
2. It was added to Gardner's model later, as it wasn't part of the original set of intelligences.
3. People with naturalistic intelligence often excel in fields like zoology, botany, and environmental science.
4. Naturalistic intelligence emphasizes sensitivity to changes in the environment.
5. This intelligence can be useful in roles related to sustainability and ecological preservation.

S5. Ans.(c)
Sol. Metacognitive strategies involve the **ability to regulate and monitor one's own thinking and learning processes**. These strategies allow individuals to plan, monitor, and assess their understanding and performance. Metacognition, often described as "thinking about thinking," plays a critical role in effective learning, as it enables learners to evaluate their knowledge, identify areas where they need improvement, and adjust their approach to better understand and retain information.
Metacognitive strategies include techniques such as self-questioning, goal-setting, and reviewing one's progress. By developing metacognitive skills, learners can become more independent and effective in their studies, as they are better equipped to handle complex tasks and adapt to new learning environments.

Information Booster:
1. Metacognition helps learners become more aware of their own thought processes.
2. It enables students to set learning goals and adjust strategies as needed.
3. Effective use of metacognitive strategies can improve academic performance.
4. Teachers can encourage metacognition by prompting students to reflect on their learning.
5. Self-regulated learning relies heavily on metacognitive skills for success.

S6. Ans.(a)
Sol. Emotional regulation refers to the ability to manage and control one's emotional responses in various situations. It is a fundamental component of **emotional intelligence** (EI), which was popularized by psychologists like **Daniel Goleman**. Emotional regulation involves recognizing and understanding emotions, both one's own and those of others, and then using this awareness to guide behavior and thoughts in a constructive manner.
Emotional regulation is vital for maintaining well-being, fostering positive social interactions, and achieving success in both personal and professional domains. It encompasses several processes, including **emotional awareness**, **impulse control**, **stress tolerance**, and the ability to cope with challenges effectively.

S7. Ans.(c)
Sol. Social intelligence is **not** one of the three main components of **Sternberg's Triarchic Theory of Intelligence**. The theory, developed by **Robert Sternberg**, identifies three key components of intelligence:
1. **Analytical intelligence**: The ability to analyze, evaluate, and solve problems.
2. **Creative intelligence**: The ability to generate new ideas and adapt to novel situations.
3. **Practical intelligence**: The ability to apply knowledge in real-world contexts, often referred to as "street smarts."
Social intelligence, on the other hand, refers to the ability to navigate and manage interpersonal relationships effectively, which is a concept associated with other theorists, such as **Edward Thorndike** and later **Daniel Goleman** in the context of emotional intelligence.
Information Booster:
1. **Analytical intelligence** is associated with academic problem-solving.
2. **Creative intelligence** involves innovation and original thinking.
3. **Practical intelligence** helps individuals adapt to their environment and handle everyday tasks.
4. Sternberg emphasizes that intelligence is multifaceted and context-dependent.
5. **Social intelligence** is related to understanding and managing social interactions but is not a part of the Triarchic Theory.
6. The Triarchic Theory challenges traditional, single-factor views of intelligence.

S8. Ans.(c)
Sol. The most effective approach in this situation is to use **differentiated instruction**. This method involves tailoring instruction to meet the diverse learning needs of all students in the classroom. It allows teachers to provide various pathways for students to access the content, engage with the material, and demonstrate their understanding based on their individual readiness levels, interests, and learning profiles. Differentiated instruction ensures that each student is challenged appropriately and supported where needed, promoting an inclusive and effective learning environment.

Information Booster:

- Differentiated instruction includes adapting content, process, product, and learning environment.
- Promotes equity in the classroom by addressing individual learning needs.
- Encourages the use of varied instructional strategies such as group work, individual tasks, and scaffolded learning.
- Helps in maintaining student engagement and motivation.
- Supports the development of critical thinking and problem-solving skills for all learners.

S9. Ans.(c)

Sol. Providing **printed materials and non-digital resources for all students** ensures that students with limited access to technology and the internet are not left behind. This approach levels the playing field by offering alternative ways for all learners to access the same content. Technology-based assignments might disadvantage some students due to unequal access, and relying on peer sharing might cause discomfort or reliance on others.

Information Booster:

- Equity in education means providing resources that cater to the diverse needs of all students.
- Non-digital resources can include books, printed worksheets, and offline learning kits.
- Schools can also establish resource centers or lending libraries for additional materials.
- Flexibility in assignments ensures all students can participate and demonstrate learning effectively.
- Consistent teacher communication helps identify students' needs early.

Additional Knowledge:

- **(a) Assign technology-based projects:** This can widen the gap between students with access and those without, reinforcing inequality.
- **(b) Offer after-school computer classes:** While helpful, not all students may have transportation or time availability after school.
- **(d) Ask other students to share devices:** This can cause dependency and potential social discomfort.

S10. Ans.(c)

Sol. The best approach to promote cultural sensitivity and inclusivity in a diverse classroom is to **integrate diverse cultural perspectives and materials into the curriculum**. This practice ensures that all students see their cultures and identities reflected in the learning materials, fostering a sense of belonging and respect. By celebrating and exploring cultural diversity, teachers create an inclusive environment where students learn to appreciate different perspectives, thus promoting empathy and global awareness.

Information Booster:

- Encourages open dialogue about cultural differences, reducing biases and stereotypes.
- Helps students develop a broader understanding of the world.
- Improves classroom engagement and participation by making learning relevant to all.
- Fosters respect for diversity, preparing students for global citizenship.
- Enhances critical thinking as students analyze topics from multiple cultural viewpoints.

S11. Ans.(c)

Sol. The initial approach should involve offering **individualized support and assessment** to identify the specific areas where the child is struggling. This helps in understanding the child's unique learning challenges. Informal assessments, classroom observations, and targeted interventions can provide valuable insights. Early identification of difficulties is crucial, but it should be accompanied by a supportive learning environment tailored to the student's needs before taking more formal steps.

Information Booster:

* Early intervention is key for addressing learning disabilities.
* Informal assessments can help pinpoint specific comprehension issues.
* Providing a supportive environment boosts the child's confidence and motivation.
* Collaboration with parents is essential for consistent support at home and school.
* Formal testing may be considered after initial strategies and observations.

S12. Ans.(c)

Sol. The constructivist Theory of Vygotsky supports the active participation of the learner in the learning process in an interactional setting with intrinsic motivation as the basis.

Knowledge is co-constructed and learned from one another.

The learner must be engaged in the learning process

Vygotsky acknowledged intrinsic development

There are three main aspects of cognitive development through a social intersection: culture is significant in learning, language is the root of culture, and individuals learn and develop within their role in the community.

S13. Ans.(a)

Sol. Learning: It is the process of acquiring new knowledge, behaviours, skills, attitudes, values, and understand preferences.

According to Skinner, learning is a progressive behaviour of adoption. Learning is simply a process of acquiring knowledge or modify knowledge or skill or behaviour. It a physical process to bring changes in capacity for performance.

Effective learning: The effectiveness of learning is found when the desired goals of learning are achieved through the teaching-learning process.

Effective learning outcomes:

* Modification in the behaviour of the learner
* Develop more connected knowledge
* Built a wider range of strategies
* The greater complexity of understanding
* Enhanced action appropriate to goals and context Increased engagement and self-direction
* A more reflective approach
* More positive emotions and affiliation to learning
* A more developed vision of future self as a learner
* The greater facility in learning with others
* More sense of participation in a knowledge community

Explanation: Hence it is clear that the main goal of learning is to bring change in the behaviour of the learner. Effectiveness reflects if the modification found in the behaviour of the learner. Consistency in the behaviour of the learner means no change, which is not desired. To recall information by the learner is an ability of the learner or the effect or practice. The good performance of the learner in the examination is a reflection of the attentiveness and good academic ability of the learner.

S14. Ans.(c)
Sol. Development is shaped by both **genetic inheritance (heredity) and life experiences (environment)**. While heredity determines **potential**, the environment **nurtures and shapes abilities**.
Information Booster:
- **Heredity** provides the **basic genetic framework**.
- **Environment** includes **family, education, culture, and experiences**.
- Development is a result of the **interaction between nature and nurture**.
- Education and social interactions **enhance growth**.
Additional Knowledge:
- **Heredity** (a): Provides **genetic traits** but is not the only factor.
- **Environment** (b): Shapes personality and intelligence.
- **Only biological factors** (d): Psychological and social influences also matter.

S15. Ans.(d)
Sol. Development occurs at different rates for different parts of the body. The different aspects of physical or mental growth takes place at different rates and reach maturity at different times. In some areas, the body growth may be rapid, while in others relatively slow.
A child's development progress cannot be accurately measured by comparing her rate of development with the other children of the same age as patterns and rate of development are not the same or uniform for everyone.
Hence, it can be concluded that both A and R are false.

S16. Ans.(d)
Sol. Growth of a child is primarily associated with physical development, which includes the changes in the body's size, shape, and functionality over time. This encompasses processes such as increase in height and weight, development of muscles and bones, and the maturation of organ systems. Physical development is distinct from other domains like social, emotional, and moral development, although these areas are interconnected. Proper nutrition, healthcare, and a conducive environment are critical for optimal physical growth. Milestones like crawling, walking, and puberty are key markers of this growth.
Information Booster
1. **Physical growth** is most rapid in early childhood and adolescence.
2. Nutrition and physical activity significantly influence growth.
3. Regular medical check-ups help monitor growth patterns and detect issues.
4. Sleep is crucial for growth, as growth hormone is released during rest.
5. Physical development impacts a child's ability to engage in social and learning activities.
6. Milestones like gross and fine motor skills reflect physical maturity.

S17. Ans.(c)
Sol. The most appropriate step in this scenario is to **request a meeting with the parents and consider a learning assessment**. Consistent underperformance despite effort may indicate an underlying issue, such as a learning disability, attention deficit disorder, or other challenges. Conducting a learning assessment helps identify the specific needs of the student, which allows for tailored interventions.

This process should involve collaboration between the teacher, parents, and educational specialists to develop a comprehensive support plan. Early identification and intervention can significantly improve the child's academic performance and self-esteem.

Information Booster:
1. **Learning assessments** help pinpoint specific difficulties, such as dyslexia or ADHD.
2. Collaboration with **parents** ensures a unified approach to the child's education.
3. **Early intervention** can prevent long-term academic and emotional struggles.
4. **Tailored strategies** enhance the child's learning experience.
5. Avoiding labels like "slow learner" prevents **stigmatization**.
6. Teachers play a crucial role in **identifying and addressing learning challenges** early.

S18. Ans.(a)
Sol. The correct answer is **(a) Advance learning strategy**.

Advance learning strategies focus on enhancing the learning experience of high-performing students and are not typically aligned with the principles of remedial teaching, which aims to address learning gaps in struggling students. Remedial teaching involves targeted approaches such as mastery learning, action research, and branching programs to help learners overcome specific difficulties.

Strategies like mastery learning and branching programs focus on ensuring students understand foundational concepts before progressing, while action research involves teachers identifying and resolving challenges in the teaching-learning process. These approaches cater specifically to students needing extra support, distinguishing them from strategies meant for advanced learners.

Information Booster
1. Remedial teaching is designed to support students who are falling behind.
2. **Advance learning strategies** are more suited for gifted or high-achieving learners.
3. **Action research** involves identifying problems and implementing solutions in real-time.
4. **Mastery learning strategies** ensure students achieve competency before moving forward.
5. **Branching programs** use technology or adaptive materials for tailored learning.
6. Effective remedial teaching requires diagnosing learning issues and customizing instruction.

S19. Ans.(a)
Sol. The correct answer is **(a) Re-teaching**.

Remedial teaching is distinct from simple re-teaching. While re-teaching involves repeating previously taught material in the same way, remedial teaching is a specialized approach aimed at addressing specific learning difficulties identified through diagnostic assessments. It focuses on tailoring methods and strategies to meet the individual needs of students who struggle with specific topics or skills.

Remedial teaching includes a variety of techniques, such as one-on-one instruction, differentiated activities, and use of scaffolding, to ensure the student comprehends the material. It is also inherently motivating and diagnostic-driven, making options **(b)** and **(c)** integral to remedial teaching, rather than exclusions.

Information Booster

1. **Re-teaching** focuses on repetition; **remedial teaching** emphasizes tailored interventions.
2. Diagnostic tests identify areas of difficulty before remedial instruction.
3. Remedial teaching motivates students by building confidence and addressing learning gaps.
4. Strategies include scaffolding, peer support, and adaptive learning tools.
5. It is student-centered, focusing on individual progress rather than group performance.
6. Encourages mastery of foundational concepts before advancing further.

S20. Ans.(c)
Sol. The correct answer is **(c) Diagnostic test**.
A **diagnostic test** serves as the foundation for remedial teaching. It identifies specific areas where students face difficulties, enabling teachers to plan targeted interventions. Unlike general assessments or textbook-based tests, diagnostic tests analyze underlying learning gaps, such as conceptual misunderstandings or skill deficits. This insight ensures that remedial teaching focuses on the actual needs of the learner rather than repeating the broader curriculum.
For example, if a student struggles with fractions, a diagnostic test will pinpoint whether the issue lies in understanding division, multiplication, or basic fraction concepts. This targeted approach makes remedial teaching more effective, efficient, and personalized.

Information Booster

1. Diagnostic tests help tailor interventions to individual learning needs.
2. They are formative assessments designed to uncover specific challenges.
3. Remedial teaching focuses on addressing the issues revealed by these tests.
4. Self-examination or textbook tests lack the depth of a diagnostic test for identifying root causes.
5. Diagnostic tests often involve open-ended questions and real-time problem-solving scenarios.
6. They are vital for ensuring that remediation is relevant and impactful.

S21. Ans.(a)
Sol. The correct answer is **(a) Instructional**.
Remedial teaching is primarily **instructional** in nature. It is a structured and targeted approach designed to address the specific learning needs and challenges of students who struggle with particular subjects or concepts. The purpose of remedial teaching is to provide additional support, ensuring that students develop the required competencies and catch up with their peers.
This instructional process is typically customized based on diagnostic assessments, enabling teachers to deliver focused interventions. It emphasizes active learning strategies, scaffolding, and skill-building activities to address the root causes of learning difficulties.

Information Booster

1. **Instructional** strategies focus on skill reinforcement and foundational learning.
2. The goal is to make learning accessible and achievable for all students.
3. It includes differentiated teaching methods like one-on-one tutoring or adaptive lessons.
4. Encourages active participation to rebuild confidence in struggling learners.
5. Does not focus on negative reinforcement; instead, it motivates and supports students.
6. Aligns with the concept of inclusive education by addressing diverse learning needs.

S22. Ans.(c)
Sol. The correct answer is **(c) To address gaps in learning**.
Remedial teaching is a focused educational intervention aimed at addressing specific learning deficiencies or gaps in understanding among students. It is designed to help learners who struggle with certain concepts, skills, or subjects, enabling them to catch up with their peers. Unlike teaching that focuses on advanced learners or regular assessments, remedial teaching targets areas where students face difficulties, identified through diagnostic tools and observations.
This form of teaching is student-centered, utilizing methods like scaffolding, individualized instruction, and practical exercises to ensure learners overcome their challenges and gain confidence in their abilities.
Information Booster
1. Remedial teaching focuses on filling learning gaps rather than extending curriculum depth.
2. It is based on diagnostic assessments to identify specific needs.
3. Methods include one-on-one tutoring, peer teaching, and targeted practice.
4. It emphasizes mastery of foundational concepts before progressing to advanced topics.
5. Often integrated into regular school hours but can extend beyond if necessary.
6. Encourages self-confidence and motivation in struggling learners.

S23. Ans.(c)
Sol. The correct answer is **(c) Remedial coaching**.
Remedial coaching refers to individualized or small-group educational programs designed to help students overcome learning difficulties and strengthen their foundational knowledge. It focuses on addressing specific areas of struggle identified through assessments, providing intensive and personalized support. This method helps learners consolidate their basic understanding and skills in subjects where they face challenges, enabling them to catch up with their peers.
Unlike advanced study programs, which cater to high-achieving students, or revision sessions, which are meant for reviewing previously learned material, remedial coaching is tailored to fill existing learning gaps. Its goal is to ensure students attain a solid foundation before progressing to more complex topics.
Information Booster
1. Remedial coaching is personalized and focuses on individual needs.
2. It helps struggling students build confidence and overcome academic challenges.
3. Diagnostic assessments play a crucial role in planning remedial sessions.
4. Techniques include scaffolding, adaptive instruction, and skill reinforcement.
5. It supports inclusive education by addressing diverse learner requirements.
6. Helps students achieve competency and readiness for future academic tasks.

S24. Ans.(a)
Sol. The correct order is 3-1-2-5-4.
Remedial teaching is a structured process designed to address specific learning gaps. The correct sequence begins with **setting teaching objectives** to establish clear goals for the intervention. Next, the curriculum is adapted to meet the identified needs of the learners. Following this, teaching materials are organized to ensure that the content is accessible and appropriate. After that, appropriate teaching strategies are selected to cater to different learning styles and requirements. Finally, support materials, such as visual aids or practice exercises, are collected and prepared to reinforce the learning process.
This systematic approach ensures that remedial teaching is focused, efficient, and tailored to the needs of the learners, maximizing the likelihood of successful outcomes.

Information Booster

1. Setting clear teaching objectives ensures focus and direction.
2. Adapting the curriculum aligns content with students' needs.
3. Organizing materials makes lessons efficient and accessible.
4. Appropriate strategies address diverse learning styles and difficulties.
5. Support materials enhance understanding and engagement.
6. This structured sequence ensures optimal use of resources for effective learning.

S25. Ans.(a)

Sol. The correct answer is **(a) Extra classes**.

Extra classes are not specifically a remedial teaching strategy, as they primarily involve providing additional time for teaching the standard curriculum to all students. While they may help reinforce general understanding, they are not tailored to address the specific learning gaps of individual students, which is the primary focus of remedial teaching.

Remedial teaching in science involves methods like exercises, specific worksheets, and targeted interventions to focus on the identified difficulties of struggling learners. These approaches are diagnostic-driven and personalized, whereas extra classes are broader and often do not address individual challenges effectively.

Information Booster

1. Remedial teaching is targeted and diagnostic-driven, unlike generalized extra classes.
2. Exercises provide practical applications to strengthen conceptual understanding.
3. Specific worksheets focus on addressing identified learning gaps.
4. Group discussions, while interactive, can sometimes serve as a supplementary remedial strategy in smaller groups.
5. Remedial teaching emphasizes personalized support and tailored instruction.
6. Extra classes are designed for reinforcement but are not inherently remedial.

S26. Ans.(c)

Sol. The third stage in Jean Piaget's cognitive development theory is the **Concrete Operations Stage**. This stage typically occurs between the ages of 7 and 11 years, during which children develop logical thinking skills but are still focused on concrete, tangible objects and events.

S27. Ans.(a)

S28. Ans.(a)

Sol. A teacher has to use different types of supporting resources or materials in a teaching-learning process to provide a range of learning experiences to learners from direct to indirect.

TLM refers to the teaching-learning material which helps in enhancing the teaching and facilitating the learner as well. They are instructional materials that help in achieving desired learning objectives.

Teaching material: The teaching materials are those materials that are printed and handwritten notes compiled together in a book or in the form of charts, texts, and posters, etc. The teacher has to make sure that the teaching material he is using should be valid and relevant to the topic being taught to the students.

Textbook holds the detailed information and streamlined presentation of the teaching materials consists of different sub-topics and units in it. But most important of all, the teacher should link the learning materials i.e., teaching material to the experiences of the students so that students can easily relate to them. For example, using real concrete examples as teaching materials to make them develop contextual understanding in depth. Such as how rusting of iron takes place and how milk is turned into curd, etc.

So, it is concluded that linking the learning material to the experiences of the students makes the teaching material effective.

S29. Ans.(c)
Sol. Teaching-learning materials (TLMs) are used by teachers to help learners to learn concept with ease and efficiency. The below given are the learning materials used in teaching:

Audio TLMs: These TLMs primarily stimulate the hearing sense of learner. It includes human voice, telephonic conversation, audio discs, tape recorder, radio broadcast.

Visual TLMs: These types of TLMs involve the sense of vision. They stimulate the visual impulses. Example, blackboard, textbook, picture cards, realia etc. Realia refers to the objects associated with everyday life to be used in the classroom.

Realia can be used as props for dialogues to teach new lexical or structural item as it is a tangible teaching-learning object. It includes coin, newspaper, map, tickets, fruits, vegetables, etc. It makes learning more interesting and enliven by bringing the class to life. It ensures the use of accurate and realistic materials in the teaching-learning process. It encourages healthy classroom interaction and helps in meeting individual differences.

Audio-Visual TLMs: These are the projected aids, which use both auditory and visual senses to enhance learning. The greatest advantage of these is they are the closest representation of reality. Example video films.

Hence, we conclude that realia can be used as props for dialogues to teach new lexical or structural items.

S30. Ans.(c)
Sol. Flipped classroom -
A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home. A flipped classroom is an instructional strategy and a type of blended learning. It aims to increase student engagement and learning by having students complete readings at their home and work on live problem-solving during class time.

The flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space. The resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively.

Virtual classroom - A virtual classroom is a learning environment in which students engage with the lesson material online. Information is often conveyed through voice or video conferencing with several participants and instructors connected to the same chat interface. A virtual classroom is an online learning environment that allows for live interaction between the tutor and the learners as they are participating in learning activities. The most common tools you can find in a virtual classroom are Videoconferencing. Virtual classrooms leverage the best of technology to make learning an easier and more convenient experience. They also help bring down the costs significantly, while at the same time, provide a vastly superior reach both in terms of students and teachers that can access it.

Google classroom - Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom can help students become and stay engaged in the learning process.

Overall, using Google Classroom is definitely worthwhile. It can save you a lot of time and energy and can help you to better prepare your students for the future. Traditional classroom Learning space in which the teacher provides face-to-face instruction to students and communication between and among teacher and students is face to face.

Therefore, when teaching-learning material is introduced offline so that learners can access the content anytime before the class starts and can write down their questions / problems which can be asked during the classroom is called Flipped classroom.