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Master PDF of Professional Ability Test 100 Question Set 2

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

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, egocentrism 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

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

Q51. A teacher should motivate students to form _____ view of ability and should consider learning as _____ process.

- (a) incremental, an active
- (b) entity, a passive
- (c) incremental, a passive
- (d) entity, an active

Q52. Students are likely to experience _____ when the activity is not valued by them.

- (a) Curiosity
- (b) Excitement
- (c) Joy
- (d) Boredom

Q53. Richa, a school teacher wants to promote conceptual understanding among her students. To do so, she should :

- (a) ask students to solve questions in prescribed manner only.
- (b) focus on procedural knowledge and metacognitive skills.
- (c) emphasise on rote memorisation of content.
- (d) discourage students to establish connections between sub-concepts.

Q54. Which of the following characterizes a socio-constructivist classroom ?

- (a) Teacher inculcating competition-oriented attitude among students
- (b) An environment conducive for discovery learning
- (c) Pedagogy geared to focus on rote memorisation
- (d) Curriculum which is standardised and does not consider cultural differences

Q55. Students feel more involved and engaged in the process of learning if classroom environment promotes :

- (I) Enquiry about the concept
 - (II) Reflection on their thoughts
 - (III) Passive imitation of the teacher
 - (IV) Mere reproduction of knowledge
- (a) (I) (II)
 - (b) (I) , (III)
 - (c) (II) , (III)
 - (d) (III) , (IV)

Q56. To facilitate students learning, a teacher should conduct activities which are :

- (a) relevant to their everyday life
- (b) mechanical and require passive listening
- (c) decontextualised
- (d) presented in progressive sequence from complex to simple

Q57. Development of critical thinking in students can be facilitated by emphasising on_____.

- (a) application of learning in varied contexts.
- (b) competition to finish the task at earliest rather than understanding it.
- (c) mere summarization of notes given by the teacher.
- (d) rote memorisation of content and passive imitation of the teacher.

Q58. The pace of learning is :

- (a) dependent solely on personal factors.
- (b) dependent solely on environmental factors.
- (c) independent of both personal and environmental factors.
- (d) dependent on interaction of personal and environmental factors.

Q59. Alternative conceptions of students

- (a) should be discouraged by ignoring them
- (b) are not related to their experiences
- (c) are always extremely erroneous and represents irrational thinking process
- (d) illustrates their 'naive' theories constructed in the process of meaning-making

Q60. While teaching a concept, it is important to avoid :

- (a) making connections among different aspects of the concept.
- (b) highlighting cause-effect relations.
- (c) giving non-exemplars related to the concept.
- (d) presenting the content of concept disconnected chunks of information.

Q61. A child's growth and development is influenced by :

- (I) parenting styles
 - (II) genetic make - up
 - (III) schooling experiences
 - (IV) personal interests
- (a) (I) , (III)
(b) (I) , (II)
(c) (I) , (III) , (IV)
(d) (I) , (II) , (III) , (IV)

Q62. Developmental changes in children :

- (a) Are universal taking place at the same pace across cultures.
- (b) Are unidimensional and linear.
- (c) Are a complex interaction between hereditary and environmental factors.
- (d) Are irreversible and proceed from toe to head.

Q63. Assertion (A) : All children across cultures proceed through the stages of development in the same manner at the same age.

Reason (R) : Childhood is universal and unidimensional.

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

Q64. Assertion (A) : Socialisation happens only at school once the children begin to go to school.

Reason (R) : School is the only institution of secondary socialisation.

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.

Q65. Seema is scared to eat sweets from the kitchen without her mother's permission. She thinks that if her mother gets to know about it then she will be punished. Identify the stage of moral development of Seema according to Kohlberg's theory of Moral development.

- (a) Post Conventional Stage
- (b) Pre-Conventional Stage
- (c) Formal Stage
- (d) Conventional Stage

Q66. According to Jean Piaget cognitive development is facilitated by the process of :

- (a) Adaptation
- (b) Reinforcement
- (c) Rehearsal
- (d) Algorithms

Q67. Choose the correctly matched pair of stages with the characteristics proposed by Jean Piaget.

- (a) Sensorimotor stage - can engage in make believe play
- (b) Pre-operational - object permanence begins
- (c) Concrete Operational - capable of mentally reversing actions
- (d) Formal Operational - capable of hypo-thetic deductive thinking

Q68. According to Lev Vygotsky, which of these is an important activity to enable children to learn?

- (a) Dialogue
- (b) Lecture
- (c) Punishment
- (d) Rewards

Q69. Which Psychologist formulated the theory in which interaction is considered the most important in language development of a child?

- (a) Jean Piaget
- (b) Lev Vygotsky
- (c) BF Skinner
- (d) Noam Chomsky

Q70. The abilities in logico-mathematical intelligence include :

- (a) manipulating images, graphic skills, and spatial reasoning - anything that would include more than two dimensions.
- (b) sensitivity to rhythm, pitch, meter, tone, and melody.
- (c) distinguishing between specific pitches, tones and rhythms that others may miss.
- (d) making connections based on prior knowledge and categorization, patterning and relationships between ideas.

Q71. Assertion (A) : A major influence on adolescents' gender roles and stereotypes is exerted by films and advertisements.

Reason (R) : Media is a powerful primary agency of socialisation for adolescents.

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.

Q72. To facilitate the learning of children from varied backgrounds teachers should :

- (a) Follow decontextualised curriculum
- (b) Implement Differentiated instruction
- (c) Adhere to Standardised assessment
- (d) Practice exclusionary practices

Q73. Assessment :

- (a) Should direct learning and what has to be assessed should determine what is to be taught
- (b) Should not be linked to learning since the two are separate processes
- (c) Should take place to direct learning by segregating and dividing children into same ability groups - 'slow learners' , "intelligent children'
- (d) Should be an integral part of teaching - learning process beginning from assessing children's readiness to learn

Q74. In a progressive classroom, learning :

- (a) Is individualistic and passive
- (b) Is active and social in character
- (c) Is exam-oriented
- (d) Is textbook centred

Q75. Assertion (A) : Teachers should follow standardized curriculum and procedures for assessment of children.

Reason (R) : The aim of inclusive education is to work towards making everyone the same by dismissing differences.

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.

Q76. When children with special needs are admitted in an inclusive classroom, which of the following is correct in such situation ?

- (I) It seems unrealistic for 'special children' to learn among 'normal children'.
 - (II) Children without special needs are demotivated to learn.
 - (III) Teachers need to change approach of teaching.
 - (IV) It strengthens the ability of all children to work together, understand and value different points of view.
- (a) (II) , (III) and (IV)
 - (b) (II) and (IV)
 - (c) (I) and (IV)
 - (d) (II) and (III)

Q77. When dealing with gifted learners, "out-of-the-box" thinking is used to denote_____

- (a) low level thinking
- (b) convergent thinking
- (c) rigid thinking
- (d) divergent thinking

Q78. What does inclusion in education imply ?

- (a) Placement of specially abled in special schools
- (b) Provisioning of quality education to all children
- (c) Placement of gifted children in special schools
- (d) Provisioning of separate sections for special children in an inclusive set-up

Q79. Dyslexia is associated mainly with difficulties in :

- (a) hearing
- (b) reading
- (c) speaking
- (d) speaking and hearing

Q80. Which of the following do NOT characterize inclusive classrooms ?

- (a) Co-operative learning
- (b) Universal design for learning
- (c) Reasonable accommodation
- (d) Standardised instruction

Q81. In Middle Schools teachers should :

- (a) follow uniform and fixed curriculum
- (b) follow standardized assessment
- (c) discourage questioning
- (d) encourage learning how to learn

Q82. Principles of socio-constructivist theories of learning :

- (a) emphasise on memorization of information.
- (b) emphasise on the predominant directive role of the teacher.
- (c) advocate the role of social context in learning.
- (d) advocate use of reinforcement and punishment.

Q83. According to Piaget and Vygotsky learning takes place through :

- (a) Imitation
- (b) Passive listening
- (c) Conditioning and reinforcement
- (d) Active engagement of learners

Q84. As a teacher how would you facilitate problem solving abilities in your students ?

- (a) By Generating fear
- (b) By Generating stress
- (c) By Encouraging passive and repeated memorisation of content
- (d) By Encouraging brainstorming and use of strategies such as analogies Ans heuristics

Q85. When students experience the emotion of their learning is likely to be influenced positively.

- (a) tension
- (b) shame
- (c) humiliation
- (d) satisfaction

Q86. Intuitive guesses by children based on their previous understanding should be :

- (a) discouraged
- (b) facilitated
- (c) dismissed
- (d) punished

Q87. Processes of meaning making in students should be facilitated :

- (a) by emphasising repeated practice
- (b) by passive imitation
- (c) by giving material rewards
- (d) by experimentation and discovery

Q88. _____ is NOT an effective problem solving strategy.

- (a) Functional fixedness
- (b) Working backwards
- (c) Heuristics
- (d) Algorithms

Q89. In socio - constructivist classrooms learning :

- (a) is passive in nature
- (b) has a social character
- (c) is textbook centric
- (d) is exam centered

Q90. Which of the following factors contributes to children's failure ?

- (a) Individualized curriculum
- (b) Contextualized curriculum
- (c) Spiral curriculum
- (d) Standardization of curriculum

Q91. Which of the following is a part of the domain of emotional development ?

- (a) Interpersonal Skills
- (b) Attention and Memory
- (c) Functioning of Body System
- (d) Perceptual and Motor Capacities

Q92. Which factors determine and influence development of children ?

- (i) Heredity
- (ii) Physical environment
- (iii) Socio-cultural factors
- (a) (ii) and (iii)
- (b) (i) and (ii)
- (c) (i) and (iii)
- (d) (i) , (ii) and (iii)

Q93. Assertion (A) : Motor co-ordination of children is not important for learning at the school.

Reason (R) : Learning and development are independent of each other.

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

Q94. What is the role of family and peers in the development and socialization of children in middle school ?

- (a) Both have no role
- (b) Family does not have any role; peers have a significant role
- (c) Peers do not have any role; family has a significant role
- (d) Both have important though different roles

Q95. A student is able to interpret the logic of a verbal statement without questioning the validity of the statement in reality. According to Piaget at which stage of cognitive development is the student ?

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

Q96. As per Jean Piaget, children's thinking is _____ that of adults.

- (a) Qualitatively different from
- (b) Quantitatively different from
- (c) Inferior than
- (d) Superior than

Q97. At which stage of Kohlberg's moral development do individuals believe that rules should involve mutual agreements and the rights of the individual should be protected ?

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

Q98. In his theory Lev Vygotsky proposed that learning is a process of co-construction of knowledge.

- (a) Behaviouristic
- (b) Socio-cultural
- (c) Information-processing
- (d) Psycho-dynamic

Q99. An important classroom implication of Lev Vygotsky's theory is that :

- (a) Children should be expected to discover things completely on their own
- (b) Children should be rewarded appropriately to increase desirable behaviour
- (c) Children should be punished to decrease undesirable behaviour
- (d) Children should be guided and assisted in their learning

Q100. Roma helps Jaspreet solve a crossword puzzle by giving prompts and cues gradually reducing her support as Jaspreet becomes better at it. This is an example of :

- (a) Scaffolding
- (b) Observational Learning
- (c) Multiple Intelligence
- (d) Cognitive conflict

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 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.

S51. Ans.(a)

Sol. An incremental view of ability suggests that intelligence and skills can grow with effort and persistence. By considering learning as an active process, teachers encourage students to engage with the material, ask questions, and think critically. This approach fosters a growth mindset, where students believe that their abilities can improve over time through hard work and dedication. It contrasts with a fixed or entity view of ability, which sees intelligence as static and unchangeable. Active learning involves students actively participating in their education rather than passively receiving information.

S52. Ans.(d)

Sol. When students do not value an activity or see its relevance to their interests or goals, they are likely to experience **boredom**. This lack of engagement can lead to disengagement from the learning process and a decrease in motivation. In contrast, activities that are perceived as meaningful and valuable can elicit feelings of curiosity, excitement, and joy. To combat boredom, teachers should strive to connect learning activities to students' interests and real-world applications, making the material more engaging and relevant.

S53. Ans.(b)

Sol. To promote conceptual understanding, Richa should focus on **procedural knowledge and metacognitive skills**. Procedural knowledge involves understanding the processes and methods to solve problems, while metacognitive skills include the ability to reflect on one's own thinking and learning strategies. This approach encourages students to understand the underlying concepts and apply their knowledge in various contexts. Rote memorisation and prescribed methods do not foster deep understanding or critical thinking, whereas encouraging connections between sub-concepts helps students build a cohesive and comprehensive understanding of the material.

S54. Ans.(b)

Sol. A socio-constructivist classroom is characterized by **an environment conducive to discovery learning**, where students actively construct knowledge through interactions with their peers, teachers, and the learning environment. This approach emphasizes collaborative learning, critical thinking, and problem-solving. It contrasts with competition-oriented attitudes, rote memorisation, and standardized curricula that ignore cultural differences. In a socio-constructivist classroom, the focus is on meaningful learning experiences that are relevant to the students' cultural and social contexts, fostering a deeper understanding and application of knowledge.

S55. Ans.(a)

Sol. (I) , (II)

Students feel more involved and engaged in learning when the classroom environment promotes enquiry about the concept and reflection on their thoughts. Encouraging students to ask questions and explore concepts deeply fosters a sense of curiosity and active participation. Reflecting on their thoughts helps students internalize what they have learned and develop critical thinking skills. Passive imitation of the teacher and mere reproduction of knowledge do not engage students meaningfully or promote deep understanding. A learning environment that values enquiry and reflection helps students become active and independent learners.

S56. Ans.(a)

Sol. To effectively facilitate learning, activities must be **relevant to students' everyday lives**. When learning is connected to real-life experiences, students find it more meaningful and are more likely to engage and retain information. Relevance helps bridge the gap between theoretical knowledge and practical application, making the learning process more dynamic and impactful. Activities that are mechanical, require passive listening, or are decontextualized do not engage students as deeply. Additionally, while sequencing from complex to simple might be beneficial in some contexts, it is the relevance to everyday life that fundamentally drives engagement and understanding.

S57. Ans.(a)

Sol. Critical thinking development is best facilitated by emphasizing the **application of learning in varied contexts**. This approach encourages students to use their knowledge and skills in different scenarios, fostering deeper understanding and adaptability. It contrasts with methods that focus solely on speed, summarization, or rote memorization, which do not promote independent thinking or problem-solving abilities. By applying learning in diverse situations, students learn to analyze, evaluate, and create solutions, which are key components of critical thinking.

S58. Ans.(d)

Sol. The **pace of learning is influenced by the interaction of both personal and environmental factors**. Personal factors include a student's prior knowledge, motivation, cognitive abilities, and learning styles, while environmental factors encompass the quality of instruction, resources available, classroom environment, and social interactions. Both sets of factors interplay to shape how quickly and effectively a student can learn. Understanding this interaction allows educators to tailor their teaching strategies to better meet the needs of individual students.

S59. Ans.(d)

Sol. **Alternative conceptions, often referred to as misconceptions, illustrate students' 'naive' theories constructed in the process of meaning-making**. These conceptions are grounded in their experiences and prior knowledge, reflecting their attempts to understand the world. Instead of ignoring or dismissing them, teachers should address these alternative conceptions by guiding students towards more scientifically accurate understandings. This approach recognizes that misconceptions are a natural part of learning and can be used as starting points for deeper exploration and correction.

S60. Ans.(d)

Sol. When teaching a concept, **presenting the content as disconnected chunks of information should be avoided.** This approach can confuse students and hinder their understanding by failing to show how different aspects of the concept are related. Effective teaching involves making connections among various elements of the concept, highlighting cause-effect relationships, and using non-exemplars to clarify what the concept does not include. This comprehensive and integrated approach helps students construct a coherent understanding and apply their knowledge more effectively.

S61. Ans.(d)

Sol. A child's growth and development are influenced by a combination of factors including parenting styles, genetic make-up, schooling experiences, and personal interests. Each of these elements contributes uniquely to the child's physical, cognitive, social, and emotional development, making the process multifaceted and individualized.

S62. Ans.(c)

Sol. Developmental changes in children are a complex interaction between hereditary and environmental factors. This dynamic interplay influences how children grow and develop across various domains, highlighting the importance of both genetic predispositions and the environments in which children are raised.

S63. Ans.(d)

Sol. Both the assertion and the reason are false. Children do not necessarily proceed through the stages of development in the same manner or at the same age across cultures due to varying environmental and cultural influences. Additionally, childhood is not universal and unidimensional; it is experienced differently across different contexts.

S64. Ans.(d)

Sol. Both the assertion and the reason are false. Socialisation occurs in various contexts and begins well before children start school. Family, community, and peer interactions are also vital socialisation agents. School is an important institution for secondary socialisation, but not the only one.

S65. Ans.(b)

Sol. Seema is in the Pre-Conventional Stage of Kohlberg's theory of moral development. At this stage, moral reasoning is primarily driven by the consequences of actions, such as avoiding punishment or seeking rewards. Seema's fear of punishment from her mother reflects this stage's characteristic behavior.

S66. Ans.(a)

Sol. Jean Piaget identified adaptation as a crucial process in cognitive development. Adaptation involves the mechanisms of assimilation and accommodation, where individuals incorporate new information into existing schemas and modify their schemas in response to new experiences, respectively. This process allows for cognitive growth and the development of increasingly sophisticated thinking abilities.

S67. Ans.(d)

Sol. The Formal Operational stage is correctly matched with the capability of hypo-thetico deductive thinking. In this stage, typically beginning around age 11, individuals develop the ability to think abstractly, logically, and systematically. They can formulate hypotheses, test them, and deduce conclusions, which are key aspects of advanced cognitive development.

S68. Ans.(a)

Sol. Lev Vygotsky emphasized the importance of dialogue in children's learning. Through social interaction and dialogue with more knowledgeable others, children internalize knowledge and develop higher cognitive functions. Dialogue facilitates scaffolding, where support is gradually removed as the child becomes more competent.

S69. Ans.(b)

Sol. Lev Vygotsky formulated the theory that highlights the crucial role of social interaction in language development. According to Vygotsky, language is a primary tool of cognitive development and is learned through social interactions, where children acquire language skills by communicating with more knowledgeable others.

S70. Ans.(d)

Sol. Logico-mathematical intelligence, as proposed by Howard Gardner, includes abilities such as making connections based on prior knowledge, categorization, patterning, and understanding relationships between ideas. This type of intelligence involves logical reasoning, problem-solving, and the ability to think abstractly and systematically.

S71. Ans.(a)

Sol. Both the assertion and the reason are true, and the reason correctly explains the assertion. Media, including films and advertisements, plays a significant role in shaping adolescents' perceptions of gender roles and stereotypes. As a powerful primary agency of socialisation, media influences the values, beliefs, and behaviors of adolescents.

S72. Ans.(b)

Sol. Teachers should implement differentiated instruction to facilitate learning for children from varied backgrounds. This approach tailors teaching methods and materials to meet the diverse needs of students, ensuring that each child can access the curriculum and learn effectively.

S73. Ans.(d)

Sol. Assessment should be an integral part of the teaching-learning process, starting from assessing children's readiness to learn. Continuous and formative assessments help guide instruction, provide feedback, and support the individual learning needs of students throughout the educational process.

S74. Ans.(b)

Sol. In a progressive classroom, learning is active and social in character. This approach emphasizes student engagement, collaboration, and interaction, promoting a deeper understanding and application of knowledge through experiential and participatory learning methods.

S75. Ans.(d)

Sol. Both the assertion and the reason are false. Inclusive education aims to recognize and embrace differences, providing equitable learning opportunities for all students. Following a standardised curriculum and assessment procedures may not address the diverse needs of students, making individualized and flexible approaches more effective.

S76. Ans.(b)

Sol. In an inclusive classroom, teachers need to adapt their teaching approaches to accommodate the diverse needs of all students, including those with special needs. Additionally, inclusive education strengthens the ability of all children to work together and value different perspectives. This promotes a more collaborative and understanding classroom environment.

S77. Ans.(d)

Sol. "Out-of-the-box" thinking refers to divergent thinking, which involves generating creative ideas by exploring many possible solutions. It contrasts with convergent thinking, which focuses on finding a single correct answer. Divergent thinking is essential for gifted learners as it encourages innovation and complex problem-solving.

S78. Ans.(b)

Sol. Inclusion in education implies providing quality education to all children, regardless of their abilities or disabilities. It focuses on integrating all students into mainstream classrooms and ensuring that they receive the support they need to succeed, fostering an environment of equal opportunity and respect for diversity.

S79. Ans.(b)

Sol. Dyslexia is primarily associated with difficulties in reading. Individuals with dyslexia may struggle with accurate and/or fluent word recognition, decoding, and spelling, which can impact their reading comprehension and overall academic performance.

S80. Ans.(d)

Sol. Standardised instruction does not characterize inclusive classrooms. Inclusive classrooms emphasize cooperative learning, universal design for learning, and reasonable accommodations to meet the diverse needs of all students. Standardised instruction often fails to address individual differences and can hinder the inclusivity and effectiveness of education.

S81. Ans.(d)

Sol. In middle schools, teachers should encourage learning how to learn. This approach fosters critical thinking, self-regulation, and lifelong learning skills, enabling students to become independent and effective learners who can adapt to various educational challenges and opportunities.

S82. Ans.(c)

Sol. Socio-constructivist theories of learning, such as those proposed by Vygotsky, emphasize the role of social context in learning. They highlight the importance of interaction, collaboration, and cultural tools in the development of cognitive functions, advocating for a more participatory and socially engaged learning process.

S83. Ans.(d)

Sol. Both Piaget and Vygotsky stress that learning takes place through the active engagement of learners. Piaget emphasizes hands-on experiences and discovery learning, while Vygotsky focuses on social interaction and scaffolding. Both approaches require learners to be actively involved in the learning process.

S84. Ans.(d)

Sol. To facilitate problem-solving abilities in students, teachers should encourage brainstorming and the use of strategies such as analogies and heuristics. These approaches promote creative thinking, critical analysis, and the application of knowledge to new and diverse situations, enhancing students' problem-solving skills.

S85. Ans.(d)

Sol. When students experience the emotion of satisfaction, their learning is likely to be influenced positively. Satisfaction fosters intrinsic motivation, reinforces positive behavior, and enhances engagement, leading to a more effective and enjoyable learning experience.

S86. Ans.(b)

Sol. Intuitive guesses by children based on their previous understanding should be facilitated. Encouraging children to make intuitive guesses allows them to engage in active learning, apply prior knowledge, and develop critical thinking and problem-solving skills.

S87. Ans.(d)

Sol. Processes of meaning-making in students should be facilitated by experimentation and discovery. These approaches encourage active engagement, critical thinking, and the construction of knowledge through hands-on experiences and exploration, fostering a deeper understanding of the material.

S88. Ans.(a)

Sol. Functional fixedness is not an effective problem-solving strategy. It refers to the cognitive bias that limits a person to using an object only in the way it is traditionally used, hindering creative problem-solving and the ability to find novel solutions.

S89. Ans.(b)

Sol. In socio-constructivist classrooms, learning has a social character. This approach emphasizes the importance of social interactions, collaboration, and cultural context in the construction of knowledge, promoting active and engaged learning.

S90. Ans.(d)

Sol. The standardization of curriculum can contribute to children's failure by not addressing individual learning needs and differences. A one-size-fits-all approach can overlook the diverse abilities, interests, and backgrounds of students, leading to disengagement and poor academic performance.

S91. Ans.(a)

Sol. (a) Interpersonal Skills.

Emotional development primarily concerns understanding and managing emotions, forming relationships, and navigating social environments. Interpersonal skills, which include the ability to interact effectively with others, empathize, and communicate, are crucial components of this domain. They directly relate to how individuals recognize, express, and manage emotions in themselves and in their interactions with others.

S92. Ans.(d)

Sol. (d) (i) , (ii) and (iii) .

Child development is influenced by a complex interplay of various factors. Heredity (i) impacts genetic and biological attributes. The physical environment (ii) shapes development through factors like living conditions and nutrition. Socio-cultural factors (iii) include the influences of family, education, social interactions, and cultural norms. All these elements collectively contribute to a child's overall development, making (d) the most comprehensive choice.

S93. Ans.(d)

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

The assertion (A) that motor coordination is not important for learning in school is false. Motor skills, including coordination, are essential for various school activities and overall development. The reason (R) , suggesting learning and development are independent, is also false. Development and learning are interrelated, with each influencing and being influenced by the other. Motor skills, a part of development, play a role in learning processes.

S94. Ans.(d)

Sol. (d) Both have important though different roles.

In middle school, both family and peers play significant but distinct roles in a child's development and socialization. Families provide emotional support, basic values, and a sense of security. Peers contribute to socialization, offering opportunities for social learning, cooperation, and the development of interpersonal skills. Each has a unique and crucial influence on the child's emotional, social, and cognitive development.

S95. Ans.(a)

Sol. (a) Formal operational stage.

The ability to interpret the logic of a verbal statement without questioning its real-world validity indicates abstract thinking, characteristic of Piaget's formal operational stage. This stage, typically beginning around age 11, involves the capacity for abstract, hypothetical, and deductive reasoning, going beyond concrete experiences. It marks the development of advanced cognitive processes.

S96. Ans.(a)

Sol. (a) Qualitatively different from.

Jean Piaget posited that children's thinking is qualitatively different from that of adults. He emphasized that children go through distinct stages of cognitive development, each characterized by unique ways of thinking and understanding the world. This qualitative difference means that children's cognitive processes and perspectives differ fundamentally, not just in degree or amount, from those of adults.

S97. Ans.(c)**Sol.** (c) Social contract orientation.

In Kohlberg's theory, the social contract orientation is the stage where individuals view rules as flexible instruments for ensuring mutual benefit. In this stage, people recognize the importance of individual rights and believe that laws and rules should be grounded in mutual agreements and societal welfare, beyond mere obedience to authority or conformity to social norms.

S98. Ans.(b)**Sol.** (b) Socio-cultural.

Lev Vygotsky's theory is firmly rooted in the socio-cultural domain. He emphasized the crucial role of social interaction and cultural context in the learning process. According to Vygotsky, learning is a socially mediated process where knowledge is co-constructed through interactions with more knowledgeable others, such as teachers, parents, and peers. This perspective views learning as deeply embedded in and influenced by the social and cultural environment.

S99. Ans.(d)**Sol.** (d) Children should be guided and assisted in their learning.

One key implication of Vygotsky's theory for classroom practice is the importance of guidance and assistance in learning. He introduced concepts like the Zone of Proximal Development (ZPD), which suggests that children learn best when they are helped and supported by others just beyond their current ability. This involves a more interactive, collaborative approach to education, where the teacher plays an active role in facilitating learning, rather than expecting children to discover everything independently.

S100. Ans.(a)**Sol.** (a) Scaffolding.

Roma helping Jaspreet solve a crossword puzzle by giving prompts and cues, and gradually reducing support, is an example of scaffolding. Scaffolding is a teaching method that involves providing support to students when they are learning new skills, gradually reducing that support as they become more competent. This concept aligns with Vygotsky's theory, particularly in the context of the Zone of Proximal Development, where learners are assisted until they can perform a task independently.