6. While working on a jigsaw puzzle, 5 years old Najma says to herself, “Where is the blue piece? No, not this one, darker one that would go here and make this shot”. This kind of talk is referred to by Vygotsky as
(1) private speech.
(2) talk aloud.
(3) scaffolding.
(4) egocentric speech.

7. Giving cues to children and offering support as and when needed is an example of
(1) reinforcement.
(2) conditioning.
(3) modelling.
(4) scaffolding.

8. Which of the following behaviours characterize the ‘concrete operational stage’ as proposed by Jean Piaget?

(1) Hypothetico-deduction reasoning; propositional thought
(2) Conservation; class inclusion
(3) Deferred imitation; object permanence
(4) Make-believe play; irreversibility of thought

9. Which of the following is a Piagetian construct in the context of cognitive development of children?

(1) Schemas
(2) Observational learning
(3) Conditioning
(4) Reinforcement

6. विग-सौं पहेली को करते समय 5 वर्ष की नजमा
   स्वयं से कहती है, “नीला ट्युकड़ा कहाँ है? नहीं,
   यह बाला नहीं, गाड़े एंग बाला जिससे यह जूता
   पुत्र बन जाएगा”.
   इस प्रकार की वालों को बालाओं के किस तरह
   संबन्धित करते हैं?
   (1) व्यक्तिगत वाला
   (2) जोर से बोलता
   (3) पाह (ढोंढ़ा)
   (4) आत्मकेदित्र वाला

7. बच्चों को संकेत देना तथा आवश्यकता पड़ने पर
   सहयोग दिखाना, नियमनिष्ठ रूप से सहयोग
   का उद्देश्य है?
   (1) प्रश्न
   (2) अनुभवन
   (3) मोहिंग
   (4) पाह (ढोंढ़ा)

8. नियमनिष्ठ बालाओं में से कौन सा जीव पियाजे के
   द्वारा प्रस्तावित ‘पूर्व संक्षिप्तात्मक अस्तित्व’ को
   नियमनिष्ठ करता है?
   (1) परिवक्तिप्त-निगमपरापत्त तरक; साधारण विचार
   (2) संस्कृत- फक्ता समावेश
   (3) आस्थितित अनुकूल; पदार्थ स्वायत्त
   (4) प्रतीकात्मक खेल; विचारों की अनुकूलणीयता

9. बच्चों के संज्ञातमक विकास के संदर्भ में
   नियमनिष्ठित में से कौन सी पियाजे की संरचना
   है?
   (1) स्फुटित
   (2) अवलोकन अधिगम
   (3) अनुभवन
   (4) प्रश्न
10. The primary objective of Assessment should be:
(1) assigning rank to students.
(2) understanding children’s clarity and confusions about related concepts.
(3) labelling students as per their score.
(4) marking pass or fail in the report cards.

11. Which of the following statements about Intelligence is correct?
(1) Intelligence is a fixed ability determined at the time of birth only.
(2) Intelligence can be accurately measured and determined by using standardized tests.
(3) Intelligence is a unitary factor and a single trait.
(4) Intelligence is multi-dimensional and a set of complex abilities.

12. Ruhi always thinks of multiple solutions to a problem many of which are original solutions. Ruhi is displaying characteristics of a/an
(1) creative thinker.
(2) convergent thinker.
(3) rigid thinker.
(4) egocentric thinker.
13. In a situation of less participation of students belonging to a deprived group in teaching – learning process, a teacher should

(1) ask the children to withdraw from school.
(2) accept this situation as it is.
(3) lower her expectations from such students.
(4) reflect on her own teaching and find ways to improve student’s involvement.

14. In an inclusive classroom, a teacher should prepare plans.

(1) should not prepare
(2) should occasionally prepare
(3) should actively prepare
(4) should discourage the preparation of

15. The primary characteristic of children with ‘dyslexia’ includes

(1) attention deficit disorders.
(2) divergent thinking; fluency in reading.
(3) inability to read fluently.
(4) engaging in repetitive locomotor actions.

16. The concept of ‘Inclusive Education’ as advocated in the Right to Education Act, 2009 is based on

(1) the behaviouristic principles.
(2) a sympathetic attitude towards disabled.
(3) a rights-based humanistic perspective.
(4) mainstreaming of the disabled by offering them primarily vocational education.
17. In the constructivist framework, learning is primarily
(1) based on rote memorization.
(2) centered around reinforcement.
(3) acquired through conditioning.
(4) focused on the process of meaning-making.

18. 'Naive theories' that children construct about various phenomena
(1) should be ignored by the teacher.
(2) should be punished by the teacher.
(3) should be 'replaced' by correct one through repetitive memorization.
(4) should be challenged by presenting counter evidence and examples.

19. Child-centered pedagogy promotes
(1) exclusive reliance on text books.
(2) giving primacy to children's experiences.
(3) rote memorisation.
(4) labelling and categorization of students base on ability.

20. Emotions and cognition are ________ each other.
(1) completely separate from
(2) independent of
(3) inter-woven with
(4) not related to:

21. छात्र केंद्रित विद्यार्थी की क्या घरीश्वरता है?
(1) केंद्रित पद्धतियों के पर रिहाया होना
(2) छात्रों के अनुभवों को प्रमुखता देना
(3) योग्यता के अनुसार पर विश्लेषणों को नामांकित करना तथा वर्गीकरण करना

22. संबंध एवं संबंध एक दूसरे से ________ हैं।
(1) पूर्णता अलगा
(2) स्वतः
(3) संशोधन
(4) संबंधित नहीं
21. Which of the following statements about learning is correct from a constructivist perspective?

(1) Learning is the process of reproduction and recall.

(2) Learning is the process of rote memorization.

(3) Learning is conditioning of behaviours by repetitive association.

(4) Learning is the process of construction of knowledge by active engagement.

22. Presenting students with clear examples and non-examples

(1) is an effective way to encourage conceptual change.

(2) leads to confusion in the minds of students.

(3) causes gaps in their understanding of concepts.

(4) focuses on procedural knowledge rather than conceptual understanding.

23. Repeatedly asking children to engage in learning activities either to avoid punishment or to gain a reward

(1) decreases extrinsic motivation.

(2) increases intrinsic motivation.

(3) would encourage children to focus on mastery rather than performance goals.

(4) decreases children’s natural interest and curiosity involved in learning.
24. Which of the following practices promote meaningful learning?
   (i) Corporal punishment
   (ii) Co-operative learning environment
   (iii) Continuous and comprehensive evaluation
   (iv) Constant comparative evaluation
   (1) (i), (ii)
   (2) (ii), (iii)
   (3) (i), (ii), (iii)
   (4) (ii), (iii), (iv)

25. How can teachers facilitate understanding of complex concepts in children?
   (1) By delivering a lecture
   (2) By organizing competitive events
   (3) By repetitive mechanical drill
   (4) By providing opportunities for exploration and discussion

26. A primary school teacher can encourage children to become effective problem solvers by
   (1) offering materialistic rewards for every small task.
   (2) emphasizing only on procedural knowledge.
   (3) dismissing and penalizing 'incorrect answers'.
   (4) encouraging children to make intuitive guesses and then brainstorming on the same.
27. In which of the following periods does physical growth and development occur at a rapid pace?
   (1) Infancy and early childhood
   (2) Early childhood and middle childhood
   (3) Middle childhood and adolescence
   (4) Adolescence and adulthood

28. Which of the following is NOT a principle of development?
   (1) Development is lifelong.
   (2) Development is modifiable.
   (3) Development is influenced by both heredity and environment.
   (4) Development is universal and cultural contents do not influence it.

29. The primary cause of individual variations is
   (1) the genetic code received by the individuals from birth parents.
   (2) the inborn characteristics.
   (3) the environmental influences.
   (4) the complex interplay between the heredity and the environment.

30. Which of the following are examples of secondary socializing agency?
   (1) Family and neighbourhood
   (2) Family and media
   (3) School and media
   (4) Media and neighbourhood
PART - I / भाग - I
CHILD DEVELOPMENT AND PEDAGOGY / बाल विकास व शिक्षागति

Directions : Answer the following questions (Q. Nos. 1 to 30) by selecting the correct/most appropriate options.

1. The most critical period of acquisition and development of language is
   (1) pre-natal period.
   (2) early childhood.
   (3) middle childhood.
   (4) adolescence.

2. Which of the following is a stage of moral development proposed by Lawrence Kohlberg?
   (1) Latency Stage
   (2) The social contract orientation
   (3) Concrete operational stage
   (4) Industry vs. Inferiority stage

3. During classroom discussions, a teacher often pays more attention to boys than girls. This is an example of
   (1) Gender bias.
   (2) Gender identity.
   (3) Gender relevance.
   (4) Gender constancy.

4. Which of the following is an effective strategy to reduce children's gender stereotyping and gender-role conformity?
   (1) Discussion about gender bias
   (2) Emphasizing gender-specific roles
   (3) Gender-segregated play groups
   (4) Gender-segregated seating arrangement

5. Which of the following theorists while viewing children as active seekers of knowledge emphasized the influence of social and cultural contents on their thinking?
   (1) John B. Watson
   (2) Lev Vygotsky
   (3) Jean Piaget
   (4) Lawrence Kohlberg

ニべり : 以下の質問 (Q. 10, 20, 30) の質問に答えるため、適切な/最も適切な選択肢を選択してください。

1. 婚期の前後の期間は次のどれが、言語習得の最も重要な時期ですか？
   (1) 出生直後
   (2) 早期の児童期
   (3) 中期の児童期
   (4) 青春期

2. Lawrence Kohlberg によって提唱された道徳的発達の段階は次のどれですか？
   (1) 静脈期
   (2) 社会契約の社会象
   (3) 具体的操作段階
   (4) 産業対不満段階

3. 教室での授業中、教師は男の子に女性の子に比べてより多く注意を払う。これは次のどれに該当します。
   (1) 性別バイアス
   (2) 性別アイデンティティ
   (3) 性別関連
   (4) 性別安定

4. 以下のどれが、性別ステレオタイプと性別役割の合致を減らすための効果的な戦略ですか？
   (1) 性別バイアスの議論
   (2) 性別役割の強調
   (3) 性別別プレイグループ
   (4) 性別別座席番

5. 以下の誰が、子どもを主动的な知識探求者として捉え、社会的及び文化的内容が彼らの思考に及ぼす影響を強調しましたか？
   (1) John B. Watson
   (2) Lev Vygotsky
   (3) Jean Piaget
   (4) Lawrence Kohlberg