

## **UNIT-1 : CHILD DEVELOPMENT**

### **(Top 100 MCQs)**

#### **A. Physical Development (Pre-adolescence & Adolescence)**

1. The period of pre-adolescence generally ranges from
    - A. 6–9 years
    - B. 9–12 years**
    - C. 12–15 years
    - D. 15–18 years
  2. Adolescence is considered a period of
    - A. Slow growth
    - B. Stability
    - C. Rapid physical growth**
    - D. Decline
  3. The sudden increase in height during adolescence is called
    - A. Puberty
    - B. Growth spurt**
    - C. Maturation
    - D. Development
  4. Development of secondary sexual characteristics occurs mainly during
    - A. Childhood
    - B. Infancy
    - C. Adolescence**
    - D. Adulthood
  5. Which gland plays a key role in physical changes during adolescence?
    - A. Thyroid
    - B. Pituitary
    - C. Endocrine**
    - D. Salivary
  6. Uneven physical growth during adolescence often leads to
    - A. Confidence
    - B. Awkwardness**
    - C. Stability
    - D. Emotional balance
  7. Physical development during adolescence follows
    - A. Random pattern
    - B. Reverse order
    - C. Cephalocaudal trend**
    - D. Emotional trend
  8. Increase in muscle strength during adolescence is more marked in
    - A. Girls
    - B. Boys**
    - C. Infants
    - D. All equally
  9. Puberty usually begins earlier in
    - A. Boys
    - B. Girls**
    - C. Both same
    - D. None
  10. Physical maturity refers to
    - A. Emotional balance
    - B. Cognitive growth
    - C. Full development of body structures**
    - D. Moral sense
- B. Cognitive Development**
11. According to Piaget, adolescents enter the stage of
    - A. Concrete operational
    - B. Sensorimotor
    - C. Pre-operational
    - D. Formal operational**

12. Abstract thinking develops mainly during
- A. Childhood
  - B. Adolescence**
  - C. Infancy
  - D. Adulthood
13. Ability to think logically about hypothetical situations is known as
- A. Memory
  - B. Abstract thinking**
  - C. Conditioning
  - D. Trial and error
14. Adolescents can reason scientifically due to
- A. Emotional maturity
  - B. Physical growth
  - C. Formal operational thinking**
  - D. Moral values
15. Problem-solving ability improves due to
- A. Physical growth
  - B. Emotional maturity
  - C. Cognitive development**
  - D. Social pressure
16. Thinking becomes less egocentric during
- A. Infancy
  - B. Childhood
  - C. Adolescence**
  - D. Old age
17. Metacognition means
- A. Thinking fast
  - B. Thinking about one's own thinking**
  - C. Emotional thinking
  - D. Moral thinking
18. Adolescents are capable of
- A. Rote learning only
- B. **Critical and analytical thinking**
- C. Sensory learning
  - D. Conditioning
19. Logical reasoning in adolescents is mostly
- A. Concrete
  - B. Abstract**
  - C. Emotional
  - D. Imitative
20. Cognitive development is closely related to
- A. Physical growth
  - B. Heredity only
  - C. Learning experiences**
  - D. Reflex action
- C. Social Development**
21. Peer group influence is strongest during
- A. Infancy
  - B. Childhood
  - C. Adolescence**
  - D. Old age
22. Adolescents prefer company of
- A. Family only
  - B. Teachers
  - C. Peer group**
  - D. Neighbours
23. Social development means learning to
- A. Read and write
  - B. Adjust with others**
  - C. Think abstractly
  - D. Control emotions
24. Desire for independence increases during
- A. Childhood
  - B. Infancy**

- C. **Adolescence**  
D. Adulthood
25. Adolescents often experience conflict with  
A. Friends  
B. Teachers  
C. **Parents**  
D. Siblings
26. Leadership qualities often emerge during  
A. Infancy  
B. Childhood  
C. **Adolescence**  
D. Old age
27. Group loyalty is strongest in  
A. Childhood  
B. **Adolescence**  
C. Adulthood  
D. Infancy
28. Social approval is most important for  
A. Infants  
B. Children  
C. **Adolescents**  
D. Adults
29. Social maturity refers to  
A. Physical strength  
B. Intelligence  
C. **Responsible social behaviour**  
D. Moral reasoning
30. Adolescents learn social roles mainly through  
A. Heredity  
B. Conditioning  
C. **Interaction with peers**  
D. Punishment
- D. Emotional Development**
31. Adolescence is marked by  
A. Emotional stability  
B. **Emotional instability**  
C. No emotions  
D. Balanced emotions
32. Sudden mood changes are called  
A. Reflex action  
B. **Mood swings**  
C. Stress  
D. Depression
33. Heightened emotions during adolescence are due to  
A. Learning  
B. **Hormonal changes**  
C. Teaching methods  
D. Punishment
34. Self-consciousness is high during  
A. Childhood  
B. Infancy  
C. **Adolescence**  
D. Old age
35. Emotional maturity means  
A. Suppressing emotions  
B. **Controlling and expressing emotions appropriately**  
C. Avoiding emotions  
D. Overreacting
36. Adolescents often feel  
A. Fully confident  
B. **Confused about identity**  
C. Emotionless  
D. Mature
37. According to Erikson, adolescents face the crisis of  
A. Trust vs mistrust  
B. Initiative vs guilt  
C. **Identity vs role confusion**  
D. Integrity vs despair

38. Fear of failure is common in
- A. Infants
  - B. Children
  - C. Adolescents**
  - D. Adults
39. Emotional development affects
- A. Only feelings
  - B. Personality development**
  - C. Physical growth only
  - D. Memory
40. Proper guidance helps adolescents develop
- A. Fear
  - B. Aggression
  - C. Emotional stability**
  - D. Stress
- E. Moral Development**
41. Moral development refers to
- A. Physical behaviour
  - B. Sense of right and wrong**
  - C. Emotional reactions
  - D. Social roles
42. According to Kohlberg, adolescence corresponds to
- A. Pre-conventional level
  - B. Conventional level**
  - C. Sensorimotor stage
  - D. Reflex stage
43. Moral reasoning becomes more logical during
- A. Childhood
  - B. Adolescence**
  - C. Infancy
  - D. Old age
44. Adolescents judge actions based on
- A. Punishment only
- B. Rewards
- C. Social rules and values**
  - D. Instincts
45. Moral values are learned mainly through
- A. Heredity
  - B. Social environment**
  - C. Reflexes
  - D. Hormones
46. Adolescents start questioning
- A. Food habits
  - B. Social and moral norms**
  - C. Physical growth
  - D. Reflex actions
47. Moral autonomy develops during
- A. Childhood
  - B. Infancy
  - C. Adolescence**
  - D. Old age
48. Respect for rules initially comes from
- A. Inner conscience
  - B. Fear of punishment**
  - C. Logic
  - D. Peer pressure
49. Teachers play a vital role in developing
- A. Physical strength
  - B. Intelligence
  - C. Moral values**
  - D. Reflexes
50. Moral development is influenced most by
- A. Heredity
  - B. Intelligence
  - C. Family and society**
  - D. Age only

## F. Heredity & Environment

51. Heredity refers to traits passed from
- A. Teachers
  - B. Society
  - C. Parents to children**
  - D. School
52. Environment includes
- A. Genes
  - B. Chromosomes
  - C. All external conditions**
  - D. Reflexes
53. Intelligence is influenced by
- A. Heredity only
  - B. Environment only
  - C. Both heredity and environment**
  - D. Age
54. Heredity sets the
- A. Achievement
  - B. Potential limit**
  - C. Behaviour
  - D. Learning style
55. Environment helps in
- A. Limiting growth
  - B. Actualizing potential**
  - C. Fixing IQ
  - D. Preventing learning
56. Nutrition mainly affects
- A. Intelligence
  - B. Physical development**
  - C. Moral values
  - D. Reflexes
57. Language development is mostly influenced by
- A. Heredity
  - B. Environment**
- C. Reflexes
- D. Glands
58. Poor environment can lead to
- A. Better IQ
  - B. Delayed development**
  - C. Rapid growth
  - D. Genius
59. Genes determine
- A. Learning experiences
  - B. Teaching methods
  - C. Basic traits**
  - D. Social norms
60. School is an important part of
- A. Heredity
  - B. Environment**
  - C. Genetics
  - D. Reflex action

## G. Needs, Problems & Individual Differences

61. Adolescents need
- A. Control only
  - B. Guidance and understanding**
  - C. Punishment
  - D. Isolation
62. Identity crisis occurs during
- A. Childhood
  - B. Infancy
  - C. Adolescence**
  - D. Adulthood
63. Common problem of adolescents is
- A. Illiteracy
  - B. Emotional stress**
  - C. Physical disability
  - D. Old age
64. Need for independence is highest in
- A. Children

- | <b>B. Adolescents</b>                                 | <b>H. Educational Implications</b>                |
|---|---|
| C. Adults   | 71. Teaching adolescents requires                 |
| D. Infants  | A. Rote methods                                   |
| 65. Individual differences mean                       | B. <b>Understanding their developmental needs</b> |
| A. Similarities among learners                        | C. Punishment                                     |
| <b>B. Differences in abilities and traits</b>         | D. Strict silence                                 |
| C. Uniform behaviour                                  | 72. Activity-based learning helps                 |
| D. Equal intelligence                                 | A. Infants  |
| 66. Learners differ in                                | B. Adults   |
| A. Intelligence                                       | C. <b>Adolescents</b>                             |
| B. Interests  | D. Old age  |
| C. Abilities  | 73. Peer learning is effective during             |
| <b>D. All of the above</b>                            | A. Childhood                                      |
| 67. Intelligence tests measure                        | B. <b>Adolescence</b>                             |
| A. Emotions   | C. Infancy  |
| <b>B. Mental ability</b>                              | D. Old age  |
| C. Physical growth                                    | 74. Moral education should be given through       |
| D. Moral values                                       | A. Lectures only                                  |
| 68. Gender differences are an example of              | B. Punishment                                     |
| A. Social equality                                    | C. <b>Role modelling</b>                          |
| <b>B. Individual differences</b>                      | D. Exams  |
| C. Uniformity   | 75. Guidance helps adolescents to                 |
| D. Moral traits                                       | A. Fail   |
| 69. Teachers should address individual differences by | B. <b>Make correct life choices</b>               |
| A. Ignoring them                                      | C. Avoid thinking                                 |
| <b>B. Using varied teaching methods</b>               | D. Depend on others                               |
| C. Punishment   | 76. Adolescents learn best when teaching is       |
| D. Strict discipline                                  | A. Authoritarian                                  |
| 70. Adolescents need emotional support mainly from    | B. <b>Participatory</b>                           |
| A. Books  | C. Mechanical                                     |
| <b>B. Parents and teachers</b>                        | D. Rigid  |
| C. Strangers  | 77. Teacher should act as                         |
| D. Rules  | A. Dictator                                       |
|   | B. <b>Facilitator</b>                             |

- C. Policeman  
D. Judge
78. Individual attention helps reduce  
A. Learning  
**B. Learning difficulties**  
C. Growth  
D. Motivation
79. Encouragement improves  
A. Fear  
B. Stress  
**C. Self-confidence**  
D. Failure
80. Education should aim at  
A. Only marks  
**B. Holistic development**  
C. Punishment  
D. Competition
- I. Mixed Conceptual MCQs**
81. Adolescence is a bridge between  
A. Infancy and childhood  
B. Childhood and old age  
**C. Childhood and adulthood**  
D. Birth and death
82. Development is  
A. Quantitative only  
**B. Qualitative and quantitative**  
C. Physical only  
D. Emotional only
83. Growth stops after  
A. Childhood  
**B. Adolescence**  
C. Infancy  
D. Adulthood
84. Development is  
A. Sudden  
**B. Continuous process**
- C. Reverse  
D. Fixed
85. Emotional imbalance is normal  
during  
A. Childhood  
**B. Adolescence**  
C. Adulthood  
D. Old age
86. Moral behaviour is learned  
through  
A. Reflexes  
B. Instincts  
**C. Experience**  
D. Hormones
87. Learning depends upon  
A. Heredity only  
B. Environment only  
**C. Interaction of heredity and environment**  
D. Age only
88. Adolescents seek acceptance from  
A. Parents only  
B. Teachers only  
**C. Peer group**  
D. Society only
89. Creativity increases due to  
A. Punishment  
B. Fear  
**C. Freedom of expression**  
D. Pressure
90. Guidance services in schools help  
to  
A. Control students  
**B. Solve personal and educational problems**  
C. Punish learners  
D. Reduce learning

**J. Final MCQs**

91. Adolescents often show idealism due to  
A. Emotional instability  
**B. Abstract thinking**  
C. Hormonal changes  
D. Peer pressure
92. Moral reasoning improves with  
A. Age only  
B. Punishment  
**C. Cognitive development**  
D. Fear
93. Adjustment problems are common in  
A. Infancy  
B. Childhood  
**C. Adolescence**  
D. Old age
94. Self-concept develops rapidly during  
A. Infancy  
B. Childhood  
**C. Adolescence**  
D. Adulthood
95. Learning environment should be  
A. Threatening  
**B. Supportive**  
C. Rigid  
D. Fear-based
96. Adolescents need respect to develop  
A. Fear  
**B. Self-esteem**  
C. Stress  
D. Anxiety
97. Individual differences demand  
A. Uniform curriculum
- B. Flexible teaching**  
C. Strict rules  
D. Same evaluation
98. Moral education is best taught through  
A. Theory only  
B. Punishment  
**C. Practice and example**  
D. Exams
99. Adolescents' problems can be minimized by  
A. Ignoring them  
B. Strict discipline  
**C. Proper guidance and counselling**  
D. Punishment
100. Child development is influenced by  
A. Age only  
B. Heredity only  
C. Environment only  
**D. Both heredity and environment**

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## UNIT – II : LEARNING (TOP 150 MCQs)

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### A. Learning as Meaning Making & Knowledge Construction

1. Learning is best described as
  - A. Memorization of facts
  - B. Mechanical repetition
  - C. Construction of knowledge**
  - D. Conditioning
2. According to constructivism, knowledge is
  - A. Transferred by teacher
  - B. Fixed and universal
  - C. Actively constructed by learner**
  - D. Inherited
3. Learning becomes meaningful when
  - A. Content is memorized
  - B. Learner relates new knowledge with prior knowledge**
  - C. Teacher explains repeatedly
  - D. Notes are copied
4. Meaningful learning emphasizes
  - A. Drill
  - B. Reward
  - C. Understanding**
  - D. Punishment
5. Knowledge construction depends mainly on
  - A. Intelligence
  - B. Teaching aids
  - C. Learner's experiences**
  - D. Exams
6. Learning as meaning making is supported by
  - A. Behaviorism**

B. **Constructivism**

- C. Naturalism
- D. Idealism

7. In constructivist learning, teacher acts as
  - A. Authority
  - B. Controller
  - C. Facilitator**
  - D. Examiner
8. Learning is an active process because
  - A. Teacher teaches
  - B. Students listen
  - C. Learners interpret experiences**
  - D. Exams are conducted
9. Knowledge construction is influenced by
  - A. Culture
  - B. Social interaction
  - C. Language
  - D. All of the above**
10. Learning without understanding leads to
  - A. Insight
  - B. Transfer
  - C. Rote learning**
  - D. Creativity

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### B. How Children Learn (Observation, Imitation, Trial & Error, Experience)

11. Children learn by observing others according to
  - A. Pavlov
  - B. Skinner
  - C. Bandura**
  - D. Thorndike

12. Learning by watching others is called
- A. Insight learning
  - B. Conditioning
  - C. Observational learning**
  - D. Trial learning
13. Imitation is most common in
- A. Adolescence
  - B. Early childhood**
  - C. Adulthood
  - D. Old age
14. Trial and error theory was given by
- A. Pavlov
  - B. Thorndike**
  - C. Kohler
  - D. Bandura
15. Learning through consequences is related to
- A. Classical conditioning
  - B. Insight learning
  - C. Operant conditioning**
  - D. Gestalt
16. Experience-based learning emphasizes
- A. Lecture
  - B. Textbook
  - C. Learning by doing**
  - D. Memorization
17. Children learn language mainly through
- A. Heredity
  - B. Conditioning
  - C. Imitation and interaction**
  - D. Punishment
18. Learning through mistakes helps in
- A. Failure
  - B. Frustration
- C. Better understanding
- D. Forgetting
19. Observation learning depends on
- A. Reinforcement
  - B. Attention
  - C. Retention
  - D. All of the above**
20. Trial and error learning strengthens
- A. Weak responses
  - B. Correct responses**
  - C. Emotional responses
  - D. Reflexes
- 
- C. Learning as a Social Activity**
21. Learning is social because it occurs through
- A. Isolation
  - B. Books
  - C. Interaction with others**
  - D. Silence
22. Vygotsky emphasized learning as
- A. Individual process
  - B. Biological process
  - C. Social process**
  - D. Mechanical process
23. Learning takes place best in
- A. Isolation
  - B. Competition only
  - C. Collaborative environment**
  - D. Fear-based environment
24. Social interaction helps in
- A. Confusion
  - B. Cognitive development**
  - C. Forgetting
  - D. Mechanical learning
25. Zone of Proximal Development (ZPD) was proposed by

- A. Piaget  
B. Bruner  
**C. Vygotsky**  
D. Skinner
26. ZPD refers to  
A. What learner knows alone  
B. What learner cannot learn  
**C. Gap between actual and potential learning**  
D. Intelligence level
27. Peer learning supports  
A. Rote learning  
**B. Meaningful learning**  
C. Punishment  
D. Isolation
28. Language plays a crucial role in  
A. Physical development  
B. Emotional growth  
**C. Social learning**  
D. Reflex action
29. Cooperative learning promotes  
A. Competition  
B. Individualism  
**C. Social skills**  
D. Fear
30. Learning as a social activity reduces  
A. Interaction  
B. Participation  
**C. Alienation**  
D. Understanding
- C. Memorization**  
D. Analysis
32. Meaningful learning leads to  
A. Forgetting  
B. Mechanical recall  
**C. Long-term retention**  
D. Fear
33. Rote learning is useful mainly for  
A. Concepts  
B. Skills  
**C. Facts and tables**  
D. Creativity
34. Meaningful learning encourages  
A. Drill  
B. Repetition  
**C. Critical thinking**  
D. Copying
35. Rote learning does not support  
A. Memory  
B. Recall  
**C. Transfer of learning**  
D. Repetition
36. Meaningful learning is promoted by  
A. Dictation  
**B. Activity-based teaching**  
C. Punishment  
D. Drill
37. Rote learning is  
A. Child-centred  
**B. Teacher-centred**  
C. Experience-based  
D. Inquiry-based
38. Learning by understanding is always  
A. Slow  
B. Difficult

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#### D. Rote Learning vs Meaningful Learning

31. Rote learning emphasizes  
A. Understanding  
B. Application

38. Learning by understanding is always  
A. Slow  
B. Difficult

- C. **Effective**  
D. Temporary
39. Exams focusing only on recall promote  
A. Creativity  
B. Understanding  
C. **Rote learning**  
D. Skill
40. Constructivist classrooms discourage  
A. Interaction  
B. Exploration  
C. **Rote learning**  
D. Inquiry
- 
45. Physical health influences  
A. Memory only  
B. **Learning capacity**  
C. Moral values  
D. Intelligence
46. Learning environment should be  
A. Fearful  
B. Noisy  
C. **Supportive**  
D. Strict
47. Family background influences learning through  
A. Genetics only  
B. Punishment  
C. **Support and stimulation**  
D. Exams

#### E. Factors Affecting Learning

41. Intelligence affects learning by  
A. Limiting effort  
B. **Speed and quality of learning**  
C. Reducing motivation  
D. Causing fear
42. Motivation increases  
A. Forgetting  
B. Confusion  
C. **Learning efficiency**  
D. Stress
43. Interest in subject leads to  
A. Poor learning  
B. **Better learning**  
C. No learning  
D. Mechanical learning
44. Emotional state affects learning because  
A. Learning is physical  
B. Learning is mechanical  
C. **Emotions influence attention**  
D. Learning is fixed
- 
48. Teacher's attitude affects  
A. Syllabus  
B. School building  
C. **Student motivation**  
D. IQ
49. Proper feedback helps in  
A. Confusion  
B. Fear  
C. **Improving learning**  
D. Punishment
50. Learning is hindered by  
A. Motivation  
B. Interest  
C. **Anxiety**  
D. Practice
- 
51. Activity-based learning promotes  
A. Rote learning  
B. **Meaningful learning**

#### F. Strategies for Promoting Learning

- C. Mechanical learning  
D. Passive learning
52. Questioning strategy helps develop  
A. Memory only  
**B. Thinking skills**  
C. Fear  
D. Discipline
53. Discussion method encourages  
A. Silence  
**B. Participation**  
C. Rote learning  
D. Punishment
54. Use of teaching aids helps in  
A. Confusion  
**B. Better understanding**  
C. Noise  
D. Distraction
55. Project method promotes  
A. Isolation  
B. Memorization  
**C. Experiential learning**  
D. Drill
56. Motivation can be enhanced by  
A. Threat  
B. Punishment  
**C. Encouragement**  
D. Fear
57. Continuous assessment supports  
A. Examination fear  
**B. Learning improvement**  
C. Rote learning  
D. Stress
58. Real-life examples help in  
A. Confusion  
B. Forgetting  
**C. Concept clarity**  
D. Noise
59. Flexible teaching helps address  
A. Similarity  
**B. Individual differences**  
C. Uniformity  
D. Discipline
60. Learning improves when students are  
A. Passive  
B. Silent  
**C. Actively involved**  
D. Fearful
- 
- G. Addressing Diverse, Disadvantaged & Deprived Learners**
61. Diversity in classroom refers to  
A. Uniform learners  
B. Same abilities  
**C. Different backgrounds and abilities**  
D. Same culture
62. Disadvantaged learners may face  
A. Overconfidence  
**B. Lack of resources**  
C. Excess exposure  
D. Privilege
63. Inclusive education aims at  
A. Exclusion  
B. Segregation  
**C. Education for all**  
D. Selection
64. Teacher should address diversity by  
A. Ignoring it  
B. Uniform teaching  
**C. Adapting teaching methods**  
D. Punishment

65. Language barrier affects
- A. Physical growth
  - B. Learning achievement**
  - C. Reflexes
  - D. Maturation
66. Socio-economic status affects
- A. IQ only
  - B. Learning opportunities**
  - C. Reflex action
  - D. Emotions only
67. Deprived learners need
- A. Competition
  - B. Punishment
  - C. Additional support**
  - D. Isolation
68. Respecting diversity promotes
- A. Conflict
  - B. Fear
  - C. Equity**
  - D. Bias
69. Multicultural classrooms encourage
- A. Uniformity
  - B. Tolerance**
  - C. Discrimination
  - D. Fear
70. Equal opportunity in education ensures
- A. Same results
  - B. Same learning chances**
  - C. Same intelligence
  - D. Same behaviour
- 
- H. Children with Learning Difficulties & Impairment**
71. Learning difficulty refers to
- A. Low intelligence
72. Dyslexia is related to
- A. Mathematics
  - B. Reading difficulty**
  - C. Hearing
  - D. Vision
73. Dyscalculia affects
- A. Language
  - B. Writing
  - C. Mathematical ability**
  - D. Memory
74. Learning difficulties require
- A. Punishment
  - B. Ignorance
  - C. Special teaching strategies**
  - D. Isolation
75. Early identification helps in
- A. Failure
  - B. Better intervention**
  - C. Confusion
  - D. Delay
76. Children with impairment should be
- A. Excluded
  - B. Ignored
  - C. Included in regular classrooms**
  - D. Punished
77. Assistive devices help
- A. Teachers only
  - B. Children with disabilities**
  - C. Administrators
  - D. Parents
78. Learning difficulties are
- A. Permanent failure

71. Learning difficulty refers to
- A. Low intelligence
78. Learning difficulties are
- A. Permanent failure

- B. Mental illness  
**C. Remediable**  
D. Incurable
79. Teacher's role is to  
A. Label children  
B. Compare learners  
**C. Provide support and encouragement**  
D. Ignore problems
80. Inclusive classrooms promote  
A. Segregation  
**B. Acceptance**  
C. Discrimination  
D. Fear

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#### I. Talented, Creative & Specially Abled Learners

81. Gifted learners show  
A. Slow learning  
**B. Above average ability**  
C. Low motivation  
D. Poor creativity
82. Creativity involves  
A. Memorization  
B. Repetition  
**C. Original thinking**  
D. Conditioning
83. Talented learners need  
A. Same curriculum  
**B. Enrichment activities**  
C. Less work  
D. Punishment
84. Creativity flourishes in  
A. Rigid environment  
B. Fearful classroom  
**C. Free and supportive**
- environment**  
D. Silent class
85. Specially abled learners need  
A. Sympathy only  
B. Isolation  
**C. Equal opportunities**  
D. Neglect
86. Gifted children may face  
A. Failure  
**B. Adjustment problems**  
C. Illiteracy  
D. Low IQ
87. Enrichment programs help  
A. Average learners only  
**B. Gifted learners**  
C. Weak learners only  
D. Teachers
88. Creativity can be encouraged by  
A. Strict rules  
B. Punishment  
**C. Freedom of expression**  
D. Fear
89. Acceleration means  
A. Repeating class  
**B. Fast-paced learning**  
C. Remedial teaching  
D. Drill
90. Teacher should recognize  
A. Only weak learners  
B. Only average learners  
**C. All types of learners**  
D. Similar learners
- 

#### J. Mixed & Application-Based MCQs

91. Learning is best when  
A. Teacher dominates  
B. Student listens

- C. Learner participates actively  
D. Notes are copied
92. Transfer of learning is easier in  
A. Rote learning  
B. **Meaningful learning**  
C. Mechanical learning  
D. Conditioning
93. Children learn values mostly through  
A. Lectures  
B. Textbooks  
C. **Observation of behaviour**  
D. Exams
94. Motivation can be intrinsic when  
A. Rewards are given  
B. Punishment is used  
C. **Interest comes from within**  
D. Fear exists
95. Feedback should be  
A. Delayed  
B. Negative  
C. **Timely and constructive**  
D. Harsh
96. Learning improves when mistakes are  
A. Punished  
B. Ignored  
C. **Used as learning opportunities**  
D. Ridiculed
97. Collaborative learning develops  
A. Fear  
B. **Social skills**  
C. Rote memory  
D. Isolation
98. Learning difficulties should be handled with  
A. Strict discipline
- B. Comparison  
C. **Empathy and patience**  
D. Punishment
99. Assessment should focus on  
A. Ranks  
B. Marks  
C. **Learning progress**  
D. Failure
100. Learning is a  
A. Static process  
B. **Continuous process**  
C. Sudden process  
D. Mechanical process
- 
- Final 50 MCQs (Quick Exam Focus)**
101. Constructivism emphasizes — **learner-centred learning**
102. Bandura is related to — **observational learning**
103. Thorndike proposed — **trial and error learning**
104. Learning by doing was advocated by — **John Dewey**
105. ZPD relates to — **guided learning**
106. Rote learning lacks — **understanding**
107. Meaningful learning enhances — **retention**
108. Motivation is a — **learning factor**
109. Positive classroom climate promotes — **learning**

110. Inclusive education means — **education for all**
111. Dyslexia affects — **reading**
112. Dyscalculia affects — **mathematics**
113. Gifted children need — **enrichment**
114. Creativity requires — **freedom**
115. Feedback helps in — **improvement**
116. Peer learning encourages — **cooperation**
117. Social interaction aids — **cognitive growth**
118. Learning difficulties are — **not mental illness**
119. Constructive feedback is — **specific**
120. Active learning involves — **engagement**
121. Experience-based learning is — **effective**
122. Disadvantaged learners need — **support**
123. Learning environment should be — **non-threatening**
124. Trial and error strengthens — **correct response**
125. Observation learning needs — **attention**
126. Learning is influenced by — **multiple factors**
127. Cooperative learning reduces — **competition**
128. Inclusive classroom values — **diversity**
129. Motivation can be — **intrinsic**
130. Creative learners think — **divergently**
131. Special needs children require — **adaptation**
132. Learning is not — **mechanical**
133. Meaningful learning aids — **transfer**
134. Teacher as facilitator supports — **learning**
135. Classroom diversity enriches — **learning experiences**
136. Learning improves through — **practice**
137. Anxiety negatively affects — **learning**
138. Feedback should be — **constructive**
139. Children learn language through — **interaction**
140. Learning outcomes improve with — **engagement**
141. Rigid teaching discourages — **creativity**
142. Experiential learning is — **student-centred**

143. Social learning encourages  
— **collaboration**

144. Learning difficulty is —  
**specific**

145. Gifted learners may be —  
**under-challenged**

146. Supportive teaching helps  
— **all learners**

147. Learning thrives in —  
**positive environment**

148. Constructivism opposes —  
**rote learning**

149. Inclusive education  
promotes — **equity**

150. Learning is most effective  
when — **meaningful**

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### UNIT – III

#### Curriculum, Teaching–Learning Approaches & Evaluation

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##### **A. Teacher-Centred, Learner-Centred & Learning-Centred Approaches**

1. In teacher-centred approach, the teacher is the
  - A. Facilitator
  - B. Guide
  - C. Authority**
  - D. Participant
2. Learner-centred teaching emphasizes
  - A. Lecture method
  - B. Needs and interests of learners**
  - C. Textbook only
  - D. Discipline
3. Learning-centred approach focuses mainly on
  - A. Teacher performance
  - B. Student obedience
  - C. Learning process and outcomes**
  - D. Syllabus completion
4. Teacher-centred approach is also known as
  - A. Progressive approach
  - B. Constructivist approach
  - C. Traditional approach**
  - D. Experiential approach
5. In learner-centred classroom, students are
  - A. Passive listeners
  - B. Silent observers
  - C. Active participants**
  - D. Controlled learners

6. Which approach encourages self-learning?
  - A. Teacher-centred
  - B. Learner-centred**
  - C. Authoritarian
  - D. Lecture-based
7. Learning-centred approach gives importance to
  - A. Teaching methods
  - B. Discipline
  - C. Achievement of learning objectives**
  - D. Teacher authority
8. Teacher-centred approach mostly promotes
  - A. Creativity
  - B. Problem solving
  - C. Rote learning**
  - D. Critical thinking
9. Learner-centred approach is based on
  - A. Behaviorism
  - B. Constructivism**
  - C. Idealism
  - D. Naturalism
10. In learner-centred approach, teacher acts as
  - A. Dictator
  - B. Examiner
  - C. Facilitator**
  - D. Controller

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##### **B. Comparison & Application of Teaching Approaches**

11. Which approach encourages interaction?
  - A. Teacher-centred

- B. Lecture method  
**C. Learner-centred**  
D. Drill method
12. Learning-centred approach emphasizes  
A. Teaching speed  
B. Teaching style  
**C. Learning effectiveness**  
D. Authority
13. Teacher-centred approach is suitable mainly for  
A. Skill learning  
B. Problem solving  
**C. Large classrooms**  
D. Project work
14. Learner-centred approach supports  
A. Uniformity  
**B. Individual differences**  
C. Strict discipline  
D. Memorization
15. Which approach best supports inclusive education?  
A. Teacher-centred  
**B. Learner-centred**  
C. Lecture method  
D. Drill method
16. Learning-centred teaching evaluates  
A. Teacher behaviour  
B. Student discipline  
**C. Learning outcomes**  
D. Attendance
17. Teacher-centred classrooms usually lack  
A. Structure  
B. Syllabus
- C. Student participation**  
D. Authority
18. Learner autonomy is promoted in  
A. Traditional approach  
**B. Learner-centred approach**  
C. Authoritarian teaching  
D. Lecture method
19. Which approach develops higher-order thinking?  
A. Rote learning  
B. Drill practice  
**C. Learning-centred approach**  
D. Lecture method
20. Modern education prefers  
A. Teacher-centred approach  
**B. Learner-centred approach**  
C. Authoritarian teaching  
D. Mechanical teaching
- 
- C. Principles of Curriculum Organization**
21. Curriculum refers to  
A. Textbook only  
B. Syllabus only  
**C. Total learning experiences**  
D. Examination
22. Principle of child-centredness means curriculum should be  
A. Content heavy  
B. Teacher-oriented  
**C. Based on learners' needs**  
D. Examination-oriented
23. Principle of activity emphasizes  
A. Memorization  
B. Drill  
**C. Learning by doing**  
D. Lecture

24. Curriculum should be organized from  
A. Difficult to easy  
B. Unknown to known  
C. **Simple to complex**  
D. Abstract to abstract
25. Principle of correlation means  
A. Isolation of subjects  
B. **Linking subjects with life**  
C. Teaching separately  
D. Ignoring experiences
26. Principle of utility focuses on  
A. Examination  
B. Tradition  
C. **Practical usefulness**  
D. Theory only
27. Curriculum should promote  
A. Competition only  
B. Memorization  
C. **Holistic development**  
D. Ranking
28. Principle of flexibility allows  
A. Fixed content  
B. Rigid syllabus  
C. **Adaptation to learners' needs**  
D. Uniform teaching
29. Curriculum must be  
A. Static  
B. **Dynamic**  
C. Rigid  
D. Unchangeable
30. Principle of continuity emphasizes  
A. Break in learning  
B. Isolation  
C. **Continuous learning experiences**  
D. Repetition only

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#### D. Teaching–Learning Aids

31. Teaching aids are used to  
A. Replace teacher  
B. Waste time  
C. **Facilitate learning**  
D. Control class
32. Teaching aids make learning  
A. Mechanical  
B. Confusing  
C. **Concrete and interesting**  
D. Rigid
33. Blackboard is a  
A. Audio aid  
B. **Visual aid**  
C. Audio-visual aid  
D. Tactile aid
34. Radio is an example of  
A. Visual aid  
B. **Audio aid**  
C. Tactile aid  
D. Printed aid
35. Television is a  
A. Audio aid  
B. Visual aid  
C. **Audio-visual aid**  
D. Manual aid
36. Charts, maps and models are  
A. Audio aids  
B. **Visual aids**  
C. Tactile aids  
D. Digital aids
37. Teaching aids help in  
A. Increasing boredom  
B. **Retention of learning**  
C. Noise  
D. Distraction

38. Teaching aids should be
- A. Costly
  - B. Decorative
  - C. Relevant to objectives**
  - D. Complex
39. Use of teaching aids supports
- A. Rote learning
  - B. Mechanical teaching
  - C. Meaningful learning**
  - D. Passive listening
40. Teaching aids appeal mainly to
- A. Intelligence
  - B. Senses**
  - C. Emotions
  - D. Reflexes

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#### **E. Continuous and Comprehensive Evaluation (CCE)**

41. CCE stands for
- A. Common Curriculum Evaluation
  - B. Continuous and Comprehensive Evaluation**
  - C. Central Curriculum Evaluation
  - D. Continuous Class Examination
42. CCE evaluates
- A. Only academic performance
  - B. Only co-curricular activities
  - C. Scholastic and co-scholastic areas**
  - D. Intelligence only
43. Continuous evaluation means assessment
- A. At the end only
  - B. Once a year
  - C. Throughout the learning process**
  - D. Randomly
44. Comprehensive evaluation includes
- A. Cognitive domain only
  - B. Cognitive, affective and psychomotor domains**
  - C. Intelligence only
  - D. Marks only
45. Main aim of CCE is
- A. Promotion
  - B. Detention
  - C. Improvement of learning**
  - D. Ranking
46. CCE reduces
- A. Teaching
  - B. Learning
  - C. Examination stress**
  - D. Feedback
47. Formative assessment is part of
- A. Final exam
  - B. Continuous evaluation**
  - C. Summative test
  - D. Intelligence test
48. Summative assessment is conducted
- A. Daily
  - B. Weekly
  - C. At the end of term**
  - D. Randomly
49. CCE focuses more on
- A. Marks
  - B. Grades
  - C. Learning process**
  - D. Failure
50. CCE encourages
- A. Competition
  - B. Fear
  - C. Self-evaluation**
  - D. Punishment

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#### **F. Achievement Tests, Rating Scale & Checklist**

51. Achievement test measures
  - A. Intelligence
  - B. Aptitude
  - C. Learning outcomes**
  - D. Personality
52. Achievement tests are based on
  - A. Intelligence
  - B. Interest
  - C. Curriculum content**
  - D. Emotions
53. Blueprint is prepared for
  - A. Teaching
  - B. Achievement test planning**
  - C. Classroom control
  - D. Discipline
54. A good test should be
  - A. Lengthy
  - B. Confusing
  - C. Objective**
  - D. Difficult
55. Rating scale is used to measure
  - A. Intelligence
  - B. Achievement
  - C. Attitudes and behaviours**
  - D. Memory
56. Checklist consists of
  - A. Questions
  - B. Scores
  - C. Yes/No items**
  - D. Grades
57. Checklist helps in
  - A. Ranking
  - B. Observation of behaviour**

- C. Punishment**
- D. Comparison**
58. Rating scale shows
  - A. Presence or absence
  - B. Degree of quality**
  - C. Right or wrong
  - D. Marks only
59. Achievement tests should be
  - A. Subjective only
  - B. Valid and reliable**
  - C. Difficult
  - D. Lengthy
60. Evaluation is different from examination because it is
  - A. Narrow
  - B. Static
  - C. Comprehensive**
  - D. Limited

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#### **G. Reliability and Validity of Tests**

61. Reliability refers to
  - A. Accuracy
  - B. Consistency of results**
  - C. Usefulness
  - D. Difficulty
62. A reliable test gives
  - A. Different results
  - B. Biased results
  - C. Consistent scores**
  - D. Invalid scores
63. Validity refers to
  - A. Consistency
  - B. Accuracy of measurement**
  - C. Length
  - D. Difficulty
64. A valid test measures
  - A. Intelligence always

- B. Something else
- C. What it intends to measure**
- D. Random traits
65. High reliability does not always mean
- A. Accuracy
- B. High validity**
- C. Consistency
- D. Objectivity
66. Validity depends on
- A. Reliability
- B. Test length
- C. Purpose of the test**
- D. Marks
67. Objectivity in test means
- A. Personal judgement
- B. Bias
- C. Same score by different examiners**
- D. Guessing
68. Essay type tests usually have
- A. High reliability
- B. Low objectivity**
- C. High validity
- D. No bias
69. Objective tests are more
- A. Subjective
- B. Reliable**
- C. Biased
- D. Difficult
70. A test cannot be valid if it is not
- A. Lengthy
- B. Difficult
- C. Reliable**
- D. Popular
- 
- H. Data Representation – Mean, Median, Mode**
71. Mean is the
- A. Middle value
- B. Most frequent value
- C. Arithmetic average**
- D. Random value
72. Median is the
- A. Average
- B. Middle score**
- C. Highest score
- D. Lowest score
73. Mode is the value that
- A. Is average
- B. Is middle
- C. Occurs most frequently**
- D. Is smallest
74. Mean is affected by
- A. Median
- B. Mode
- C. Extreme values**
- D. Frequency only
75. Median is preferred when data is
- A. Uniform
- B. Skewed**
- C. Small
- D. Equal
76. Mode is useful in
- A. Academic scores
- B. Finding most common value**
- C. IQ tests
- D. Essay tests
77. Mean is calculated by
- A. Adding middle values
- B. Counting frequency
- C. Sum ÷ Number of observations**
- D. Guessing

78. Median divides data into
- A. Three parts
  - B. Four parts
  - C. **Two equal parts**
  - D. Unequal parts
79. Mode may have
- A. Only one value
  - B. Two values
  - C. Many values
  - D. **All of the above**
80. In symmetrical distribution
- A. Mean > Median > Mode
  - B. **Mean = Median = Mode**
  - C. Mode > Mean > Median
  - D. All different
- 

### I. Standard Deviation

81. Standard deviation measures
- A. Central tendency
  - B. **Dispersion**
  - C. Average
  - D. Frequency
82. Higher standard deviation shows
- A. Less variation
  - B. **More variation**
  - C. No variation
  - D. Average variation
83. Low standard deviation indicates
- A. Wide spread
  - B. **Scores close to mean**
  - C. Poor learning
  - D. Extreme values
84. Standard deviation is based on
- A. Median
  - B. Mode
  - C. **Mean**
  - D. Frequency
- 
85. Standard deviation helps to know
- A. Central value
  - B. **Consistency of scores**
  - C. Intelligence
  - D. Achievement only
86. If all scores are equal, standard deviation is
- A. High
  - B. **Zero**
  - C. Maximum
  - D. Infinite
87. Standard deviation is most commonly used in
- A. Qualitative data
  - B. **Quantitative data**
  - C. Observation
  - D. Checklist
88. Dispersion tells about
- A. Central value
  - B. Frequency
  - C. **Spread of data**
  - D. Mode
89. Standard deviation is useful for
- A. Teaching
  - B. Discipline
  - C. **Comparing variability**
  - D. Attendance
90. Smaller SD means data is
- A. Scattered
  - B. **More consistent**
  - C. Random
  - D. Unreliable
- 

### J. Mixed & Application-Based MCQs (Final 60)

91. Modern curriculum focuses on — **learner needs**

92. Teaching aids improve — **concept clarity**
93. CCE supports — **continuous improvement**
94. Learner-centred teaching develops — **critical thinking**
95. Curriculum should reflect — **societal needs**
96. Evaluation helps in — **feedback**
97. Reliability ensures — **consistency**
98. Validity ensures — **accuracy**
99. Checklist is used for — **observation**
100. Rating scale measures — **degree**
101. Achievement tests assess — **learning outcomes**
102. Learning-centred approach emphasizes — **learning process**
103. Mean is sensitive to — **extreme values**
104. Median is best for — **skewed data**
105. Mode shows — **most frequent score**
106. SD measures — **dispersion**
107. Teaching aids motivate — **learners**
108. Curriculum should be — **dynamic**
109. Teacher-centred approach limits — **interaction**
110. Learner-centred approach supports — **individual differences**
111. Formative assessment improves — **learning**
112. Summative assessment judges — **achievement**
113. Valid test measures — **intended trait**
114. Reliable test gives — **consistent results**
115. Low SD means — **uniform scores**
116. Blackboard is a — **visual aid**
117. Charts are — **visual aids**
118. Radio is — **audio aid**
119. TV is — **audio-visual aid**
120. Curriculum planning needs — **objectives**
121. Learning outcomes guide — **evaluation**
122. Teaching aids reduce — **verbalism**
123. Inclusive evaluation supports — **equity**
124. Mean represents — **average performance**
125. Median represents — **middle performance**
126. Mode represents — **common performance**
127. SD shows — **variation**

128. Curriculum should encourage — **creativity**
129. Evaluation is — **continuous process**
130. Test objectivity reduces — **bias**
131. Teacher acts as — **facilitator**
132. CCE discourages — **rote learning**
133. Learner participation improves — **learning**
134. Curriculum must balance — **theory and practice**
135. Evaluation helps in — **diagnosis**
136. Teaching aids appeal to — **senses**
137. Mean uses — **all values**
138. Median ignores — **extreme values**
139. SD is minimum when — **scores are equal**
140. Curriculum organization needs — **flexibility**
141. Teaching-learning is — **interactive**
142. Learning-centred teaching promotes — **understanding**
143. Evaluation supports — **guidance**
144. Assessment should be — **fair**
145. Curriculum reflects — **educational philosophy**
146. SD helps in — **comparison**
147. Reliable test is — **consistent**
148. Valid test is — **accurate**
149. Effective curriculum ensures — **holistic development**
150. Best teaching approach is — **learner-centred**