

## **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. Adolescents**

C. Adults

D. Infants

65. Individual differences mean

A. Similarities among learners

**B. Differences in abilities and traits**

C. Uniform behaviour

D. Equal intelligence

66. Learners differ in

A. Intelligence

B. Interests

C. Abilities

**D. All of the above**

67. Intelligence tests measure

A. Emotions

**B. Mental ability**

C. Physical growth

D. Moral values

68. Gender differences are an example of

A. Social equality

**B. Individual differences**

C. Uniformity

D. Moral traits

69. Teachers should address individual differences by

A. Ignoring them

**B. Using varied teaching methods**

C. Punishment

D. Strict discipline

70. Adolescents need emotional support mainly from

A. Books

**B. Parents and teachers**

C. Strangers

D. Rules

**H. Educational Implications**

71. Teaching adolescents requires

A. Rote methods

**B. Understanding their developmental needs**

C. Punishment

D. Strict silence

72. Activity-based learning helps

A. Infants

B. Adults

**C. Adolescents**

D. Old age

73. Peer learning is effective during

A. Childhood

**B. Adolescence**

C. Infancy

D. Old age

74. Moral education should be given through

A. Lectures only

B. Punishment

**C. Role modelling**

D. Exams

75. Guidance helps adolescents to

A. Fail

**B. Make correct life choices**

C. Avoid thinking

D. Depend on others

76. Adolescents learn best when teaching is

A. Authoritarian

**B. Participatory**

C. Mechanical

D. Rigid

77. Teacher should act as

A. Dictator

**B. Facilitator**

- 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**
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

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### 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

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#### **D. Rote Learning vs Meaningful Learning**

31. Rote learning emphasizes
- A. Understanding
  - B. Application

- 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

- 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

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#### 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
- 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
- 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

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#### F. Strategies for Promoting Learning

- 51. Activity-based learning promotes
  - A. Rote learning
  - B. **Meaningful 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

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### 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

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#### **H. Children with Learning Difficulties & Impairment**

71. Learning difficulty refers to
- A. Low intelligence

#### **B. Difficulty in specific learning areas**

- C. Laziness
  - D. Disobedience
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

- 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

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### 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

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#### 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

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### 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
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

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### 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
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

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### 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**