UP PRT 2026 · UPTET · Super TET · CTET

FREE PDF

Child Psychology & Pedagogy

English edition · exam-focused



500 QUESTIONS

one-liners + scenarios + traps

Piaget, Vygotsky, learning theories, intelligence, motivation, teaching methods, evaluation, RTE & NEP.

300	100	100	15
One-liners	Scenario questions	Traps + Who said it?	Psychologist ID cards

SPECIAL IN THIS PDF

- 01 Psychologist ID cards
- 02 Remember-by-animal chart
- 03 One age, four theories
- 04 Teacher's golden rules
- 05 Hindi–English glossary
- 06 QR to free sectional test
- 07 RTE · NEP · NCF table
- 08 60-second revision page

For: UP Assistant Teacher (PRT) · UP TGT · UPTET / Super TET · CTET · KVS / NVS

✓ Every fact verified NOV 2026

How to use this PDF

UP Assistant Teacher (PRT) 2026 has 8 questions on child psychology, 8 on pedagogy and 8 on life skills/management (out of 120) — up to 72 marks. The same subjects decide UPTET, Super TET and CTET too. This PDF covers them as 500 questions and answers, psychologist ID cards, charts and scenario-based questions.

1. Read the key idea
Each chapter opens with a 2–3 line summary.

2. Cover the answer
Hide the highlighted answer and think first.

3. Never skip the trap box
Similar terms and theories — that is where marks are lost.

4. Solve the scenarios
Choose your answer first, then read the explanation.

Subject (UP PRT 2026)	Questions · marks
Child psychology	**8 Q · 24 marks**
Pedagogy	**8 Q · 24 marks**
Life skills / management & aptitude	8 Q · 24 marks
Whole paper	120 Q · 360 marks · +3/−1 · 2 hours

Facts are as of 8 November 2026; confirm exam notices at upessc.up.gov.in.

Contents

A	**One-liners (7 chapters)**	Q 1–300
B	**Psychologist ID cards · animal chart · one age, four theories**	15 cards
C	**Who said it? · trap pairs**	Q 301–400
D	**Teacher's golden rules · scenario-based questions**	Q 401–500
E	**RTE · NEP · NCF table · Hindi–English glossary · 60-second revision**	
A1	Child Development: Concepts, Stages, Heredity & Environment	Q 1–45
A2	Development Theories: Piaget, Vygotsky, Kohlberg, Erikson, Freud, Bruner, Language Development	Q 46–100
A3	Learning: Theories, Curve, Transfer & Factors	Q 101–155
A4	Intelligence, Personality, Motivation, Memory, Attention & Emotion	Q 156–200
A5	Individual Differences, Inclusive Education & CWSN	Q 201–230
A6	Pedagogy: Maxims, Methods, Micro-teaching, Lesson Planning & Bloom	Q 231–270
A7	Assessment, Action Research & Education Policies	Q 271–300

01 Child Development: Concepts, Stages, Heredity & Environment

KEY IDEA

The difference between growth and development, the principles of development and the stages of development are the foundation of every child psychology paper.

Heredity and environment (Mendel, Galton, twin studies), socialisation and the theories of play give rise to direct factual questions.

Age ranges are given in the standard form prevalent in Indian teacher-education textbooks.

1. Growth is what kind of change?
   → **Quantitative** — Increase in height, weight and size; it can be measured.

2. Development is mainly regarded as what kind of change?
   → **Qualitative** — Development also includes quantitative changes.

3. Of growth and development, which one continues throughout life?
   → **Development** — Growth almost stops on reaching maturity.

4. Of growth and development, which concept is broader?
   → **Development** — Growth is a part of development.

5. Development proceeding from head to toe is the principle of which direction?
   → **Cephalocaudal** — The infant first controls the head and learns to walk later.

6. Development proceeding from the centre of the body to the outer parts is called what?
   → **Proximodistal** — First the shoulder and arm, then the wrist and fingers.

7. An infant first responds with the whole body and later only with the relevant part — which principle is this?
   → **General to specific** — E.g. on seeing a toy, first the whole body jumps; later only the hand reaches out.

8. Development goes on gradually without stopping — which principle is this?
   → **Principle of continuity**

9. The sequence of development is the same in all, but the pace differs — this difference in pace is due to which principle?
   → **Individual differences** — Same sequence, different pace.

10. What is the pattern of development usually like?
    → **Uniform and predictable** — E.g. sitting, standing, then walking.

11. Development does not occur in a straight line; what shape is its course considered to have?
    → **Spiral / circular**

12. Combining the movements of different body parts into a coordinated action is which principle of development?
    → **Principle of integration**

13. Physical, mental, social and emotional development influence one another — which principle is this?
→ **Principle of interrelation**

14. Of gross motor and fine motor skills, which develops first?
→ **Gross motor skills** — Running comes first, holding a pencil later.

15. A child's development is the result of the interaction of which two factors?
→ **Heredity and environment**

16. The relationship between heredity and environment is regarded as similar to what, not a sum?
→ **Product** — If either one is zero, development is not possible.

17. Which psychologist held that development is mainly based on maturation?
→ **Arnold Gesell** — This is called the Maturational theory.

18. What is the first stage of prenatal development (about the first two weeks) called?
→ **Germinal stage** — Sequence: Germinal stage → Embryonic stage → Foetal stage.

19. According to prevalent textbooks, what is the age range of infancy?
→ **Birth to 5–6 years** — Some books treat only 0–2 years as infancy.

20. What is the usual age range of childhood?
→ **About 6 to 12 years** — Hurlock: early childhood 2–6, late childhood 6–12 years.

21. What is the usual age range of adolescence?
→ **About 12 to 18 years** — WHO takes 10–19 years; textbooks usually 12–18 years.

22. After birth, in which stage is the rate of development the fastest?
→ **Infancy** — The second rapid spurt of growth comes in adolescence.

23. In infancy, the child mainly learns by which method?
→ **Imitation**

24. Because of the tendency to live in groups, what is late childhood called?
→ **Gang age**

25. Who called adolescence the period of "Storm and stress"?
→ **G. Stanley Hall** — Book "Adolescence" (1904).

26. What is the process of attaining sexual maturity at the beginning of adolescence called?
→ **Puberty**

27. What is the sudden rapid increase in height and weight in adolescence called?
→ **Growth spurt**

28. Whose influence is usually the greatest on an adolescent's behaviour and interests?
→ **Peer group**

29. According to Bridges (1932), which is the only emotion present in a newborn at birth?
→ **Excitement (general excitement)** — Later, emotions such as distress and delight differentiate from it.

30. Who first propounded the laws of heredity?
→ **Gregor Mendel** — He is called the Father of genetics.

31. On which plant did Mendel conduct his experiments on heredity?
→ **Pea** — Research presented in 1865, published in 1866.

32. Who coined the term "Eugenics"?
→ **Francis Galton (1883)**

33. Who popularised the phrase "Nature vs Nurture"?
→ **Francis Galton** — Galton wrote a paper on twins in 1875.

34. How many chromosomes in total are there in a normal human cell?
→ **46 (23 pairs)**

35. The sex of the baby is determined by whose chromosome?
→ **Father (X or Y chromosome)** — Male XY, female XX.

36. What are twins formed by the splitting of a single fertilised ovum into two called?
→ **Identical / Monozygotic twins** — Their genes are almost the same.

37. What are twins formed by the fertilisation of two separate ova called?
→ **Fraternal / Dizygotic twins**

38. The study of which children is considered most useful to find out the influence of environment?
→ **Identical twins reared apart** — Genes are the same, so differences are attributed to environment.

39. What are the units that carry hereditary traits from generation to generation called?
→ **Genes** — Genes are located on chromosomes.

40. Which is the first and primary institution of socialisation?
→ **Family**

41. In socialisation, what kind of agency is the school?
→ **Formal agency**

42. With whom is the "Surplus energy theory" of play associated?
→ **Schiller and Spencer** — Play = outlet for leftover energy.

43. Who gave the "Practice theory", which regards play as preparation for future life?
→ **Karl Groos**

44. With whom is the "Recapitulation theory" of play associated?
→ **G. Stanley Hall** — In play the child repeats the stages of the evolution of the human race.

45. Children play side by side with similar toys but do not interact with each other — which type of play is this?
→ **Parallel play** — One of Mildred Parten's stages of social play.

⚠ Common traps

- Growth = quantitative and stops at maturity; development = qualitative (also quantitative) and lifelong — do not reverse the two.
- Cephalocaudal = head to toe; Proximodistal = from the centre outwards.
- Pea and the laws of heredity = Mendel; Eugenics and Nature–Nurture = Galton; germ plasm = Weismann; acquired characteristics = Lamarck.

💡 Memory trick

Core mantra of development: "Same sequence, different pace". Parten's play stages in order: Unoccupied – Solitary – Onlooker – Parallel – Associative – Cooperative.

Take a free test after this chapter

Child Psychology sectional test — 30 questions, free. Scan the QR with your phone camera.

studyforgs.com/test.html?t=upprt-sec-bal

02 Development Theories: Piaget, Vygotsky, Kohlberg, Erikson, Freud, Bruner, Language Development

KEY IDEA

Piaget's stages, Vygotsky's ZPD and Kohlberg's levels — these three topics appear in almost every exam.

Remember the key terms of Erikson (psychosocial), Freud (psychosexual) and Bruner (discovery learning) and the order of their stages.

In language development, the difference between Chomsky (LAD, innate) and Skinner (imitation–reinforcement) is asked most often.

46. What name did Piaget give to his field of study of the development of knowledge?
→ **Genetic epistemology**

47. According to Piaget, how many stages of cognitive development are there?
→ **Four**

48. Which is Piaget's first stage (birth to about 2 years)?
→ **Sensorimotor**

49. The understanding that an object hidden from sight still exists develops in which stage?
→ **Sensorimotor stage** — This is called Object permanence.

50. What is the age range of Piaget's Pre-operational stage?
→ **2 to 7 years**

51. According to Piaget, what is regarding non-living objects as living called?
→ **Animism** — A feature of the Pre-operational stage.

52. According to Piaget, what is focusing on only one aspect of a situation called?
→ **Centration**

53. Piaget's "Three mountain task" tests which characteristic?
→ **Egocentrism** — This experiment was conducted by Piaget and Inhelder.

54. What is the age range of Piaget's Concrete operational stage?
→ **7 to 11 years**

55. The understanding that the quantity of water remains the same even when poured into a tall glass is called what?
→ **Conservation** — It develops in the Concrete operational stage.

56. In which stage does systematic reasoning by forming hypotheses (Hypothetico-deductive reasoning) become possible?
→ **Formal operational** — After about 11 years.

57. According to Piaget, what is the basic mental structure of knowledge called?
→ **Schema**

58. What is incorporating new information into an already existing schema called?
→ **Assimilation**

59. What is changing an old schema or creating a new one according to new information called?
→ **Accommodation**

60. What is the process of maintaining a balance between assimilation and accommodation called?
→ **Equilibration**

61. By what name is Vygotsky's theory of development known?
→ **Sociocultural theory**

62. What is the difference between what a child can do alone and what they can do with help called?
→ **Zone of Proximal Development (ZPD)** — ZPD = Zone of Proximal Development, a concept of Vygotsky.

63. What is the temporary support given to a child in the ZPD, which is gradually withdrawn, called?
→ **Scaffolding**

64. The term "Scaffolding" first appeared in the research paper (1976) of which scholars?
→ **Wood, Bruner and Ross** — The concept is based on Vygotsky's ZPD; exams usually link it to Vygotsky.

65. According to Vygotsky, what is a helper who knows more than the child about a task called?
→ **More Knowledgeable Other (MKO)** — MKO = More Knowledgeable Other; a teacher, peer or parent.

66. A child speaks while working, giving instructions to themselves — what does Vygotsky call this?
→ **Private speech**

67. According to Vygotsky, what does private speech later turn into?
→ **Inner speech** — This becomes the means of silent thinking.

68. According to Vygotsky, what is the correct sequence of speech development?
→ **Social → Private → Inner speech**

69. "Learning leads development" — whose view is this?
→ **Lev Vygotsky** — According to Piaget, development comes first, learning later.

70. Whose book is "Thought and Language"?
→ **Lev Vygotsky** — Original Russian 1934, English translation 1962.

71. According to Piaget, which develops first — thought or language?
→ **Thought** — Piaget: language reflects thought.

72. How many levels and how many stages are there in Kohlberg's theory of moral development?
→ **3 levels, 6 stages**

73. Obeying rules to avoid punishment is a feature of which stage of Kohlberg?
→ **Obedience and punishment orientation** — The first stage of the Pre-conventional level.

74. Obeying rules by thinking "What do I gain from this?" comes under which stage of Kohlberg?
→ **Self-interest orientation (Stage 2)** — It is also called the instrumental / exchange orientation.

75. The "Good boy–good girl" orientation comes under which level?
→ **Conventional level** — This is Stage 3.

76. Which stage of Kohlberg is the orientation of maintaining law and social order?
→ **Stage 4 (Conventional level)**

77. Social contract and universal ethical principles come under which level of Kohlberg?
→ **Post-conventional** — Stages 5 and 6; very few adults reach here.

78. Which is Kohlberg's most famous story for testing moral reasoning?
→ **Heinz dilemma**

79. Who called Kohlberg's theory male-centred and gave the "Ethics of care"?
→ **Carol Gilligan** — Book "In a Different Voice".

80. Kohlberg's theory of moral development is based on whose cognitive ideas?
→ **Jean Piaget**

81. According to Piaget, what is the morality that regards rules as unchangeable and made by elders called?
→ **Heteronomous morality** — Later comes Autonomous morality.

82. By what name is Erikson's theory of development known?
→ **Psychosocial development**

83. Into how many psychosocial stages did Erikson divide the lifespan?
→ **Eight**

84. What is the crisis of Erikson's first stage (about 0–1.5 years)?
→ **Trust vs Mistrust**

85. Which of Erikson's crises applies to children of about 3–6 years?
→ **Initiative vs Guilt**

86. What is the Erikson crisis of children in primary classes (about 6–12 years)?
→ **Industry vs Inferiority**

87. Who coined the term "Identity crisis"?
→ **Erik Erikson** — Crisis of adolescence: Identity vs Role confusion.

88. What is the theory and method of therapy developed by Sigmund Freud called?
→ **Psychoanalysis**

89. According to Freud, which part works on the "Pleasure principle"?
→ **Id**

90. According to Freud, which part works on the "Reality principle"?
→ **Ego**

91. According to Freud, what is the moral side or conscience of the personality called?
→ **Superego**

92. Which is Freud's first psychosexual stage (birth to about 1 year)?
→ **Oral stage**

93. According to Freud, in which stage does the Oedipus complex arise?
→ **Phallic stage** — About 3–6 years.

94. Which psychosexual stage of Freud lasts from about 6 years to puberty?
→ **Latency stage**

95. According to Bruner, what are the three modes of representing knowledge in the correct order?
→ **Enactive → Iconic → Symbolic** — Enactive → Iconic → Symbolic.

96. According to Bruner, what is the representation of knowledge through words, numbers and signs called?
→ **Symbolic**

97. Who suggested a curriculum in which the same subject is taught again and again with increasing complexity?
→ **Jerome Bruner (Spiral curriculum)** — Spiral curriculum.

98. Who is the chief advocate of "Discovery learning"?
→ **Jerome Bruner**

99. Who gave the concept of the Language Acquisition Device (LAD)?
→ **Noam Chomsky**

100. Who described the support system provided by adults in language acquisition (LASS)?
→ **Jerome Bruner** — LASS = Language Acquisition Support System.

⚠ Common traps

- ZPD = Vygotsky; the term "Scaffolding" = Wood, Bruner and Ross (1976), but the concept is based on the ZPD; LAD = Chomsky, LASS = Bruner.
- Piaget's Concrete operational stage is 7–11 years (not 7–12); conservation in Concrete operational, object permanence in Sensorimotor.
- Kohlberg = 3 levels, 6 stages, levels not age-bound; Erikson = 8 psychosocial; Freud = 5 psychosexual stages.

💡 Memory trick

Piaget: "S-P-C-F" (Sensorimotor, Pre-operational, Concrete, Formal) and age points 2-7-11. Freud: "O-A-P-L-G" (Oral, Anal, Phallic, Latency, Genital). Bruner EIS: Do – See – Say.

Take a free test after this chapter
Child Psychology sectional test — 30 questions, free. Scan the QR with your phone camera.
studyforgs.com/test.html?t=upprt-sec-bal

03 Learning: Theories, Curve, Transfer & Factors

KEY IDEA

Learning is a relatively permanent change in behaviour that results from experience and practice.

Behaviourists (Pavlov, Thorndike, Skinner, Hull) emphasise stimulus–response, whereas Gestalt (Köhler) and cognitive (Tolman) psychologists emphasise understanding and insight.

Bandura's observational learning, the learning curve, plateau and transfer of learning are permanent question areas of the exam.

101. On which animal did Pavlov conduct his famous conditioning experiment?
→ **Dog** — Food after the sound of a bell; salivation was measured

102. In Pavlov's experiment, what kind of stimulus is food?
→ **Unconditioned stimulus (UCS)** — It naturally produces saliva

103. In Pavlov's experiment, what does the repeatedly paired sound of the bell become?
→ **Conditioned stimulus (CS)** — Earlier it was a Neutral stimulus

104. Saliva coming into the dog's mouth just on hearing the bell is called what?
→ **Conditioned response (CR)** — Salivating on seeing food = Unconditioned response (UCR)

105. Salivation stopping when only the bell is rung repeatedly without giving food is called what?
→ **Extinction**

106. The conditioned response returning on its own some time after extinction is called what?
→ **Spontaneous recovery**

107. The dog salivating to another similar sound as well is an example of what?
→ **Stimulus generalisation**

108. Pavlov received the 1904 Nobel Prize for work in which field?
→ **Physiology of digestion** — Not for conditioning; this is a common mistake

109. Which famous experiment conditioned fear of a white rat in an infant?
→ **Little Albert experiment** — Watson and Rayner, 1920

110. Which animal did Thorndike use in the Puzzle box experiment?
→ **Hungry cat** — Food was kept outside the box

111. Because it emphasises the bond between stimulus and response, what is Thorndike's theory called?
→ **Connectionism** — Also called the stimulus–response (S-R) bond theory

112. How many Primary laws of learning did Thorndike give?
→ **Three** — Law of Readiness, Law of Exercise and Law of Effect

113. The child should be mentally prepared to learn — which law of Thorndike is this?
→ **Law of Readiness**

114. The Law of use and disuse is part of which primary law of Thorndike?
→ **Law of Exercise**

115. A satisfying response is repeated and an annoying one is dropped; which law is this?
→ **Law of Effect** — It is also called the law of satisfaction–annoyance

116. How many Secondary laws of learning did Thorndike give?
→ **Five** — Multiple response, attitude (set), partial activity, assimilation, associative shifting

117. Responding in a new situation as in a similar old situation is which secondary law of Thorndike?
→ **Law of Assimilation** — Also called the law of Analogy

118. Which animals did Skinner mainly use in his experiments?
→ **Rat and pigeon**

119. According to Skinner, what is behaviour emitted by the organism on its own called?
→ **Operant behaviour** — Behaviour elicited by a stimulus = Respondent behaviour

120. Increasing a desired behaviour by removing an unpleasant stimulus is called what?
→ **Negative reinforcement** — This is not punishment; behaviour increases

121. Giving reinforcement on every correct response is which schedule of reinforcement?
→ **Continuous reinforcement** — Most useful in teaching a new behaviour

122. Giving reinforcement on completion of a fixed number of responses is which schedule?
→ **Fixed ratio** — E.g. one reward for every 10 tasks

123. Giving reinforcement after a fixed time has passed, like a monthly salary, is which schedule?
→ **Fixed interval**

124. A surprise test taken at an unpredictable time matches which schedule of reinforcement?
→ **Variable interval**

125. Behaviour most resistant to extinction is formed by which schedule?
→ **Variable ratio** — Gambling/lottery is a common example

126. Reaching the target behaviour by reinforcing small successive steps is called what?
→ **Shaping** — Also called Successive approximation

127. Which self-paced teaching technique is based on Skinner's theory?
→ **Programmed instruction** — The Teaching machine is also associated with Skinner

128. On which animal did Köhler conduct his experiments on insight learning?
→ **Chimpanzee** — Most famous chimpanzee: Sultan

129. What is the meaning of the German word Gestalt?
→ **Whole form / configuration**

130. Who is regarded as the founder of Gestalt psychology?
→ **Max Wertheimer** — Köhler and Koffka were co-founders

131. What is the most prominent feature of insight learning?
→ **Sudden solution of the problem** — Also called the Aha experience

132. Who propounded the theory of social learning / Observational learning?
→ **Albert Bandura**

133. In which year was Bandura's Bobo doll experiment published?
→ **1961** — Conducted on nursery children

134. According to Bandura, which is the first of the four processes of observational learning?
→ **Attention** — Order: attention, retention, reproduction, motivation

135. Being motivated towards a behaviour on seeing a model being rewarded for it is called what?
→ **Vicarious reinforcement**

136. The person, behaviour and environment influencing one another is which concept of Bandura?
→ **Reciprocal determinism**

137. Learning that takes place quietly even without reward, and shows up when a reward is given, is called what?
→ **Latent learning** — Tolman and Honzik, 1930

138. Who propounded the Drive reduction theory?
→ **Clark L. Hull** — Also called the reinforcement theory

139. Which is the simplest (lowest) type in Gagné's hierarchy of learning?
→ **Signal learning** — Highest: Problem solving

140. What is the temporary halt in progress on a learning curve called?
→ **Plateau** — It is not a permanent limit; progress resumes later

141. The early study of the learning plateau was done on learning which skill?
→ **Telegraphy (telegraph messages)** — Study by Bryan and Harter

142. Which learning curve shows rapid progress at first and slow progress later?
→ **Convex curve** — Also called the Negatively accelerated curve

143. Which learning curve shows slow progress at first and rapid progress later?
→ **Concave curve** — Also called the Positively accelerated curve

144. Knowledge of one subject makes learning another subject easier — which transfer is this?
→ **Positive transfer** — E.g. knowledge of mathematics helps in physics

145. If previous learning hinders new learning, which transfer is this?
→ **Negative transfer**

146. Transfer of a skill learnt with the right hand to the left hand is called what?
→ **Bilateral transfer**

147. Who gave the theory of Identical elements of transfer of learning?
→ **Edward L. Thorndike** — With Woodworth, 1901

148. Who gave the Generalisation theory of transfer of learning?
→ **Charles H. Judd** — Experiment of aiming at a target under water

149. Which theory of transfer is based on training mental faculties through exercise?
→ **Formal discipline** — Based on Faculty psychology

150. According to Bandura, what is the belief in one's own ability to perform a task successfully called?
→ **Self-efficacy**

151. If previous learning has no effect on new learning, what is this called?
→ **Zero transfer**

152. Money is an example of which type of reinforcer?
→ **Secondary reinforcer** — Food and water are Primary reinforcers

153. A dog salivates only to one particular sound and not to others; what is this?
→ **Stimulus discrimination**

154. Who gave the concepts of Field theory and Life space?
→ **Kurt Lewin**

155. Who is regarded as the founder of Behaviourism?
→ **John B. Watson** — Behaviourism was proclaimed in 1913

⚠ Common traps

- Pavlov received the 1904 Nobel for the physiology of digestion, not for conditioning.
- Negative reinforcement is not punishment: negative reinforcement increases behaviour, punishment decreases behaviour.
- Thorndike's experiment was on a cat, not a dog; Tolman and Skinner both used rats.

💡 Memory trick

Remember the animals: Pavlov–dog, Thorndike–cat, Skinner–rat and pigeon, Köhler–chimpanzee (Sultan), Tolman–rat (maze). Thorndike's primary laws: R-E-E (Readiness, Exercise, Effect).

Take a free test after this chapter
Child Psychology sectional test — 30 questions, free. Scan the QR with your phone camera.
studyforgs.com/test.html?t=upprt-sec-bal

04 Intelligence, Personality, Motivation, Memory, Attention & Emotion

KEY IDEA

Intelligence testing began with Binet and reached the Intelligence Quotient of Stern and Terman; Spearman, Thurstone, Guilford, Gardner and Sternberg explained the structure of intelligence. Types and trait theories of personality, projective tests, Maslow's hierarchy, Ebbinghaus's forgetting curve and emotional intelligence are the main points of this chapter.

156. Which is the world's first practical intelligence test, made in 1905?
→ **Binet-Simon scale** — France; Alfred Binet and Theodore Simon

157. The concept of mental age is associated with which psychologist?
→ **Alfred Binet** — In the revised scale of 1908

158. Who popularised the formula IQ = (Mental age / Chronological age) × 100?
→ **Lewis Terman (1916)** — In the Stanford-Binet scale; multiplication by 100 was added by Terman

159. If the mental age of a 10-year-old child is 12 years, what will be his Intelligence Quotient?
→ **120** — 12 / 10 × 100

160. In Spearman's theory, what is called the g factor?
→ **General intelligence (General factor)** — s = Specific factor

161. How many primary mental abilities did Thurstone give?
→ **Seven**

162. How many abilities were there in Guilford's original Structure of Intellect model?
→ **120** — Later revised to 150 and then 180

163. What is the ability to think of many new and original answers to one question called?
→ **Divergent thinking** — Linked to creativity; Guilford

164. Who gave the theory of Multiple intelligences?
→ **Howard Gardner (1983)** — Book: Frames of Mind

165. How many intelligences did Gardner originally give in 1983?
→ **Seven** — The eighth was added by 1999; the existential ninth is only proposed

166. Which eighth intelligence did Gardner add later?
→ **Naturalistic intelligence**

167. According to Gardner, which intelligence is the ability to understand the feelings and intentions of others?
→ **Interpersonal intelligence** — Understanding oneself = Intrapersonal

168. Deviation IQ and the WISC/WAIS tests are associated with whom?
→ **David Wechsler** — Mean 100, standard deviation 15

169. Who formally presented the concept of Emotional intelligence in 1990?
→ **Peter Salovey and John Mayer** — The term was used sporadically earlier too; this is the standard exam answer

170. Who popularised Emotional intelligence through a 1995 book?
→ **Daniel Goleman**

171. The word Personality is derived from which Latin word?
→ **Persona** — Meaning: mask

172. Who gave Cardinal, Central and Secondary traits?
→ **Gordon Allport** — Trait theory

173. Who developed the Thematic Apperception Test (TAT)?
→ **Murray and Morgan (1935)**

174. How many cards are there in total in the TAT?
→ **31** — 30 picture cards + 1 blank card

175. Who developed the Inkblot test?
→ **Hermann Rorschach (1921)** — 10 cards in total

176. The TAT and the Rorschach test belong to which category of personality tests?
→ **Projective tests**

177. Who gave the Hierarchy of needs theory?
→ **Abraham Maslow (1943)** — Humanistic psychologist

178. Which is the lowest level of Maslow's hierarchy?
→ **Physiological needs** — Hunger, thirst, sleep etc.

179. Which is the highest level of Maslow's hierarchy?
→ **Self-actualisation**

180. How many levels are there in Maslow's original (1943) hierarchy?
→ **Five** — Later extended versions have more levels

181. Doing a task for its own enjoyment and curiosity is which type of motivation?
→ **Intrinsic motivation** — The most lasting and desirable in the classroom

182. Who gave the Forgetting curve?
→ **Hermann Ebbinghaus (1885)** — German psychologist; experimented on himself

183. Which material did Ebbinghaus use in his memory experiments?
→ **Nonsense syllables**

184. According to Ebbinghaus, when is forgetting fastest?
→ **Immediately after learning** — Later the rate of forgetting slows down

185. What is the interference in remembering new material caused by previously learnt material called?
→ **Proactive inhibition**

186. What is the interference in remembering old material caused by newly learnt material called?
→ **Retroactive inhibition**

187. Who stated the capacity of Short-term memory as 7 ± 2 units?
→ **George Miller (1956)**

188. What is it called when incomplete tasks are remembered better than completed tasks?
→ **Zeigarnik effect**

189. Which instrument is used to measure the Span of attention?
→ **Tachistoscope**

190. Attention going effortlessly towards a sudden loud sound is which type of attention?
→ **Involuntary attention** — Attention paid with effort = Voluntary

191. A newborn has only general excitement — this is whose study?
→ **Katharine Bridges (1932)** — Later distress and delight become separate

192. Bodily changes come first and the feeling of emotion comes later — which theory is this?
→ **James-Lange theory** — Cannon-Bard: both at the same time, role of the thalamus

193. Reaching a single correct answer from many pieces of information is which type of thinking?
→ **Convergent thinking**

194. Who classified intelligence into abstract, mechanical (concrete) and social intelligence?
→ **Thorndike** — Multifactor theory

195. Who gave the endomorph, mesomorph and ectomorph personality types?
→ **W. H. Sheldon**

196. Who developed the Children's Apperception Test (CAT) with animal pictures?
→ **Leopold Bellak** — For young children

197. The theory of achievement motivation (Need for achievement) is associated with whom?
→ **David McClelland**

198. What is it called when words at the beginning and end of a list are remembered better than those in the middle?
→ **Serial position effect** — Primacy and Recency effects

199. Best performance occurs at a moderate level of arousal — which law is this?
→ **Yerkes-Dodson law**

200. Who gave the multi-store model of sensory, short-term and long-term memory?
→ **Atkinson and Shiffrin (1968)**

⚠ Common traps

- The concept of IQ is Stern's (1912); the formula with multiplication by 100 was popularised by Terman (1916); Binet gave mental age.
- Gardner's original intelligences were 7; the naturalistic (eighth) was added later, and the existential (ninth) is only proposed.
- In proactive inhibition, old learning blocks the new; in retroactive inhibition, new learning blocks the old.

💡 Memory trick

Maslow from bottom to top: P-S-L-E-S (Physiological, Safety, Love/belonging, Esteem, Self-actualisation). Guilford's count: 120 → 150 → 180.

Take a free test after this chapter

Child Psychology sectional test — 30 questions, free. Scan the QR with your phone camera.

studyforgs.com/test.html?t=upprt-sec-bal

05 Individual Differences, Inclusive Education & CWSN

KEY IDEA

In every class, children differ in ability, pace, interest and background; these are called individual differences.

This chapter covers gifted and slow-learning children, learning disabilities, the RPwD Act 2016, and the difference between inclusive, integrated and special education.

Questions are often asked in exams on terms like dyslexia and dysgraphia and on the numbers in the RPwD Act.

201. Which two factors are mainly responsible for Individual differences?
→ **Heredity and environment**

202. Who is credited with starting the scientific study of individual differences?
→ **Francis Galton** — His book Hereditary Genius (1869) is famous.

203. Teaching by changing content, pace and activity according to the individual differences in a class is called what?
→ **Differentiated instruction**

204. In Terman's classification, what IQ is considered for a Gifted child?
→ **Above 140** — Some texts also give above 130.

205. Giving a gifted child extra challenging activities in the same class is called what?
→ **Enrichment**

206. Sending a gifted child early to the next class according to his ability is called what?
→ **Acceleration**

207. What are the three components of giftedness in Renzulli's Three-ring model?
→ **Above-average ability, creativity, task commitment**

208. Which type of thinking is mainly found in a Creative child?
→ **Divergent thinking** — This concept is associated with Guilford.

209. What is the most suitable measure for a Slow learner?
→ **Remedial teaching and extra time**

210. Who first used the term Learning disability?
→ **Samuel Kirk (1963)**

211. Persistent difficulty in reading, word recognition and spelling is a symptom of which learning disability?
→ **Dyslexia** — In Hindi: pathan vaikalya.

212. Difficulty in handwriting, forming letters and written expression is called what?
→ **Dysgraphia** — In Hindi: lekhan vaikalya.

213. Difficulty in understanding numbers, calculation and mathematical operations is associated with which learning disability?
→ **Dyscalculia**

214. Difficulty in Motor coordination such as buttoning or using scissors is called what?
→ **Dyspraxia**

215. What is the Hindi name of ADHD?
→ **Dhyan-abhav atisakriyata vikar** — Attention Deficit Hyperactivity Disorder

216. Which are considered the three main symptoms of ADHD?
→ **Inattention, hyperactivity, impulsivity**

217. Difficulty in social communication and repetitive behaviour are the main symptoms of which condition?
→ **Autism Spectrum Disorder**

218. How many types of disabilities are recognised in the Rights of Persons with Disabilities (RPwD) Act 2016?
→ **21** — There were 7 in the old PwD Act 1995.

219. Under the RPwD Act 2016, what minimum degree of disability is required for benchmark disability?
→ **40 per cent**

220. According to the RPwD Act 2016, in which age group do children with benchmark disabilities have the right to free education?
→ **6 to 18 years**

221. How much reservation is there in government jobs for persons with benchmark disabilities under the RPwD Act 2016?
→ **4 per cent**

222. The RPwD Act 2016 was made in compliance with which international Convention?
→ **UNCRPD (2006)** — UN Convention on the Rights of Persons with Disabilities

223. All children study in the same class and the school adapts itself to them — which education is this?
→ **Inclusive education**

224. Children with disabilities study in a regular school but they themselves have to adjust to the system — which education is this?
→ **Integrated education**

225. The arrangement of teaching children with disabilities in separate special schools is called what?
→ **Special education** — It is also called the Segregation model.

226. In which year did the Salamanca Statement, which promoted inclusive education worldwide, come?
→ **1994** — UNESCO conference, Salamanca (Spain).

227. In which year did the Integrated Education for Disabled Children (IEDC) scheme start in India?
→ **1974**

228. Which script for visually impaired children is based on six raised dots?
→ **Braille** — Inventor Louis Braille (France).

229. Where is it most suitable to seat a hearing-impaired child in the class?
→ **In front, facing the teacher** — So that he can see lip movements and expressions.

230. What is the individual teaching plan made for a child with special needs called?
→ **Individualised Education Programme (IEP)** — Individualised Education Programme/Plan

⚠ Common traps

- In integrated education the child adjusts to the system; in inclusive education the school adjusts to the child.
- The RPwD Act 2016 has 21 disabilities; the number 7 belongs to the old PwD Act 1995.
- Dyslexia = reading, Dysgraphia = writing, Dyscalculia = mathematics, Dyspraxia = motor coordination; do not mix them up.

💡 Memory trick

Lexia = word/reading, Graphia = writing (graph), Calculia = counting (calculate), Praxia = doing (practice). Numbers of RPwD 2016: 21 disabilities, 40% benchmark, 4% jobs, 5% higher education, free education for 6–18 years.

Take a free test after this chapter

Child Psychology sectional test — 30 questions, free. Scan the QR with your phone camera.

studyforgs.com/test.html?t=upprt-sec-bal

06 Pedagogy: Maxims, Methods, Micro-teaching, Lesson Planning & Bloom

KEY IDEA

Maxims of teaching tell in what order a lesson should be taught, and teaching methods tell how children should learn by being active.

This chapter covers the play-way, project, Dalton, Montessori, Kindergarten and heuristic methods, Herbart's five steps, micro-teaching and Bloom's taxonomy.

Pairs of a method and its originator are asked most often in exams.

231. Starting a new lesson from the child's previous knowledge is based on which Maxim of teaching?
→ **Known to unknown**

232. Teaching the easy part first and then the difficult part is which maxim of teaching?
→ **Simple to complex**

233. Showing a real object or model first and then explaining the concept is based on which maxim?
→ **Concrete to abstract** — Concrete to abstract

234. Reciting the whole poem first and then explaining it line by line is based on which maxim of teaching?
→ **Whole to part** — Whole to part; its basis is Gestalt psychology.

235. Reaching a general rule on the basis of many examples is which maxim of teaching?
→ **Particular to general**

236. Arranging the order of content according to the child's interest and mental level is which maxim?
→ **Psychological to logical**

237. The maxim of teaching 'Follow nature' is mainly associated with which thinker?
→ **Rousseau**

238. Which method makes children derive the rule themselves through examples?
→ **Inductive method**

239. Which method first states the rule or formula and then makes children apply it to examples?
→ **Deductive method**

240. Which method is more suitable for teaching a new mathematical rule for the first time in a primary class?
→ **Inductive method** — After the rule is understood, the deductive method is useful for practice.

241. In geometry, the method of finding the solution by moving from the unknown to the known is called what?
→ **Analytic method** — The synthetic method moves from the known to the unknown.

242. Who is credited with the name Play-way method?
→ **Caldwell Cook** — The name 'Play Way' comes from Cook's book (1917); the 'father of the play-way method' is usually Froebel.

243. Who is the founder of the Kindergarten (garden of children) system?
→ **Froebel (Germany)**

244. What is the play material given to children in Froebel's system called?
→ **Gifts** — The accompanying creative activities are called Occupations.

245. Froebel considered the school a garden and the child a plant; what did he consider the teacher?
→ **Gardener**

246. Which school for children did Montessori open in Rome in 1907?
→ **Casa dei Bambini (Children's House)**

247. What is the special material used for sense training in the Montessori method called?
→ **Didactic apparatus**

248. What kind of activity, carried out wholeheartedly in a social environment, did Kilpatrick call a project?
→ **Purposeful activity**

249. Which is the first step of the project method?
→ **Providing a situation** — Then: choosing, planning, executing, evaluating, recording.

250. Who developed the Dalton plan?
→ **Helen Parkhurst** — Implemented in 1920 in Dalton (USA).

251. In the Dalton plan, what is the monthly work given to the student for self-study called?
→ **Assignment/Contract**

252. Who is the originator of the Heuristic method, based on learning by finding out oneself?
→ **H. E. Armstrong**

253. What is the meaning of heurisko, the Greek root of the word Heuristic?
→ **I find out (I discover)**

254. Which is the first step of Herbart's Five formal steps?
→ **Preparation (Introduction)**

255. What is the correct order of Herbart's five steps?
→ **Preparation, Presentation, Comparison, Generalisation, Application** — Originally Herbart had 4 steps; his followers made them 5.

256. Who is considered the father of Micro-teaching?
→ **Dwight W. Allen** — Developed from 1961; the name Micro-teaching became current around 1963.

257. How many teaching skills are practised at a time in micro-teaching?
→ **Only one skill**

258. How many students and what duration are usually kept in micro-teaching?
→ **5–10 students, 5–10 minutes**

259. What is the total duration of the micro-teaching cycle in the Indian model?
→ **36 minutes** — Teach 6, feedback 6, re-plan 12, re-teach 6, re-feedback 6 minutes.

260. Which step comes immediately after teaching in the micro-teaching cycle?
→ **Feedback**

261. What is the skill of asking follow-up questions that take a student's answer deeper?
→ **Skill of probing questions**

262. Which skill maintains attention by changing voice, gestures, movement and medium?
→ **Stimulus variation**

263. Which experience is at the lowest level (base) of Edgar Dale's Cone of experience?
→ **Direct purposeful experiences** — Verbal symbols are at the top of the cone.

264. In which year was Bloom's Taxonomy of educational objectives first published?
→ **1956**

265. What are the three domains of educational objectives in Bloom's taxonomy?
→ **Cognitive, Affective, Psychomotor** — Cognitive, Affective, Psychomotor

266. Which are the lowest and the highest levels of Bloom's original cognitive domain?
→ **Knowledge and Evaluation** — Order: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

267. Which is the highest level of the cognitive domain in the revised Bloom's taxonomy (2001)?
→ **Create** — The revision was done by Anderson and Krathwohl.

268. Which is the lowest level of the cognitive domain in the revised Bloom's taxonomy?
→ **Remember**

269. Who is mainly credited with the classification of the Affective domain?
→ **Krathwohl (1964)** — Collaborators: Bloom and Masia.

270. Who is the originator of teaching based on the Unit plan?
→ **H. C. Morrison**

⚠ Common traps

- The maxim 'whole to part' is based on Gestalt; the propounder of the project method is Kilpatrick, not Dewey (Dewey is its philosophical basis).
- Micro-teaching: Allen, Stanford; only one skill at a time; the Indian cycle is of 36 minutes.
- In the original Bloom (1956) the highest level is Evaluation, whereas in the revised (2001) version the highest level is Create and Evaluate has come to the fifth level.

💡 Memory trick

Revised Bloom: RUAAEC = Remember, Understand, Apply, Analyse, Evaluate, Create. Herbart's five steps: P-P-C-G-A (Preparation, Presentation, Comparison, Generalisation, Application).

Take a free test after this chapter

UP PRT Full Mock 1 — 120 questions, free. Scan the QR with your phone camera.

studyforgs.com/test.html?t=upprt-mock-01

07 Assessment, Action Research & Education Policies

KEY IDEA

Assessment is not merely giving marks; its aim is to understand and improve the child's learning. This chapter has the main facts of CCE, formative-summative, diagnostic-remedial, reliability-validity, portfolio, rubric, action research, and RTE 2009, NEP 2020, NCF, NIPUN Bharat and Mission Prerna.

In questions with sections and dates, even a difference of one digit changes the answer, so read the policy table alongside.

271. The provision for Continuous and Comprehensive Evaluation (CCE) is in which section of RTE 2009?
→ **Section 29(2)(h)**

272. What does the word Comprehensive denote in CCE?
→ **Both scholastic and co-scholastic aspects**

273. Which assessment finds out progress from time to time during teaching and gives feedback?
→ **Formative assessment**

274. What is the assessment done at the end of a unit or session to know the total achievement called?
→ **Summative assessment**

275. Assessment for learning is another name for which assessment?
→ **Formative assessment**

276. The student himself reflects on and self-evaluates his own learning — which type of assessment is this?
→ **Assessment as learning** — Assessment as learning

277. Which test identifies a student's learning difficulties and their causes?
→ **Diagnostic test**

278. What is the teaching done to remove the difficulty identified after diagnosis called?
→ **Remedial teaching**

279. Getting about the same result when the same test is given again is which quality of the test?
→ **Reliability**

280. The test measures what it was made to measure — what is this quality called?
→ **Validity** — A reliable test is not always valid.

281. Marks come out the same even when different examiners check — which quality of the test is this?
→ **Objectivity**

282. Test-retest and Split-half methods find out which quality?
→ **Reliability**

283. Which evaluation compares a student's performance with other students of the group?
→ **Norm-referenced**

284. Which evaluation checks a student's performance against a pre-set criterion?
→ **Criterion-referenced**

285. What is a collection of a student's selected works over time, showing progress, called?
→ **Portfolio**

286. What is a scoring guide that gives a clear description of criteria and performance levels called?
→ **Rubric**

287. What is a factual written description of a significant incident of a child's behaviour called?
→ **Anecdotal record**

288. Which technique finds out the mutual social relationships of children in a class?
→ **Sociometry** — Propounded by J. L. Moreno.

289. In question-paper construction, what is the table with weightage of objectives, content and question types called?
→ **Blueprint**

290. What is the research by a teacher for a systematic solution of an immediate problem of his own class called?
→ **Action research**

291. Who is credited with popularising action research in the field of education?
→ **Stephen M. Corey (1953)** — The term Action research was given by Kurt Lewin.

292. According to Section 30(1) of RTE 2009, what is not required for a child till the completion of elementary education?
→ **Passing a board examination**

293. According to Section 29 of RTE 2009, what should the medium of instruction be, as far as possible?
→ **The child's mother tongue**

294. What is the new structure of school education in the National Education Policy (NEP) 2020?
→ **5+3+3+4** — Earlier it was the 10+2 structure.

295. Which age group does the Foundational stage cover in NEP 2020?
→ **3 to 8 years** — 3 years of anganwadi/pre-primary + Classes 1–2.

296. Which body prepared NCF 2005?
→ **NCERT** — The chairperson of the steering committee was Prof. Yash Pal.

297. When was the National Curriculum Framework for the Foundational Stage (NCF-FS) released?
→ **20 October 2022** — It is for children of 3 to 8 years.

298. When was the NIPUN Bharat Mission launched?
→ **5 July 2021**

299. When did Mission Prerna start in Uttar Pradesh for the reform of basic education?
→ **September 2019**

300. In Mission Prerna, what is the name of the chart that records children's learning progress in the class?
→ **Prerna Talika (Prerna chart)**

⚠ Common traps

- Formative assessment = during teaching (Assessment for learning); Summative assessment = at the end (Assessment of learning).
- Action research was popularised in education by Corey (1953), whereas the term Action research is Kurt Lewin's.
- NIPUN Bharat was launched on 5 July 2021 and its target is 2026–27; NEP 2020 states 2025 as the target for foundational literacy.

💡 Memory trick

FOR = Formative (during), OF = Summative (at the end), AS = self-assessment. Reliability = the same result every time; Validity = measuring the right thing.

Take a free test after this chapter
UP PRT Full Mock 1 — 120 questions, free. Scan the QR with your phone camera.
studyforgs.com/test.html?t=upprt-mock-01

Part B

Psychologist ID cards

Each card: theory, key terms, stages/experiment, 'remember' line and the exam trap.

P Jean Piaget
Jean Piaget

Switzerland

Cognitive development

Theory: The child actively constructs his/her own knowledge; thinking passes through four fixed, sequential stages.

Key terms

Schema | Assimilation | Accommodation | Equilibration | Object permanence | Conservation

Stages / parts

- Sensorimotor: 0–2 years
- Pre-operational: 2–7 years
- Concrete operational: 7–11 years
- Formal operational: 11 years onwards

Experiment / example

Three mountain task — tests egocentrism; water-glass experiment — tests conservation

Remember: The sequence of stages is the same for everyone and no stage is skipped; the child is a "little scientist".

Trap: The concrete operational stage is 7–11 years; ZPD and Scaffolding are not Piaget's.

V Lev Vygotsky
Lev Vygotsky

Soviet Union / Russia (born in Orsha, now in Belarus)

Sociocultural development

Theory: Cognitive development takes place through social interaction and cultural tools such as language; learning leads development.

Key terms

Zone of Proximal Development | Scaffolding | More Knowledgeable Other | Private speech | Inner speech | Cultural tools

Stages / parts

- Development of speech: Social speech → Private speech → Inner speech

Remember: What a child does with help today, he/she will do alone tomorrow — learning is social.

Trap: The term "Scaffolding" is from Wood, Bruner and Ross (1976); it is linked with Vygotsky because the concept is tied to ZPD.

K Lawrence Kohlberg
Lawrence Kohlberg — USA

Moral development

Theory: Moral development takes place through sequential levels of moral reasoning — 3 levels, 6 stages.

Key terms

Pre-conventional level | Conventional level | Post-conventional level | Moral dilemma | Moral reasoning

Stages / parts

- Pre-conventional: 1. Obedience and punishment orientation, 2. Self-interest / instrumental orientation
- Conventional: 3. Good boy–good girl, 4. Law and order
- Post-conventional: 5. Social contract, 6. Universal ethical principles

Experiment / example

Heinz dilemma — a moral story about stealing a medicine for one's wife

Remember: It is not the answer "yes" or "no" but the "why" behind it that decides the stage.

Trap: The levels are not age-bound; the "Ethics of care" is Carol Gilligan's, not Kohlberg's.

E Erik Erikson
Erik Erikson — Born in Germany, worked in the USA

Psychosocial development

Theory: A person passes through 8 psychosocial stages throughout life; the resolution of the crisis of each stage shapes personality.

Key terms

Psychosocial crisis | Identity crisis | Industry vs Inferiority | Identity vs Role confusion

Stages / parts

- Trust vs Mistrust: about 0–1.5 years
- Autonomy vs Shame and Doubt: about 1.5–3 years
- Initiative vs Guilt: about 3–6 years
- Industry vs Inferiority: about 6–12 years
- Identity vs Role confusion: about 12–18 years
- Intimacy vs Isolation: early adulthood
- Generativity vs Stagnation: middle adulthood
- Ego integrity vs Despair: old age

Remember: Children of Classes 1–5 are in "Industry vs Inferiority" — give them experiences of success.

Trap: Erikson = psychosocial (8 stages), Freud = psychosexual (5 stages); Erikson's age ranges are approximate.

F Sigmund Freud
Sigmund Freud — Austria

Psychoanalysis & Psychosexual development

Theory: The unconscious mind has a deep influence on behaviour; personality is made up of the Id, Ego and Superego and develops through 5 psychosexual stages.

Key terms

Id | Ego | Superego | Unconscious mind | Libido | Oedipus complex

Stages / parts

- Oral: 0–1 year
- Anal: 1–3 years
- Phallic: 3–6 years
- Latency: 6 years to puberty (about 12)
- Genital: puberty onwards

Experiment / example

Methods: Free association and Dream analysis

Remember: Id = "I want it", Ego = "How will I get it", Superego = "What is right".

Trap: The term "Electra complex" is Carl Jung's (1913), not Freud's; the Id works on the pleasure principle, the Ego on the reality principle.

B Jerome Bruner
Jerome Bruner — USA

Cognitive learning & Instruction

Theory: The child learns best through discovery; any subject can be taught to a child of any age if it is suitably organised.

Key terms

Discovery learning | Spiral curriculum | Enactive representation | Iconic representation | Symbolic representation | Language Acquisition Support System (LASS)

Stages / parts

- Enactive: by doing
- Iconic: through pictures / images
- Symbolic: through words and symbols

Remember: EIS = do, see, say; book "The Process of Education" (1960).

Trap: LASS is Bruner's, LAD is Chomsky's; Bruner's modes of representation are not rigid age-bound stages.

C Noam Chomsky
Noam Chomsky — USA

Language development / Linguistics

Theory: The ability to learn language is innate; every child's brain has a Language Acquisition Device (LAD).

Key terms

Language Acquisition Device | Universal Grammar | Transformational-generative grammar | Nativism

Remember: Children learn language not merely by rote but by using their innate ability to form new sentences on their own; book "Syntactic Structures" (1957).

Trap: Learning language through imitation and reinforcement = B. F. Skinner (Verbal Behavior, 1957); innate LAD = Chomsky, who criticised Skinner in 1959.

P Ivan Pavlov
Ivan Pavlov — Russia

Classical conditioning

Theory: When a neutral stimulus is repeatedly paired with a natural stimulus, it alone starts producing the same response.

Key terms

Unconditioned stimulus (UCS) | Conditioned stimulus (CS) | Conditioned response (CR) | Extinction | Spontaneous recovery | Stimulus generalisation

Experiment / example

Dog: food after the sound of a bell; salivation on the bell alone

Remember: Food = UCS, bell = CS, salivation on the bell = CR.

Trap: The 1904 Nobel Prize was for work on digestion, not on conditioning.

T Edward L. Thorndike
Edward L. Thorndike — USA

Learning, Educational psychology

Theory: Through trial and error a bond forms between the stimulus and the successful response, and a satisfying outcome strengthens it.

Key terms

Trial and error | Connectionism | Law of Readiness | Law of Exercise | Law of Effect | Identical elements theory

Stages / parts

- 3 primary laws: Readiness, Exercise, Effect
- 5 secondary laws: Multiple response, Attitude (set), Partial activity, Assimilation, Associative shifting

Experiment / example

A hungry cat in a puzzle box, food outside

Remember: Thorndike = cat + puzzle box + three primary laws.

Trap: The experiment was on a cat, not a dog; the Law of Effect is itself the law of satisfaction–dissatisfaction.

S B. F. Skinner
B. F. Skinner — USA

Operant conditioning

Theory: Behaviour that is followed by reinforcement becomes more likely to be repeated.

Key terms

Reinforcement | Negative reinforcement | Shaping | Schedules of reinforcement | Programmed instruction | Skinner box

Stages / parts

- Continuous reinforcement
- Fixed ratio
- Variable ratio
- Fixed interval
- Variable interval

Experiment / example

Rat (food on pressing a lever) and pigeon (grain on pecking)

Remember: Skinner = rat and pigeon + reinforcement + programmed instruction.

Trap: Negative reinforcement is not punishment; it increases behaviour.

K Wolfgang Köhler
Wolfgang Köhler

Germany

Gestalt psychology, Insight learning

Theory: The organism understands the whole situation of the problem and finds the solution suddenly through insight.

Key terms

Insight | Gestalt / whole form | Restructuring | Aha experience | Wholeness

Experiment / example

Chimpanzee Sultan: getting the banana by joining sticks and stacking boxes; Tenerife island

Remember: Köhler = chimpanzee Sultan + insight + Tenerife.

Trap: Max Wertheimer is regarded as the founder of Gestalt; Köhler and Koffka are co-founders.

B Albert Bandura
Albert Bandura

Canada (worked in the USA)

Social learning, Observational learning

Theory: Children learn by watching the behaviour of others (models) and its consequences.

Key terms

Observational learning | Modelling | Vicarious reinforcement | Self-efficacy | Reciprocal determinism

Stages / parts

- Attention
- Retention
- Reproduction
- Motivation

Experiment / example

Bobo doll experiment (1961): nursery children repeated an adult's aggressive behaviour

Remember: Bandura = Bobo doll + learning by watching + four processes.

Trap: The Bobo doll is not an animal but an inflatable doll; the experiment was done on children.

T Edward C. Tolman
Edward C. Tolman

USA

Purposive behaviourism, Sign learning

Theory: The organism forms a mental map of the environment and behaves purposefully towards a goal.

Key terms

Cognitive map | Latent learning | Sign learning | Purposive behaviourism | Intervening variable

Experiment / example

Rats in a maze; learning even without reward (Tolman and Honzik, 1930)

Remember: Tolman = rat + maze + cognitive map.

Trap: Though a behaviourist, Tolman gives importance to purpose and cognition.

G Howard Gardner
Howard Gardner

USA

Intelligence

Theory: Intelligence is not one but a group of many relatively independent intelligences (Theory of Multiple Intelligences, 1983).

Key terms

Multiple intelligences | Linguistic intelligence | Logical-mathematical intelligence | Interpersonal intelligence | Intrapersonal intelligence | Naturalistic intelligence

Stages / parts

- Linguistic
- Logical-mathematical
- Spatial
- Musical
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic (added later)

Remember: Original 7 (1983, Frames of Mind) + Naturalistic = 8.

Trap: Existential intelligence as a ninth is only proposed; it is not in the standard list.

Abraham Maslow

Abraham Maslow

USA

Motivation, Humanistic psychology

Theory: Needs are arranged in a hierarchy; higher needs become active when the lower needs are fulfilled (1943).

Key terms

Hierarchy of needs | Self-actualisation | Deficiency needs | Growth needs | Humanism

Stages / parts

- 1. Physiological
- 2. Safety
- 3. Love/Belongingness
- 4. Esteem
- 5. Self-actualisation

Remember: Physiological at the bottom, Self-actualisation at the top; 5 levels in the original model.

Trap: The original model has 5 levels; the 7- or 8-level versions are later extensions.

Part B

Remember by animal

Which psychologist experimented on what — asked directly in exams.

Psychologist	Animal / subject	Experiment	Theory
Pavlov	Dog	Bell–salivation experiment	Classical conditioning
Thorndike	Cat	Puzzle box experiment	Trial and error / Connectionism
Skinner	Rat	Lever pressing in the Skinner box	Operant conditioning
Skinner	Pigeon	Key pecking experiment	Operant conditioning, Reinforcement
Köhler	Chimpanzee (Sultan)	Joining sticks and stacking boxes to get a banana	Insight learning
Bandura	Children + Bobo doll (a doll)	Bobo doll experiment (1961)	Observational / Social learning
Tolman	Rat	Maze experiment	Cognitive map, Latent learning
Hull	Rat	Experiments on hunger drive and reinforcement	Drive reduction
Watson	Infant Little Albert + white rat	Fear conditioning (1920)	Behaviourism, Classical conditioning
Guthrie	Cat	Puzzle box experiment	Contiguity theory
Harlow	Infant rhesus monkeys	Wire and cloth mothers (1958)	Contact comfort, Attachment
Lorenz	Greylag goose goslings	Following the first moving object seen after hatching	Imprinting
Seligman	Dog	Inescapable-shock (unable to escape) experiment (1967)	Learned helplessness
Ebbinghaus	On himself (human)	Memorising nonsense syllables (1885)	Forgetting curve

B One age, four theories

What Piaget, Freud, Erikson and Kohlberg say about the same age — side by side.

Age (years)	0–2	2–7	7–12	12+
Piaget	Sensorimotor	Pre-operational	Concrete operational (7–11)	Formal operational (11 onwards)
Freud	Oral (0–1) → Anal (1–3)	Anal (up to 3) → Phallic (3–6); Latency from 6	Latency (6 to puberty)	Genital (puberty onwards)
Erikson	Trust vs Mistrust (about 0–1.5) → Autonomy vs Shame and Doubt	Autonomy (up to about 3) → Initiative vs Guilt (about 3–6); Industry from 6	Industry vs Inferiority (about 6–12)	Identity vs Role confusion (about 12–18) → adult stages
Kohlberg (not age-bound — general tendency only)	— (moral reasoning not yet developed)	Usually pre-conventional (Stages 1–2)	Usually pre-conventional → conventional	Usually conventional (Stages 3–4); post-conventional only in some adults

This ladder is approximate, for comparison only; the age ranges of the columns follow Piaget. In Freud and Erikson the next stage begins at 6 years, not 7; Piaget's concrete operational stage is 7–11; Erikson's age ranges are approximate; Kohlberg's levels are not age-bound.

Part C

Who said it? — match the term to the psychologist

301. Schema, Assimilation and Accommodation — whose concepts are these?
→ **Jean Piaget**

302. Who described Object permanence as the main achievement of the sensorimotor stage?
→ **Jean Piaget** — Sensorimotor stage: 0–2 years

303. Who gave the concept of the Zone of Proximal Development (ZPD)?
→ **Lev Vygotsky**

304. Scaffolding is mainly considered to be linked with whose theory?
→ **Lev Vygotsky** — The term Scaffolding was coined by Wood, Bruner and Ross (1976).

305. Who regarded a child's Private speech as a tool for thinking and self-regulation?
→ **Lev Vygotsky** — Piaget called it Egocentric speech.

306. The Heinz dilemma is associated with whose study of moral development?
→ **Lawrence Kohlberg**

307. Pre-conventional, Conventional and Post-conventional morality — whose classification is this?
→ **Lawrence Kohlberg** — 3 levels, 6 stages; the levels are not bound to age.

308. Who gave the 8 stages of Psychosocial development?
→ **Erik Erikson** — The term Identity crisis is also Erikson's.

309. Id, Ego, Superego — whose concept is this?
→ **Sigmund Freud**

310. Who gave the Psychosexual stages and the Oedipus complex?
→ **Sigmund Freud**

311. Who gave the Introvert–Extrovert classification of personality?
→ **Carl Jung**

312. Who first used the term Electra complex?
→ **Carl Jung** — In 1913; Freud had rejected this term.

313. The Inferiority complex and Individual psychology are associated with whom?
→ **Alfred Adler**

314. Who gave the concept of the Spiral curriculum?
→ **Jerome Bruner** — Discovery learning is also associated with Bruner.

315. Who described the Enactive, Iconic and Symbolic stages of knowledge representation?
→ **Jerome Bruner**

316. Language Acquisition Device (LAD) and Universal grammar — whose concepts are these?
→ **Noam Chomsky**

317. A child learns language through imitation and reinforcement — whose view is this?
→ **B. F. Skinner** — Book: Verbal Behavior (1957); Chomsky criticised it.

318. The bell-salivation experiment and Classical conditioning are associated with whom?
→ **Ivan Pavlov** — Experiment on a dog

319. Trial and error theory, the hungry cat and the puzzle box — whose experiment?
→ **Edward L. Thorndike**

320. Who gave the Laws of Readiness, Exercise and Effect (Laws of learning)?
→ **Edward L. Thorndike** — Name of the theory: Connectionism

321. Operant conditioning and the Skinner box are associated with whom?
→ **B. F. Skinner** — Experiments on rats and pigeons

322. Who is regarded as the father of Programmed instruction?
→ **B. F. Skinner**

323. Insight learning and Sultan the chimpanzee — whose experiment?
→ **Wolfgang Köhler** — Gestalt school

324. The Bobo doll experiment and Observational learning belong to whom?
→ **Albert Bandura**

325. Who gave the concept of Self-efficacy?
→ **Albert Bandura**

326. Cognitive map and Latent learning are associated with whom?
→ **Edward C. Tolman** — Experiments on rats in a maze

327. Which psychologist is associated with the Forgetting curve and Nonsense syllables?
→ **Hermann Ebbinghaus** — 1885

328. Who gave the Two-factor theory of intelligence — general (g) and specific (s) factors?
→ **Charles Spearman**

329. Who described the 7 Primary mental abilities?
→ **L. L. Thurstone** — Group factor theory

330. The Structure of Intellect model and convergent–divergent thinking are whose contribution?
→ **J. P. Guilford** — Originally 120 factors, later 150 and 180.

331. Who gave the theory of Multiple intelligences (1983)?
→ **Howard Gardner** — Originally 7, later 8; the 9th (existential) only proposed.

332. Whose theory is the Triarchic theory of intelligence?
→ **Robert Sternberg**

333. Whose is the first systematic intelligence test (1905) and the concept of Mental age?
→ **Alfred Binet** — With Simon (Binet-Simon test)

334. Who first gave the concept of Intelligence Quotient (IQ)?
→ **William Stern** — In 1912; Terman popularised it in 1916 by adding ×100.

335. Who prepared the Stanford-Binet test (1916) and made IQ popular?
→ **Lewis Terman**

336. Fluid and Crystallized intelligence and the 16 PF questionnaire are whose contribution?
→ **Raymond Cattell** — Raymond Cattell

337. Who popularised Emotional intelligence through a 1995 book?
→ **Daniel Goleman** — The concept was first given by Salovey and Mayer (1990).

338. Who gave the Hierarchy of needs, with Self-actualisation at its top?
→ **Abraham Maslow**

339. Who described Cardinal, Central and Secondary traits?
→ **Gordon Allport**

340. Who gave the pyknic, athletic and asthenic types based on body build?
→ **Ernst Kretschmer** — Sheldon's types: endomorph, mesomorph, ectomorph

341. Hereditary Genius (1869), Eugenics and twin studies are associated with whom?
→ **Francis Galton**

342. Who gave the Taxonomy of Educational Objectives (1956)?
→ **Benjamin Bloom** — Revised version (2001): Anderson and Krathwohl

343. Who gave the Project method (1918)?
→ **William Kilpatrick** — Based on Dewey's pragmatism

344. Preparation, Presentation, Comparison, Generalisation, Application — by whose name are these five steps known?
→ **J. F. Herbart** — Herbart's original steps were 4; his followers made them 5.

345. The child is a plant, the teacher a gardener and the school a garden — whose contribution is the Kindergarten?
→ **Friedrich Froebel**

346. The Children's House (Casa dei Bambini, 1907) and sense-training apparatus are associated with whom?
→ **Maria Montessori**

347. Learning by doing and the Laboratory School (Chicago, 1896) are associated with whom?
→ **John Dewey**

348. Who gave the Heuristic method, in which the child himself becomes a discoverer?
→ **H. E. Armstrong**

349. Who started Micro-teaching at Stanford University in 1961?
→ **D. W. Allen** — 1961 Stanford experiment; the name 'Micro-teaching' in 1963 (Allen and Bush).

350. Who is regarded as the originator of Action research in education?
→ **Stephen Corey** — 1953; the term Action research was given by Kurt Lewin.

SG **Child Psychology sectional test — free.** 30 questions, real pattern, Hindi + English. Take test →

C Trap pairs — the difference between look-alike terms

#	Term 1	Term 2	Difference
351	**Growth**	**Development**	Growth is only quantitative and physical and stops at maturity; development is both quantitative and qualitative and continues throughout life.
352	**Maturation**	**Learning**	Maturation is an internal, heredity-based natural unfolding and needs no training; learning comes from experience, practice and environment.
353	**Cephalocaudal**	**Proximodistal**	In cephalocaudal, development proceeds from head to foot; in proximodistal, from the centre (trunk) outwards — shoulders, then arms, then fingers.
354	**Gross motor skills**	**Fine motor skills**	Gross involves large muscles — running, jumping; fine involves small muscles and eye-hand coordination — writing, buttoning. Gross skills develop first.
355	**Identical / Monozygotic twins**	**Fraternal / Dizygotic twins**	Identical twins form from the splitting of a single zygote, with the same genes and the same sex; fraternal twins form from two separate eggs, like ordinary siblings.
356	**Cross-sectional study**	**Longitudinal study**	Cross-sectional compares different age groups at the same time; longitudinal studies the same group repeatedly over a long period.
357	**Assimilation**	**Accommodation**	In assimilation, new information is fitted into an existing schema; in accommodation, the schema is changed or a new one is formed to suit the new information (Piaget).
358	**Egocentric speech**	**Private speech**	For Piaget, egocentric speech is a sign of immature thinking that later disappears; for Vygotsky, private speech is a tool of self-direction that becomes inner speech.
359	**Id**	**Superego**	The Id works on the pleasure principle — immediate wish-fulfilment; the Superego on the morality/ideal principle — the conscience. The Ego balances the two through the reality principle.
360	**Classical conditioning**	**Operant conditioning**	In classical, an involuntary response is learnt through the pairing of two stimuli (Pavlov); in operant, voluntary behaviour is controlled by its consequences (reinforcement) (Skinner).
361	**Positive reinforcement**	**Negative reinforcement**	In positive, a pleasant stimulus is added (praise); in negative, an unpleasant stimulus is removed. Both increase the behaviour.
362	**Negative reinforcement**	**Punishment**	Negative reinforcement increases behaviour by removing an unpleasant situation; punishment decreases behaviour by giving an unpleasant consequence or taking away a pleasure.

363	**Primary reinforcer**	**Secondary reinforcer**	A primary reinforcer meets a biological need — food, water; a secondary reinforcer's value is learnt — money, marks, stars, praise.
364	**Continuous reinforcement**	**Partial / Intermittent reinforcement**	In continuous, every correct response is rewarded — learning is fast, extinction is also fast; in partial, only some responses — behaviour is more lasting, extinction is slow.
365	**Fixed ratio**	**Fixed interval**	In fixed ratio, reinforcement comes after a set number of responses; in fixed interval, reinforcement comes on the first response after a set time has passed.
366	**Stimulus generalisation**	**Stimulus discrimination**	In generalisation, the same response is given to similar stimuli too; in discrimination, the response is given only to the specific stimulus, recognising the difference from the others.
367	**Trial and error**	**Insight**	In trial and error, learning is gradual through repeated attempts (Thorndike, cat); in insight, a sudden solution comes from understanding the whole situation (Köhler, chimpanzee).
368	**Rote learning**	**Meaningful learning**	In rote learning, things are memorised without understanding and quickly forgotten; in meaningful learning, new knowledge links with prior knowledge and is lasting, with understanding.
369	**Positive transfer**	**Negative transfer**	In positive, earlier learning helps new learning (bicycle to scooter); in negative, it hinders it. If there is no effect, it is zero transfer.
370	**Proactive inhibition**	**Retroactive inhibition**	In proactive, old learning interferes with the recall of the new; in retroactive, new learning interferes with the recall of the old.
371	**Recall**	**Recognition**	Recall is retrieving from memory without cues (fill in the blanks, essay); recognition is identifying the correct one from given options (multiple choice). Recognition is relatively easier.
372	**Short-term memory**	**Long-term memory**	Short-term memory has limited capacity (about 7±2 units) and a duration of a few seconds; long-term memory has almost unlimited capacity and a long duration.
373	**Sensation**	**Perception**	Sensation is only the reception of a stimulus by the senses; perception is giving meaning to that sensation. Perception = Sensation + Meaning.
374	**Attention**	**Interest**	Attention is the act of focusing consciousness on an object; interest is a tendency of attachment towards an object. Interest is latent attention; attention is interest in action.
375	**Intrinsic motivation**	**Extrinsic motivation**	In intrinsic, the task is done for its own enjoyment or out of curiosity; in extrinsic, for rewards, marks, praise or to

			avoid punishment. Intrinsic is more lasting.
376	**Convergent thinking**	**Divergent thinking**	Convergent means reaching a single correct answer; divergent means thinking of many new answers to one question — the basis of creativity (Guilford).
377	**Fluid intelligence**	**Crystallized intelligence**	Fluid intelligence is the ability to reason in new problems, less dependent on learnt knowledge; crystallized is knowledge and vocabulary accumulated through experience, and it increases with age (Cattell).
378	**Mental age**	**Chronological age**	Mental age is the mental level found through an intelligence test; chronological age is the years passed since birth. IQ = Mental age ÷ Chronological age × 100.
379	**Introvert**	**Extrovert**	The introvert's attention is turned inwards — shy and reflective; the extrovert's attention is on the outer world — outgoing and social (Jung). In between the two is the Ambivert.
380	**Sympathy**	**Empathy**	In sympathy, one feels pity or concern at another's sorrow; in empathy, one puts oneself in the other's place and understands their feelings. Empathy is expected of a teacher.
381	**Dyslexia**	**Dysgraphia**	Dyslexia is difficulty in reading — letter recognition, reading reversed; dysgraphia is difficulty in writing — handwriting, spelling, written expression.
382	**Dyscalculia**	**Dyspraxia**	Dyscalculia is difficulty with numbers and mathematical operations; dyspraxia is difficulty in motor coordination and planning of actions, such as frequently bumping into things or falling.
383	**ADHD (Attention Deficit Hyperactivity Disorder)**	**Autism Spectrum Disorder**	In ADHD, there is inability to sustain attention, hyperactivity and impulsivity; in autism, there is difficulty in social communication and repetitive, restricted behaviour.
384	**Slow learner**	**Learning disability**	A slow learner's intelligence is somewhat below average and he is slow in almost all subjects; in learning disability, intelligence is normal/average but there is difficulty in a specific area.
385	**Impairment**	**Disability**	Impairment is a loss in the structure/function of the body or an organ (e.g. visual impairment); disability is the limitation, due to that impairment, in the ability to perform a task.
386	**Integrated education**	**Inclusive education**	In integrated education, the child with special needs has to adjust to the regular school; in inclusive education, the school system itself changes according to the needs of all children.
387	**Inductive method**	**Deductive method**	Inductive goes from examples to the rule (specific to general); deductive goes from the rule to examples

			(general to specific). Inductive is better at the primary level.
388	**Analytic method**	**Synthetic method**	Analytic goes from unknown to known, from the conclusion to the given data — promotes discovery; synthetic goes from known to unknown — brief, suited to presentation.
389	**Kindergarten**	**Montessori method**	Kindergarten (Froebel) uses play, songs, gifts and group activities; Montessori uses individual self-education through sense-training apparatus, with the teacher in the role of a directress.
390	**Micro-teaching**	**Simulated teaching**	Micro-teaching is a short real lesson with one skill, a few students and a few minutes, followed by feedback; in simulated teaching, the trainees themselves play the roles of teacher and students.
391	**Cognitive domain**	**Affective domain**	The cognitive domain relates to knowledge and thinking (from remembering to evaluation); the affective domain to interests, attitudes and values (from receiving to characterisation).
392	**Original Bloom's taxonomy (Bloom 1956)**	**Revised Bloom's taxonomy (Revised 2001)**	The original has noun-form levels with Evaluation at the top; the revised (Anderson and Krathwohl) has verb-form levels, with Create replacing Synthesis at the very top.
393	**Measurement**	**Evaluation**	Measurement is only quantitative — assigning marks or numbers; evaluation is both quantitative and qualitative. Evaluation = Measurement + Value judgement.
394	**Formative assessment**	**Summative assessment**	Formative is during teaching, for improvement (Assessment for learning); summative is at the end of a unit or session, for grades or certification (Assessment of learning).
395	**Assessment for learning**	**Assessment as learning**	In assessment for learning, the teacher gathers evidence and improves teaching; in assessment as learning, the student monitors his own learning through self-assessment.
396	**Diagnostic test**	**Remedial teaching**	A diagnostic test identifies the specific area and cause of a difficulty; remedial teaching then removes that deficiency. Diagnosis first, then remedy.
397	**Reliability**	**Validity**	Reliability means consistent results on repeated measurement; validity means the test measures what it is meant to measure. A reliable test need not be valid.
398	**Norm-referenced**	**Criterion-referenced**	In norm-referenced, a student is compared with other students of the group (rank, percentile); in criterion-referenced, with the attainment of a pre-set criterion or learning objective.
399	**Aptitude test**	**Achievement test**	An aptitude test indicates the potential ability to learn in the future; an achievement test indicates how much has been learnt so far.

400	**Action research**	**Fundamental research**	Action research is done by a teacher to solve an immediate problem of his own classroom; fundamental research is done by researchers for new theories and broad generalisations.

Part D

Teacher's golden rules — the key to pedagogy questions

1. Always choose the child-centred option; teacher-centred options involving lectures, rote learning and copying are usually wrong.
NCF 2005 and NEP 2020 regard the child as an active constructor of knowledge, not an empty vessel.

2. The teacher is a Facilitator — instead of giving the answer immediately, give the child the opportunity to think, explore and ask questions.
Knowledge discovered by oneself is more lasting, and curiosity stays alive.

3. In 'most appropriate step' questions on classroom situations, an option involving punishment, scolding, humiliation, ridicule, comparison with others or labelling is not correct.
RTE Section 17 prohibits physical punishment and mental harassment; fear blocks learning. (In a 'which is inappropriate' question, this will be the answer.)

4. Learning by doing and from concrete to abstract — give priority to options involving activities, play, experiments and the local environment.
A child at the primary level first forms concepts through concrete experience; abstract symbols are understood later.

5. A child's mistake is an opportunity for learning — first diagnose the cause, then do remedial teaching.
Mistakes reveal the child's thinking; merely increasing practice without knowing the cause makes the mistake permanent.

6. Choose inclusion — isolating, excluding or denying admission to any child is wrong; need-based support (such as seating in front, special training) is right.
RTE 2009 gives every child (6–14) the right to free education and admission in a neighbourhood school; the RPwD Act 2016 makes inclusive education mandatory.

7. Make the child's home language and prior knowledge a bridge to learning, not a barrier.
NEP 2020: wherever possible, the medium of instruction should be the home language/mother tongue/local language at least till Class 5 (preferably till Class 8 and beyond).

8. Assessment is for learning — choose the option with continuous, formative and descriptive feedback, not the one with only marks or ranks.
The purpose of assessment is improvement; NEP 2020 speaks of a holistic progress card.

9. Parents and the community are partners — choose the option of dialogue and participation rather than complaint.
RTE Section 21 (parents in the SMC) and Section 24 (the teacher's duty to hold regular meetings with parents) stress community participation.

10. Be careful of options with words like only, immediately, make them memorise, make them write ten times; these are usually signs of a wrong answer.
Such options usually show one-sided, mechanical or rigid methods; but recognise exceptions such as 'immediate feedback' or an immediate step for safety.

SG **12 full mocks + 12 sectionals** — UP Teacher Pass just ₹129 / 1 year. ₹129 Pass →

D Scenario-based questions

Choose your answer first, then read the explanation below it.

401. **Reena of Class 1 says that the water increased when it was poured from a wide glass into a tall, thin glass. According to Piaget, how should the teacher understand this?**

(A) A sign that Reena's intelligence is below average

(B) The natural lack of conservation in the pre-operational stage

(C) Carelessness caused by not paying attention

(D) A normal feature of the concrete operational stage

✔ **Answer: (B) The natural lack of conservation in the pre-operational stage**
Why: Children of about 2–7 years attend only to height because of centration. The understanding of conservation comes in the concrete operational stage (after about 7 years).
Why not the others: This is not a lack of intelligence or carelessness; it is age-appropriate thinking. In the concrete operational stage the child actually begins to understand conservation, so that option is the reverse.

402. **Aman of Class 3 cannot do addition with carrying on his own, but gets it right with small hints from the teacher. According to Vygotsky, what should the teacher's next step be?**

(A) Keep giving hints and gradually reduce the help as his skill grows

(B) Solve every question fully yourself and show it to him

(C) Give him only easy sums without carrying

(D) Leave him to practise alone without any help

✔ **Answer: (A) Keep giving hints and gradually reduce the help as his skill grows**
Why: Aman is in the Zone of Proximal Development (ZPD). Scaffolding means giving only as much help as is needed and withdrawing it step by step as skill develops.
Why not the others: Showing the full solution increases dependence, only easy sums are below his ability, and leaving him alone takes away the very help through which he can learn further.

403. **Some children of Class 1 keep talking softly to themselves while drawing, for example 'Now I will fill in red.' What should the teacher do?**

(A) Make a strict rule of working in silence

(B) Treat it as natural private speech that helps thinking

(C) Treat it as a language disorder and refer them to a specialist at once

(D) Seat such children apart from the others

✔ **Answer: (B) Treat it as natural private speech that helps thinking**
Why: According to Vygotsky, private speech helps the child plan the task and exercise self-control; later it turns into inner speech.
Why not the others: It is neither a disorder nor indiscipline. Stopping it or separating the children obstructs their natural process of thinking.

404. **Some girls of Class 5 feel shy about the changes happening in their bodies and are taking less part in games. What is the most appropriate step for the teacher?**

(A) Avoid talking about the subject; everything will be fine with time

(B) Give them a permanent exemption from the games period

(C) Give an example of their shyness in front of the whole class

(D) Build trust by giving scientific information in a relaxed, confidential conversation

✔ **Answer: (D) Build trust by giving scientific information in a relaxed, confidential conversation**
Why: Physical changes are natural in pre-adolescence. Correct information and a trustworthy environment reduce anxiety and build a positive self-image.
Why not the others: Silence increases confusion, a permanent exemption cuts them off from activities, and giving an example in front of everyone increases embarrassment and humiliation.

405. **A parent is worried that their younger son started speaking later than his elder sister. Which principle of development should the teacher explain to them?**

(A) The sequence of development is the same, but the rate differs in every child

(B) All children of one family have the same rate of development

(C) Speaking late is definitely an intellectual deficiency

(D) Development is decided only by heredity, not by environment

✔ **Answer: (A) The sequence of development is the same, but the rate differs in every child**
Why: Development takes place in a fixed, predictable sequence, but its pace is individual. Still, if the delay is very large, a check-up by a specialist is advisable.
Why not the others: The rate of development can differ even between siblings. A delay is not in itself an intellectual deficiency, and development is the result of the interaction of both heredity and environment.

406. **In the staff room a teacher says that no one in Raju's family is educated, so he too will not be able to study further. From the point of view of child development, what is the appropriate response?**

(A) That is right; ability comes only from the parents

(B) Spending more time on such children is useless

(C) Focus only on teaching him vocational work

(D) Both heredity and environment matter; give him favourable opportunities

✔ **Answer: (D) Both heredity and environment matter; give him favourable opportunities**
Why: Heredity provides potential and environment develops it. A stimulating school environment can bring out the ability of a first-generation learner.
Why not the others: The parents' education is not the limit of the child's ability. Such prejudice lowers the teacher's expectations, and the child's performance may also fall.

407. **Sonu of Class 1 runs and jumps a lot on the playground, but cannot hold a pencil properly and write. What is the most suitable measure for the teacher?**

(A) Activities like threading beads, playing with clay and colouring

(B) Force him to write two pages of handwriting practice daily

(C) Remove writing work for the whole year

(D) Scold him and cut marks for not holding the pencil properly

✔ **Answer: (A) Activities like threading beads, playing with clay and colouring**
Why: Development proceeds from the centre outwards (proximodistal); first the gross motor skills of the large muscles develop, then the fine motor skills of the fingers.
Why not the others: Forced writing increases fatigue and dislike, removing writing stops practice, and cutting marks is a punishment, not a means of skill development.

408. **The teacher speaks in a loud voice when angry. Now the children of Class 2 also shout the same way in their quarrels. According to Bandura, what is the most effective correction?**

(A) Make the children who shout stand outside the class

(B) Give a long lecture on the importance of staying calm

(C) Scold the children even more loudly when they shout

(D) The teacher should personally become a model of calm, respectful behaviour

✔ **Answer: (D) The teacher should personally become a model of calm, respectful behaviour**
Why: In Bandura's observational learning, children adopt behaviour by watching a model. The teacher's own conduct is the most powerful teaching.
Why not the others: Standing outside deprives them of learning, a lecture alone has little effect, and scolding loudly displays again the very behaviour that has to be changed.

409. **After being scolded repeatedly, Pooja of Class 4 starts to panic as soon as she sees her maths book. What should the teacher do?**

(A) Give double homework to remove the fear

(B) Link maths with games and pleasant experiences of success

(C) Exempt her completely from the maths class

(D) Give a stern warning again when she makes a mistake

✔ **Answer: (B) Link maths with games and pleasant experiences of success**
Why: Scolding has created a conditioned link between maths and fear. Repeatedly linking maths with pleasant experiences reduces this fear; this is called counter-conditioning.
Why not the others: More pressure and warnings strengthen the fear, while an exemption keeps the fear alive and the child also fails to learn essential concepts.

410. **Children of Class 3 believe that plants take all their food ready-made from the soil. How will a constructivist teacher remove this misconception?**

(A) Call it wrong and make them write the correct definition five times

(B) Ignore the misconception and move on to the next lesson

(C) Listen to their ideas and conduct an experiment through which the children test them themselves

(D) Cut the marks of the children who give the wrong answer

✔ Answer: (C) Listen to their ideas and conduct an experiment through which the children test them themselves
Why: In constructivism, children construct knowledge on the basis of prior knowledge. When they see their own idea clash with evidence, they reconstruct the concept.
Why not the others: A memorised definition does not change the misconception from within, ignoring it lets the misconception remain, and cutting marks makes children stop sharing their ideas.

411. **Mohan's reading speed in Class 2 rose quickly for a few weeks and has then stayed at the same level for several days. How should the teacher view this?**

(A) Mohan has reached his maximum limit

(B) Suddenly triple the practice time

(C) Treat it as carelessness and complain to the parents

(D) Treat it as a temporary plateau, change the method and give encouragement

✔ Answer: (D) Treat it as a temporary plateau, change the method and give encouragement
Why: A temporary halt in progress on the learning curve is called a plateau. New interesting material, a change in method and encouragement can restart progress.
Why not the others: A plateau is not a permanent limit. Sudden extra practice brings fatigue and dislike, and complaining lowers the child's self-confidence.

412. **Children of Class 3 do addition and subtraction correctly in their notebooks, but cannot count the change at a shop. What is the most suitable activity for the teacher?**

(A) Make them solve the textbook exercise questions again

(B) Practise real transactions through a shop-shop game

(C) Make them chant multiplication tables loudly every day

(D) Test them only on difficult word problems

✔ Answer: (B) Practise real transactions through a shop-shop game
Why: Classroom knowledge becomes useful in life only when a real context is provided while learning. This brings about positive transfer of learning.
Why not the others: Repeating the same questions or rote-learning tables does not add a real-life context, and only taking a test is checking, not transfer of learning.

413. **Shy Aditya of Class 4 answers a question for the first time, and the answer is only half correct. What will be the teacher's most appropriate response?**

(A) Give no response to it because the answer is incomplete

(B) Point out the wrong part in front of the whole class

(C) Praise the effort immediately and give a hint to go further from the correct part

(D) Hold back praise until the answer is fully correct

✔ **Answer: (C) Praise the effort immediately and give a hint to go further from the correct part**
Why: According to Skinner, immediate positive reinforcement increases the likelihood of a behaviour being repeated; behaviour is shaped by reinforcing small improvements (shaping).
Why not the others: Ignoring or delaying weakens the behaviour of answering, and correcting him in front of everyone will make the shy child avoid answering again.

414. **Many children of Class 2 write the answer to 27 + 15 as 312. What is the most appropriate step for the teacher?**

(A) Write the correct answer on the board and have every child copy it ten times

(B) Treat it as carelessness and increase homework

(C) Move the children on to the next chapter

(D) Understand the reason and explain place value with bundles of sticks

✔ **Answer: (D) Understand the reason and explain place value with bundles of sticks**
Why: Errors are a window into thinking. The children wrote the whole units sum 12, which means they have not understood place value and carrying; concrete material makes this clear.
Why not the others: Copying or more homework does not reach the root cause of the error, and moving ahead means new concepts will not hold on a weak foundation.

415. **The teacher wants the children of Class 3 to start reading storybooks on their own. Which is the best long-lasting measure?**

(A) Create a reading corner with books of their interest and give freedom of choice

(B) Fix a reward of one toffee for every book read

(C) Write the names of non-readers on the notice board

(D) Make reading two books every week compulsory

✔ **Answer: (A) Create a reading corner with books of their interest and give freedom of choice**
Why: Interest, freedom of choice and enjoyment build intrinsic motivation, which keeps the reading habit going even when there is no external reward.
Why not the others: When an extrinsic reward like a toffee stops, reading may also stop; writing names is humiliation; and compulsion makes reading feel like a burden.

416. **Ravi of Class 2 stays dull from the morning and says that he comes to school without eating anything. According to Maslow, what should be the teacher's first priority?**

(A) Give him extra homework for not paying attention

(B) Seat him in front and keep asking him questions

(C) Treat the dullness as laziness and scold him daily

(D) First take steps to get a basic need like hunger met

✔ Answer: (D) First take steps to get a basic need like hunger met
Why: In Maslow's hierarchy of needs, physiological needs are at the bottom; when they remain unmet, motivation for higher needs such as learning does not develop.
Why not the others: Homework, constant questions or scolding a hungry child do not touch his real problem. A sensitive talk with the parents and the school's meal arrangement can help.

417. **After failing repeatedly, Salma of Class 5 says that she will never be able to do anything, and gives up trying. What should the teacher do?**

(A) Compare her with the best student in the class

(B) Tell her that this is the result of not working hard

(C) Give her small, achievable goals so that she experiences success

(D) Give her the hardest question and ask her to accept the challenge

✔ Answer: (C) Give her small, achievable goals so that she experiences success
Why: Repeated failure breeds learned helplessness. Small experiences of success and praise for effort restore self-efficacy.
Why not the others: Comparison and blame increase the feeling of inferiority, and giving a hard question straight away will add one more failure and confirm her negative belief.

418. **Every week the teacher puts up a rank list on the wall based on marks. Children at the bottom of the list have started feeling discouraged. What is a better option?**

(A) Compare each child with his or her own previous progress

(B) Make the list bigger and put it at the main gate of the school

(C) Continue giving prizes only to the top three children

(D) Seat the bottom children in a separate group

✔ Answer: (A) Compare each child with his or her own previous progress
Why: Public ranking brings a feeling of inferiority in weaker children. Comparison with one's own previous progress shows every child his or her improvement and motivates effort.
Why not the others: Making the list bigger or rewarding only the top children increases unhealthy competition, and forming a separate group labels and isolates the children.

419. **Neha of Class 4 has used new words beautifully in her story. Which response of the teacher is most suitable to increase her motivation?**

(A) Return the notebook just saying 'Very good'

(B) Say that she is the smartest in the class

(C) Show her story and scold the other children for making less effort

(D) Tell her how the chosen words enhance the story

✔ Answer: (D) Tell her how the chosen words enhance the story
Why: Specific, descriptive praise tells the child which effort or strategy led to success, so that she can repeat it.
Why not the others: General praise teaches nothing, the 'smart' label shifts attention from effort to ability, and scolding others creates comparison and a feeling of inferiority.

420. **Arjun of Class 3 repeatedly asks questions in the middle of the lesson, such as how clouds stay up in the sky. What is the most suitable behaviour for the teacher?**

(A) Give a strict warning not to ask questions in the middle of the lesson

(B) Answer every question immediately and leave the lesson incomplete

(C) Say that this question will not come in the exam

(D) Appreciate the question, write it on a question board and discuss it later

✔ **Answer: (D) Appreciate the question, write it on a question board and discuss it later**
Why: Curiosity is the most natural motivation for learning. Respecting questions and keeping separate time for them keeps curiosity alive and also lets the lesson go on.
Why not the others: A warning or the exam argument suppresses the habit of asking questions, while leaving the lesson every time affects the learning of the whole class.

421. **Karan of Class 3 narrates stories well orally, but while reading he confuses letters like ba-va and gha-dha and reads very slowly. What should the teacher do?**

(A) Treat him as lazy and make him read the lesson ten times daily

(B) Ignore the problem because he is quick orally

(C) Identify the difficulty, use a multisensory method and get a specialist assessment

(D) Advise sending him to a special school

✔ **Answer: (C) Identify the difficulty, use a multisensory method and get a specialist assessment**
Why: Persistent difficulty in reading along with good oral ability can be a sign of dyslexia. A multisensory method that combines seeing, hearing and touching is helpful.
Why not the others: This is not laziness; it may be a specific learning disability. Ignoring it increases the difficulty, and in inclusive education the regular school with appropriate support is the suitable place.

422. **A girl with low vision has been admitted to Class 4. What is the most appropriate arrangement for the teacher?**

(A) Seat her in front, read aloud what is written on the board, provide large-print material

(B) Let her only listen and fully exempt her from written work

(C) Have classmates do all her written work

(D) Seat her separately in a quiet corner at the back

✔ **Answer: (A) Seat her in front, read aloud what is written on the board, provide large-print material**
Why: For a child with low vision, accommodations such as suitable seating, oral description, large print and tactile material give her equal participation.
Why not the others: A full exemption or having others do her work reduces her independence and learning, and seating her at the back will make the board and activities even less visible to her.

423. **A child of Class 2 wears a hearing aid. What should the teacher take most care of while teaching?**

(A) Keep speaking with your back to him while writing on the board

(B) Speak with your face towards the child and also give visual cues

(C) Speak every sentence by shouting very loudly

(D) Keep him completely away from oral activities

✔ **Answer: (B) Speak with your face towards the child and also give visual cues**
Why: Children with hearing impairment depend a great deal on lip reading and visual cues. Speaking clearly from the front and giving pictures and written cues increases his understanding.
Why not the others: Facing the board makes lip reading impossible, shouting distorts the natural movement of the lips, and keeping him away from oral activities is exclusion.

424. In the games period, Geeta of Class 5, who uses a wheelchair, is always made to sit on the side. What will an inclusive teacher do?

(A) Change the rules of the game and make her an active participant

(B) Give her only the job of writing the score every time

(C) Do away with the games period for her

(D) Send her to sit alone in the library at that time

✔ **Answer: (A) Change the rules of the game and make her an active participant**
Why: Inclusion means adapting the activity to the child so that she can take part equally with everyone; not removing the child from the activity.
Why not the others: Making her only write the score every time, removing the period or sending her away deprives her of participation and establishes disability as a deficiency.

425. Manish of Class 2 cannot sit for more than a few minutes, gets up again and again and leaves his work incomplete. What is the teacher's most suitable strategy?

(A) Give short work segments and an active role in between

(B) Order him to sit without moving for the whole period

(C) Declare him naughty and seat him on the last bench

(D) Cut his play time every time he gets up

✔ **Answer: (A) Give short work segments and an active role in between**
Why: Such symptoms are seen in Attention Deficit Hyperactivity Disorder (ADHD). Short tasks, a clear routine and active roles (such as distributing material) give direction to his energy.
Why not the others: Forcing him to sit, labelling him and cutting play time are punishments; they do not understand the cause and can make the behaviour worse.

426. A child with autism in Class 1 becomes very restless when the routine changes suddenly or there is a loud noise. What should the teacher do?

(A) Change the routine suddenly every day to get him used to it

(B) Keep a picture timetable and give advance notice of changes

(C) Lock him alone in a room when he becomes restless

(D) Seat him permanently apart, away from the class

✔ **Answer: (B) Keep a picture timetable and give advance notice of changes**
Why: Many children with autism feel safe in a predictable routine. A visual schedule and advance notice reduce their restlessness.
Why not the others: Sudden changes increase restlessness, locking him up alone is unsafe and inhuman, and permanent separation goes against inclusion.

427. **In a school it was suggested that all Children with Special Needs (CWSN) be taught in a separate room by a separate teacher. According to inclusive education, what is the correct approach?**

(A) Create a permanently separate room for all CWSN

(B) Teach everyone together in the regular class with the necessary support

(C) Admit only children with mild disability

(D) Advise all CWSN to study at home

✔ **Answer: (B) Teach everyone together in the regular class with the necessary support**
Why: In inclusive education the system changes according to the child; with resource teachers, assistive devices and adapted teaching, all children learn in the same class.
Why not the others: A separate room is segregation, selective admission is discrimination, and sending everyone home deprives them of school. The RPwD Act 2016 also emphasises inclusive education.

428. **In the first week of the new session, the Class 4 teacher wants to decide the class rules. Which is the most effective way?**

(A) Make a long list of rules yourself and hang it on the wall

(B) Announce in advance the punishments for breaking the rules

(C) Discuss with the children and make a few simple rules together

(D) Explain only when a mistake happens, without stating the rules

✔ **Answer: (C) Discuss with the children and make a few simple rules together**
Why: When children participate in making rules, they consider them their own and follow them through self-discipline. Few and clear rules are easy to remember.
Why not the others: Long imposed rules are not remembered, a list of punishments creates an atmosphere of fear, and correcting children for a rule they were never told is unfair to them.

429. **During group work in Class 5, the children are so excited in discussion that the noise has risen, and the teacher has to give the next instruction. What is the most appropriate way?**

(A) Regain attention with a pre-decided signal and give the instruction

(B) Stop the group work and ask everyone to read the lesson from the book

(C) Bang a stick on the table to make everyone quiet

(D) Cut the marks of the group that talks the most

✔ **Answer: (A) Regain attention with a pre-decided signal and give the instruction**
Why: Some noise is natural and useful in active discussion. A pre-decided attention signal quickly brings back the attention of the whole class without frightening anyone.
Why not the others: Stopping group work takes away the learning opportunity, banging a stick creates fear, and cutting marks punishes the children's enthusiasm.

430. **A teacher has to teach children of Classes 1 and 2 together in the same room. What is the most suitable strategy in this situation?**

(A) Teach only Class 2 in the first hour and make Class 1 sit quietly

(B) Teach both classes the same lesson at the same level

(C) Form level-wise groups and alternate between direct teaching and self-practice

(D) Make the Class 1 children only draw pictures the whole day

✔ **Answer: (C) Form level-wise groups and alternate between direct teaching and self-practice**
Why: In multigrade teaching the teacher works directly with the groups in turn, while the other groups keep learning through activity cards, peer learning or practice.
Why not the others: Making them sit quietly wastes time, a lesson at one level does not suit both classes, and only drawing pictures does not meet the learning needs of Class 1.

431. **A teacher always seats the quick children in front and the slow learners at the back. The children at the back have now stopped participating. What is the best correction?**

(A) Create a separate section for slow learners

(B) Keep the same arrangement and scold the back-benchers for not paying attention

(C) A flexible, changing and mixed seating arrangement according to the activity

(D) Ask questions only to the children sitting in front

✔ **Answer: (C) A flexible, changing and mixed seating arrangement according to the activity**
Why: Fixed seating on the basis of ability labels children. Changing, mixed seating (such as a U-shape) brings every child near the teacher and increases peer learning.
Why not the others: A separate section confirms the label, scolding does not change the cause, and asking questions only to those in front neglects the back-benchers even more.

432. **Kiran of Class 3 comes late almost every day. It turned out that she looks after her younger brother in the morning. What is the appropriate step for the teacher?**

(A) Keep her standing outside the class when she comes late

(B) Mark her absent in the register when she is late

(C) Ask her the reason for being late in front of the whole class

(D) A sensitive talk with the parents and help with the part she missed

✔ **Answer: (D) A sensitive talk with the parents and help with the part she missed**
Why: The reason for the delay is a family circumstance, not carelessness. Empathetic communication, the parents' cooperation and making up for the missed studies keep the child connected to school.
Why not the others: Standing outside deprives her of even more studies, marking a present child absent is improper, and asking in front of everyone hurts her privacy and self-respect.

433. **During a game in Class 4, Deepak angrily pushed a classmate. What is the most appropriate first step for the teacher?**

(A) Punish Deepak with a stick to teach him a lesson

(B) Announce Deepak's name in the morning assembly

(C) Calm both down, listen to them and decide the correction together

(D) Expel him from school for a week

✔ **Answer: (C) Calm both down, listen to them and decide the correction together**
Why: Positive discipline involves first safety and calm, then understanding the cause and giving the child a chance to correct the mistake; this develops self-control.
Why not the others: Punishment with a stick is prohibited under Section 17 of RTE 2009, a public announcement is mental harassment, and expulsion keeps the child away from learning altogether.

434. **Imran of Class 5 keeps bringing incomplete homework. Which is the most appropriate step for the teacher?**

(A) Make him do sit-ups holding his ears in front of the class

(B) Double the homework and check it in class the next day

(C) Find the reason through a private conversation and give suitable homework

(D) Keep him standing outside the class the whole day

✔ **Answer: (C) Find the reason through a private conversation and give suitable homework**
Why: Behind incomplete homework there may be household chores, lack of support or difficulty in understanding. Understanding the reason and giving meaningful, limited work is positive discipline.
Why not the others: Sit-ups are physical punishment, double work increases burden and dislike, and keeping him outside deprives the child of learning.

SG **More free PDFs** — UP GK 1000, Uttarakhand GK 1000 and more. See PDFs →

435. **A colleague says that discipline in children comes only from fear of the stick. From the point of view of the RTE Act 2009 and a child-centred approach, what is the correct response?**

(A) Only frightening them by showing the stick is allowed

(B) Physical punishment and mental harassment are prohibited; adopt positive discipline

(C) Punishment may be given with the written consent of the parents

(D) Mild physical punishment is acceptable after Class 3

✔ **Answer: (B) Physical punishment and mental harassment are prohibited; adopt positive discipline**
Why: Section 17 of RTE 2009 protects children from physical punishment and mental harassment. Discipline that comes from fear is not lasting.
Why not the others: The law gives no exemption on the basis of frightening, parental consent or class. Fear reduces both the child's desire to learn and self-confidence.

436. **A child of Class 3 uses abusive words in a quarrel which he has heard in his surroundings. What is the teacher's most appropriate response?**

(A) Talk calmly with him separately and explain the effect of the words

(B) Humiliate him in front of the whole class and make him apologise

(C) Comment on his family in front of everyone

(D) Ignore the incident without saying anything

✔ **Answer: (A) Talk calmly with him separately and explain the effect of the words**
Why: A child learns words from his environment. Through a private, respectful conversation he understands the effect of the behaviour and learns acceptable words to express anger.
Why not the others: Public humiliation and comments on the family are mental harassment, while ignoring it completely gives the child the message that this behaviour is acceptable.

437. **In Class 2, a classmate's new eraser was found in a child's school bag. What should the teacher do?**

(A) Call him a thief in front of the whole class and give a stern warning

(B) Talk privately and give him a chance to return it; do not label him

(C) Start searching all the children's bags daily

(D) Call the parents and talk of removing him from school

✔ **Answer: (B) Talk privately and give him a chance to return it; do not label him**
Why: In young children the understanding of what is one's own and what belongs to others is still developing. A private conversation, a chance to return the item and praise for honesty help moral development.
Why not the others: The 'thief' tag becomes a permanent label and damages self-image, daily searches create an atmosphere of distrust, and the threat of removal creates fear.

438. **A child of Class 1 deliberately pours his water bottle on the floor for fun. According to positive discipline, what is the appropriate step?**

(A) Keep him in the 'murga' (rooster) punishment position until the end of school

(B) Confiscate his water bottle forever

(C) Call him 'the naughty child' in front of the class

(D) Calmly have him help in cleaning the floor himself

✔ **Answer: (D) Calmly have him help in cleaning the floor himself**
Why: A logical consequence is directly linked to the mistake and is applied with respect; through it the child learns to take responsibility for his actions.
Why not the others: The 'murga' position is physical punishment, confiscating the bottle deprives him of a basic need like water, and calling him naughty is a humiliating label.

439. **The teacher finds out that the Class 5 monitor hits noisy children with a ruler in the teacher's absence. What is the most appropriate step?**

(A) Praise the monitor for keeping the class quiet

(B) Stop it at once and say that hitting is forbidden; give the role in rotation

(C) Punish the monitor with the same ruler

(D) Treat it as a matter among the children and leave it

✔ **Answer: (B) Stop it at once and say that hitting is forbidden; give the role in rotation**
Why: The safety of every child in the class is the teacher's responsibility. Teaching the monitor a supportive role and giving responsibility in rotation prevents misuse of power.
Why not the others: Praise reinforces violence, hitting the monitor repeats the same violence, and ignoring it leaves the victimised children unsafe.

440. **Tanya of Class 4 finishes every task first and then gets bored and starts looking around. What is the most appropriate step for the teacher?**

(A) Let her solve ten more questions of the same type

(B) Promote her two classes ahead immediately without assessment

(C) Give enrichment tasks involving deep thinking and open-ended questions

(D) Make her do the other children's homework

✔ **Answer: (C) Give enrichment tasks involving deep thinking and open-ended questions**
Why: A gifted child needs not more quantity but more depth. Enrichment tasks, projects and open-ended questions give her ability a suitable challenge.
Why not the others: Repeating the same questions increases boredom, changing class without assessment is a socio-emotional risk, and making her do others' homework helps no one's learning.

441. **Prince of Class 3 takes more time than others to understand a new concept, but gradually learns with practice. What should the teacher do?**

(A) Ask him to keep pace with the quickest child

(B) Write 'weak student' on his notebook

(C) Recommend that he be held back in the same class

(D) Give small steps, concrete examples and time for extra practice

✔ **Answer: (D) Give small steps, concrete examples and time for extra practice**
Why: A slow learner needs small steps, concrete material, repetition and patient remedial support; he can learn, it just takes more time.
Why not the others: Imposing a uniform pace ignores individual differences, writing a label on the notebook is humiliating, and holding him back in the class is not a substitute for remedial support.

442. **Sahil of Class 5 is behind in written work, but is very good at composing songs and playing rhythms. According to Gardner's theory, what should the teacher do?**

(A) Stop his music for fear of distraction

(B) Teach lessons through songs and rhythm as well

(C) Advise him to progress only in music

(D) Treat the written test as the only measure of his intelligence

✔ **Answer: (B) Teach lessons through songs and rhythm as well**
Why: According to Gardner's multiple intelligences, different intelligences are strong in each child. Using the strong musical intelligence as a medium also supports the weaker areas.
Why not the others: Stopping music takes away his strength, limiting him to music alone neglects his other abilities, and a written test is not the only measure of intelligence.

443. **In Class 3 some children can read a paragraph, while some can still only recognise letters. With a single worksheet, many children are falling behind. What should the teacher do?**

(A) Prepare different tasks according to the children's learning levels

(B) Keep giving everyone the same worksheet until all can do it

(C) Focus on the children who are ahead and complete the syllabus

(D) Plan to teach those who lag behind next year

✔ **Answer: (A) Prepare different tasks according to the children's learning levels**
Why: Learning levels differ within the same class. Through level-based differentiated instruction every child can move ahead from his or her present level.
Why not the others: Repeating the same worksheet ignores individual differences, focusing only on those who are ahead is discrimination, and postponing till next year widens the learning gap.

444. **In Class 5 the teacher gives cleaning and fetching water to the girls and lifting benches to the boys. What is the correct step for an equitable classroom?**

(A) Keep this same division as per tradition
(B) Assign all tasks in rotation to both boys and girls
(C) Decide each child's task after asking the parents
(D) Get all the tasks done only by the class monitor

✔ **Answer: (B) Assign all tasks in rotation to both boys and girls**
Why: Gender-based division of tasks strengthens gender stereotyping. Giving all tasks to everyone in rotation teaches equality and mutual respect.
Why not the others: The traditional division confirms the stereotype, asking the parents may bring back the same stereotype, and getting all work done by the monitor deprives the other children of responsibility.

445. **Ansh of Class 1 writes with his left hand. His grandmother wants the teacher to teach him to write with his right hand. What should the teacher do?**

(A) Make daily practice of writing with the right hand compulsory
(B) Correct him every time he writes with his left hand
(C) Let him write with his left hand and help him with sitting posture and grip
(D) Announce a special reward for writing with the right hand

✔ **Answer: (C) Let him write with his left hand and help him with sitting posture and grip**
Why: Handedness is a natural individual difference. Forced change can lead to difficulty in writing, frustration and loss of self-confidence.
Why not the others: Compulsory practice, repeated correction or the lure of a reward are all pressures against the child's natural tendency; they make learning harder and cause emotional stress.

446. **A girl who has come to Class 1 on the first day starts crying loudly as soon as her mother leaves. What is the most suitable behaviour for the teacher?**

(A) Tell her that big children don't cry, so be quiet
(B) Make her sit alone until she stops crying
(C) Threaten her with scolding if she does not stop
(D) Accept her with affection and gradually connect her through toys, songs and games

✔ **Answer: (D) Accept her with affection and gradually connect her through toys, songs and games**
Why: Separation anxiety is natural in a new environment. An affectionate welcome, play and a familiar routine help the child begin to feel safe at school.
Why not the others: Denying the feeling, leaving her alone or frightening her increases insecurity, and a lasting fear of school may settle in the child's mind.

447. **After his grandfather's death, Rishabh of Class 4 stays very quiet and does not even play. What is the most appropriate step for the teacher?**

(A) Listen with empathy and let him express his feelings through drawing or talking
(B) Keep him busy with studies to bring him back to normal quickly
(C) Discuss his grief in front of the whole class
(D) Explain that boys should not show grief

✔ **Answer: (A) Listen with empathy and let him express his feelings through drawing or talking**
Why: In grief, the child needs a safe atmosphere and means to express his emotions. Empathetic listening and patience help him gradually return to normal.
Why not the others: Pressure of studies suppresses emotions, discussion in front of everyone violates privacy, and the idea that boys don't cry teaches gender stereotyping and emotional suppression.

448. **On the day of the unit test, Ananya of Class 5 gets a stomach ache and does not want to come to school. What is the long-term measure for the teacher?**

(A) Stress the importance of the exam and make her prepare more seriously

(B) Make assessment a part of continuous, relaxed and fear-free activities

(C) Warn her of zero marks for missing the exam

(D) Tell her that the stomach ache is just an excuse

✔ **Answer: (B) Make assessment a part of continuous, relaxed and fear-free activities**

Why: Physical symptoms are seen in test anxiety. Continuous assessment and a fear-free environment reduce anxiety; RTE Section 29 also emphasises freedom from fear, trauma and anxiety.

Why not the others: Over-stressing importance and the warning of zero marks increase pressure, and calling her distress an excuse denies her feelings.

449. **Two children of Class 2 are shouting angrily at each other over their turn on the swing. From the point of view of developing emotional intelligence, what should the teacher do?**

(A) Help them recognise the feeling, calm down and find a solution

(B) Deprive both of the swing for the whole week

(C) Treat the one who shouted first as guilty and scold him

(D) Keep watching from a distance until the quarrel settles by itself

✔ **Answer: (A) Help them recognise the feeling, calm down and find a solution**

Why: Emotional intelligence includes recognising and controlling one's own emotions. Naming the feeling and finding a solution after calming down teaches the child exactly this skill.

Why not the others: Deprivation and one-sided scolding are only punishments and teach no skill; and if the teacher keeps watching from a distance, the quarrel may turn into violence.

450. **Some children of Class 3 tease a classmate every day about the accent of his speech, and he has stopped speaking in class. What should the teacher do?**

(A) Make the victimised child practise changing his accent

(B) Treat it as children's normal joking and leave it

(C) Intervene immediately and hold a class discussion on respecting diversity

(D) Punish the teasing children with a stick

✔ **Answer: (C) Intervene immediately and hold a class discussion on respecting diversity**

Why: Repeated teasing is bullying, which hurts self-esteem and participation. Treating the diversity of speech as a resource and building an atmosphere of respect is the teacher's duty.

Why not the others: Asking the victim to change puts the blame on him, ignoring it encourages bullying, and punishment with a stick is against Section 17 of RTE 2009.

451. **Class 1 children are not taking interest in identifying circles, triangles and squares. What would be the most appropriate step for the teacher?**

(A) Writing the definitions of the shapes on the blackboard and repeating them daily so that they are firmly memorised

(B) Seating the uninterested children on the front bench

(C) Playing a game of finding shapes in objects around them

(D) Making them draw each shape ten times in their notebooks

✔ **Answer: (C) Playing a game of finding shapes in objects around them**
Why: Young children learn best through play and by linking learning to their surroundings; the play-way method increases both interest and active participation.
Why not the others: Rote-learning definitions and drawing again and again are mechanical practice; changing benches does not remove the cause of the lack of interest.

452. **The topic "Water in Our Village" is to be taught in Class 5. Which approach is most in line with the project method?**

(A) The teacher reads the lesson and dictates the main points

(B) The teacher shows an attractive chart of water sources and gives a detailed lecture so that no point is missed

(C) Children survey the village's water sources in groups and prepare a report

(D) Children memorise and recite the question-answers of the lesson

✔ **Answer: (C) Children survey the village's water sources in groups and prepare a report**
Why: In the project method (Kilpatrick), children learn through purposeful, self-performed activity on a real-life problem — learning by doing.
Why not the others: The other three approaches are teacher-centred; in them children remain passive listeners and get no opportunity to explore and do things themselves.

453. **A teacher wants to teach the noun. According to the inductive method, how will he begin?**

(A) He will make them memorise the list of kinds of nouns

(B) He will make them read the definition from the grammar book and write it down

(C) He will first clearly state the definition of a noun and then give many examples of it

(D) He will have them pick out naming words from several sentences and derive the rule

✔ **Answer: (D) He will have them pick out naming words from several sentences and derive the rule**
Why: The inductive method moves from examples to the rule (particular to general); children draw the conclusion themselves, so understanding is deeper and more lasting.
Why not the others: Moving from definition to examples is the deductive method; making them memorise the kinds and read the definition gives no opportunity for discovery.

454. **While starting the lesson "Plants" in Class 2, the teacher first shows the children real plants in the school flower bed and then the pictures in the book. Which maxim of teaching is she following?**

(A) Unknown to known
(B) Concrete to abstract
(C) Abstract to concrete
(D) Complex to simple

✔ **Answer: (B) Concrete to abstract**
Why: A real plant is a direct, concrete experience; moving after that to more abstract forms such as pictures and words is the maxim 'from concrete to abstract'.
Why not the others: The other three maxims are written in reverse order; the correct maxims are — from simple to complex, from known to unknown and from concrete to abstract.

455. **Class 4 children ask why some things sink in water and some float. What should the teacher do?**

(A) Giving homework to find the answer from a book or the internet and write it in the notebook
(B) Giving them different objects, first letting the children make predictions, then letting them check for themselves through experiments
(C) Saying that this will be taught in a higher class
(D) Telling the correct answer immediately and starting the next lesson

✔ **Answer: (B) Giving them different objects, first letting the children make predictions, then letting them check for themselves through experiments**
Why: The prediction–experiment–conclusion process respects children's curiosity and builds lasting understanding through discovery learning.
Why not the others: Telling the answer immediately or putting the matter off suppresses curiosity; having them write down an answer from somewhere usually remains limited to copying.

456. **In Class 5, some children learn very quickly and some slowly. Which is the most appropriate arrangement for group work?**

(A) Getting the work done only by the fast learners; the rest should learn by watching
(B) Forming separate permanent groups of fast and slow learners
(C) Forming small mixed-ability groups, giving every child a role
(D) Stopping group work and teaching only through lectures

✔ **Answer: (C) Forming small mixed-ability groups, giving every child a role**
Why: Mixed groups bring about cooperative learning; by learning from peers the slow learners move ahead, and the understanding of the fast learners also becomes firmer.
Why not the others: Permanent division on the basis of ability causes labelling; making children spectators takes away their participation; lecturing alone ignores diverse needs.

457. **Before starting a new lesson, the teacher asks the children about their home experiences related to that topic. What is its main purpose?**

(A) To somehow fill up the class time

(B) To link new knowledge with the children's previous knowledge and experience

(C) To keep the children sitting quietly and maintain discipline

(D) To find out the economic condition of the children's families so that help can be given

✔ **Answer: (B) To link new knowledge with the children's previous knowledge and experience**
Why: According to constructivism, children construct new knowledge on their previous knowledge; this also follows the maxim 'from known to unknown'.
Why not the others: Passing time or keeping children quiet is not the purpose of learning; probing the family's economic condition can be inappropriate and insensitive.

458. **The teacher wants to develop children's creative thinking. Which question is most suitable for this?**

(A) What would our life be like if there were no trees?

(B) Where is the root of a tree?

(C) How many parts does a tree have?

(D) Which tree is named in the lesson?

✔ **Answer: (A) What would our life be like if there were no trees?**
Why: Open-ended / divergent questions have many possible answers; they develop imagination, reasoning and creative thinking.
Why not the others: The other three are convergent questions, which have a single fixed answer; they mainly test recall.

459. **As soon as he asks a question, the teacher immediately takes the answer from a bright child, so most children do not get to think at all. What is the best step for improvement?**

(A) Pausing for a few seconds after asking the question, then taking answers from different children

(B) Taking answers only from children who raise their hands, so that no one is put under pressure

(C) Telling the answer even before asking the question

(D) Asking fewer questions in class

✔ **Answer: (A) Pausing for a few seconds after asking the question, then taking answers from different children**
Why: Giving wait time gives every child an opportunity to think; both the quality of answers and class participation increase.
Why not the others: Asking only those who raise their hands leaves out shy children; asking fewer questions or telling the answer first stops thinking altogether.

460. **A Class 3 child gives a wrong answer to a question and the other children start laughing. What would be the teacher's most appropriate response?**

(A) Warning the child to come prepared next time

(B) Appreciating the child's effort and helping him reach the correct answer by giving hints

(C) Joining in the joke along with the laughing children

(D) Making the child sit down and immediately taking the correct answer from someone else so that time is not wasted

✔ Answer: (B) Appreciating the child's effort and helping him reach the correct answer by giving hints
Why: Giving hints, or prompting, protects the child's self-confidence; a mistake is an opportunity to learn and the classroom remains fear-free.
Why not the others: Making fun is humiliation; immediately taking the answer from another child deprives the child of the chance to think; a warning creates fear.

461. **After a lesson on floods, which question will most develop higher-order thinking in Class 5 children?**

(A) According to the lesson, in which month did the flood come and how many villages were submerged?

(B) Which river is named in the lesson?

(C) Write the correct spelling of the word "flood".

(D) In your opinion, why do floods occur again and again, and how can they be reduced?

✔ Answer: (D) In your opinion, why do floods occur again and again, and how can they be reduced?
Why: Questions that ask for causes and solutions demand higher-order thinking such as analysis, evaluation and creation; merely remembered facts are not enough.
Why not the others: The other three questions are at the remembering (factual recall) level, with one fixed answer found directly in the lesson or in memory.

462. **A Class 2 girl repeatedly asks "why" and "how" questions in the middle of the lesson. What should the teacher do?**

(A) Welcoming her questions and finding the answers together

(B) Asking her to stay quiet until the lesson is over, so that the other children are not distracted

(C) Ignoring her questions and continuing to teach

(D) Complaining about her to her parents

✔ Answer: (A) Welcoming her questions and finding the answers together
Why: Children's questions are signs of curiosity and active thinking; encouraging them and finding answers together builds independent, curious learners.
Why not the others: Silencing, ignoring or complaining suppresses curiosity and makes the child afraid of asking questions in future.

463. **The school has no budget for teaching-learning material at present. What is the best option for the teacher to teach counting in Class 1?**

(A) Using local, low-cost material such as pebbles, seeds and sticks

(B) Until the material arrives, writing the numbers on the blackboard and making the children repeat them aloud every day

(C) Postponing the counting lesson until the budget is received

(D) Asking every child to buy an expensive maths kit from the market

✔ **Answer: (A) Using local, low-cost material such as pebbles, seeds and sticks**
Why: Low-cost / no-cost TLM from local material is easily available, connected to the children's surroundings and gives a concrete experience of counting.
Why not the others: Writing alone is abstract; putting the expense on parents is inappropriate; postponing the lesson makes children fall behind in learning.

464. **A teacher puts up colourful charts in every lesson but does not let the children touch or use them. What is the main shortcoming of this approach?**

(A) The charts are not colourful and large enough, so children cannot see them from a distance

(B) The charts should be bought from the market

(C) The writing on the charts should be in English

(D) Children do not get the opportunity to use the material themselves

✔ **Answer: (D) Children do not get the opportunity to use the material themselves**
Why: The purpose of TLM is not decoration but children's active participation and understanding; learning becomes firm only through hands-on activity.
Why not the others: Colour, size, bought material or the language of the writing is not the main issue; the real shortcoming is that the children do not use it.

465. **While teaching the variety of leaves in Class 4, which activity will be most effective?**

(A) Making them write an essay on leaves

(B) Having them collect fallen leaves and classify them on the basis of shape

(C) Showing colourful pictures from the book and explaining the name and shape of every leaf in detail

(D) Making them memorise a list of types of leaves

✔ **Answer: (B) Having them collect fallen leaves and classify them on the basis of shape**
Why: Collection and classification develop process skills such as observation, comparison and classification; the child learns directly from the surroundings and makes the material himself.
Why not the others: Memorising a list, showing pictures and telling names, or writing an essay give no opportunity for direct experience and exploration.

466. **The school has a smart class. Which is an example of its most appropriate use?**

(A) Showing the book's lesson on the screen and reading it out

(B) Playing the whole lesson as a video while the teacher gets busy with other work, because the video explains everything

(C) Showing an animation of the water cycle and having the children discuss it and ask questions

(D) Showing cartoons to the children as a reward for good behaviour

✔ Answer: (C) Showing an animation of the water cycle and having the children discuss it and ask questions

Why: ICT is effective only when it clarifies a difficult process, or one that cannot be seen with the eyes, and is linked to children's discussion, questions and reflection.

Why not the others: Playing a video and leaving it ends the teacher's role; cartoons are mere entertainment; reading the lesson on screen is only a copy of the book.

467. **While teaching, the teacher uses short questions and activities from time to time to see where the children are getting stuck, and changes her teaching accordingly. This is an example of what?**

(A) Summative assessment

(B) Norm-referenced test

(C) Placement assessment

(D) Formative assessment

✔ Answer: (D) Formative assessment

Why: Formative assessment takes place during the learning process and its aim is to improve teaching — it is called assessment for learning.

Why not the others: Summative assessment takes place at the end of a unit or session; a norm-referenced test compares children with one another; placement assessment decides the level at the beginning.

SG **Child Psychology sectional test — free.** 30 questions, real pattern, Hindi + English. Take test →

468. **Many Class 4 children keep making mistakes in addition with carrying. What is the teacher's most appropriate first step?**

(A) Analysing the mistakes to identify the cause, then doing remedial teaching

(B) Moving on to the next lesson to complete the syllabus on time; it will be seen to later

(C) Advising that such children be seated in the previous class

(D) Giving the same sums in large numbers as homework

✔ Answer: (A) Analysing the mistakes to identify the cause, then doing remedial teaching

Why: Diagnostic assessment first reveals the cause, such as a weak understanding of place value; only then is targeted remedial teaching effective.

Why not the others: Seating them in the previous class is humiliating; increasing practice without knowing the cause makes the mistake firmer; moving ahead leaves the gap as it is.

469. While checking a Class 3 child's story-writing notebook, which comment by the teacher is most useful?

(A) Very good, keep writing like this, you write the best in the class

(B) The beginning is interesting; now write at the end what Mohan did next

(C) 6 marks out of 10

(D) Your handwriting is very bad, improve it

✔ Answer: (B) The beginning is interesting; now write at the end what Mohan did next
Why: Descriptive feedback tells what is good and how to improve further; it helps the child understand his next step.
Why not the others: General praise and comparison, or marks alone, do not show the direction for improvement; the harsh comment breaks self-confidence and does not even talk about the content of the story.

470. Throughout the session, the teacher keeps each child's drawings, writing and project work in a file so that his progress over time can be seen. Which tool of assessment is this?

(A) Achievement test

(B) Rubric

(C) Portfolio

(D) Checklist

✔ Answer: (C) Portfolio
Why: A portfolio is a purposeful collection of the child's work; it shows progress over time and gives the child an opportunity to reflect on his own work.
Why not the others: A rubric sets the criteria for scoring; an achievement test is an examination at one point in time; a checklist records behaviour only as yes/no.

471. While announcing results, a teacher reads out everyone's marks in front of the whole class and separately names those with the lowest marks. What would be the most appropriate suggestion for him?

(A) Reading out only the names of those with the highest marks

(B) Seating the children with low marks in a separate row so that special attention can be paid to them

(C) Putting up everyone's marks on the notice board

(D) Telling each child separately about his progress and points for improvement

✔ Answer: (D) Telling each child separately about his progress and points for improvement
Why: The purpose of assessment is improvement, not public comparison; individual feedback protects the child's dignity and compares him with his own earlier progress.
Why not the others: Naming only the top scorers, seating children separately or putting marks on the notice board increases comparison, labelling and feelings of inferiority.

472. **What should the teacher do to make the assessment of Class 5 recitation fair and transparent?**

(A) Assessing the poem only through a written test

(B) Preparing in advance a rubric with criteria such as clarity, pronunciation, expression and confidence, and sharing it with the children

(C) Taking the best child as the standard and marking the rest

(D) Giving marks only on the basis of his own overall impression

✔ Answer: (B) Preparing in advance a rubric with criteria such as clarity, pronunciation, expression and confidence, and sharing it with the children

Why: In a rubric, level-wise criteria are fixed in advance; this makes assessment more objective, uniform and transparent, and children know what is expected of them.

Why not the others: Giving marks by guesswork is subjective; making one child the standard is comparison; a written test cannot measure the skills of an oral presentation.

473. **A primary school wants to prepare its report card in line with NEP 2020. What should it emphasise the most?**

(A) Only the total marks and percentage in the annual examination, because they are the most objective

(B) Holistic progress in all domains — cognitive, affective and psychomotor — including self-assessment and peer assessment

(C) Only regularity in completing homework

(D) The child's position (rank) in the class

✔ Answer: (B) Holistic progress in all domains — cognitive, affective and psychomotor — including self-assessment and peer assessment

Why: NEP 2020 speaks of a 360-degree, multidimensional Holistic Progress Card that includes self-assessment, peer assessment and teacher assessment.

Why not the others: Marks, rank or homework alone show only a small part of the child's development and encourage rote learning and mutual comparison.

474. **A Class 2 child reads the lesson fluently but, when asked, cannot tell anything about the story. What does this show?**

(A) He is recognising and saying the words (decoding) but not understanding the meaning (comprehension)

(B) He definitely has dyslexia

(C) His memory is permanently weak

(D) His reading ability is fully developed, because he reads without stopping

✔ Answer: (A) He is recognising and saying the words (decoding) but not understanding the meaning (comprehension)

Why: Real reading means reading with understanding; merely saying the words is decoding, so the teacher should add meaning-focused discussion and questions to reading.

Why not the others: Fluent reading aloud does not prove comprehension; in dyslexia, recognising words is itself difficult; calling memory weak on the basis of one incident is hasty.

475. **What is the most suitable activity for beginning language teaching in Class 1?**

(A) Starting to make them write the alphabet in order from the first day, so that no time is wasted

(B) Making them write a full page of handwriting practice every day

(C) Making them memorise the complete chart of vowel signs

(D) Giving plenty of opportunities for listening and speaking through poems, stories, conversation and picture discussion

✔ Answer: (D) Giving plenty of opportunities for listening and speaking through poems, stories, conversation and picture discussion
Why: The natural order of language skills is listening–speaking–reading–writing (LSRW); reading and writing rest only on a strong foundation of oral language.
Why not the others: Memorising the alphabet and vowel signs, and handwriting practice, are mechanical, cut off from meaning, and can create a dislike for language in a young child.

476. **What would be most effective in the classroom to arouse interest in reading among children of Classes 1–2?**

(A) Keeping books locked in the cupboard for fear of their being torn and giving them only under the teacher's supervision

(B) Putting up picture-word cards and poems at the children's height and setting up a reading corner

(C) Writing only adults' thoughts for the day and rules on the walls

(D) Allowing only the textbook to be read in class

✔ Answer: (B) Putting up picture-word cards and poems at the children's height and setting up a reading corner
Why: A print-rich environment constantly familiarises children with written language; a reading corner promotes independent and enjoyable reading.
Why not the others: Adults' thoughts for the day are not at the children's level; keeping books locked takes away access; reading only the textbook limits the range of interest.

477. **A Class 3 child makes many spelling mistakes in his story, but his ideas are very good. What should the teacher do?**

(A) Stopping his creative writing until his spelling is correct

(B) Crossing out every mistake with a red pen and making him rewrite the whole story

(C) First appreciating the ideas, then working separately on a few major spelling mistakes

(D) Rejecting the story because of the mistakes

✔ Answer: (C) First appreciating the ideas, then working separately on a few major spelling mistakes
Why: In early writing, expression of ideas comes first; spelling mistakes are a natural stage of development, which are corrected gradually, without discouraging the child.
Why not the others: Crossing out every mistake, stopping the writing or rejecting the story makes the child afraid of writing and kills the desire to express himself.

478. **After telling a story in Class 4, which activity will most develop the children's language ability?**

(A) Having the children think of a different ending to the story and narrate it

(B) Making them memorise the title of the story and the names of the characters

(C) Making them copy the story word for word into the notebook

(D) Making them memorise the meanings of the difficult words in the story so that their vocabulary grows

✔ Answer: (A) Having the children think of a different ending to the story and narrate it
Why: Creating a new ending to the story develops imagination, reasoning and original oral expression together; it is an open, creative language task.
Why not the others: Memorising meanings, copying word for word or memorising names remain limited to recall and mechanical writing.

479. **Some Class 1 children recognise letters but cannot join them to read words. Which activity will be most helpful?**

(A) Letting them put off reading until the next class

(B) Making them memorise the names of the letters loudly so that recognition becomes firmer

(C) Making them write the whole alphabet ten times

(D) Sound games: finding words that begin with a given sound, blending sounds to make words

✔ Answer: (D) Sound games: finding words that begin with a given sound, blending sounds to make words
Why: Phonological awareness and blending are the foundation of word reading; done as a game, this practice is also enjoyable.
Why not the others: Writing and rote memorisation do not teach the skill of joining letters; putting off reading widens the gap in foundational literacy.

480. **Which is the most suitable sequence for introducing the concept of addition in Class 1?**

(A) Writing number symbols → drawing pictures → adding with objects

(B) Solving sums on the blackboard and making them copy

(C) First making them memorise all the addition facts, then giving sums

(D) Adding with objects → adding by drawing pictures → writing number symbols (2 + 3 = 5)

✔ Answer: (D) Adding with objects → adding by drawing pictures → writing number symbols (2 + 3 = 5)
Why: Through the Concrete–Pictorial–Abstract sequence, children reach symbols by understanding the concept, not by rote.
Why not the others: The reverse sequence starts with the abstract; memorising facts or copying a demonstrated solution is memorising a procedure without understanding.

481. **A Class 3 child writes 42 − 17 = 35. What is the most correct conclusion about his mistake, and the right step?**

(A) The child is careless, so he should be scolded

(B) The child is not capable of learning mathematics

(C) He is subtracting the smaller digit from the larger one in each column; the understanding of borrowing should be built with bundles of sticks

(D) He should be given fifty subtraction sums daily for practice so that the mistake goes away by itself

✔ Answer: (C) He is subtracting the smaller digit from the larger one in each column; the understanding of borrowing should be built with bundles of sticks

Why: Children's mistakes are a window into their thinking; here there is a misconception about place value and borrowing, which can be corrected with concrete aids.

Why not the others: Scolding does not remove the cause; practice without understanding makes the wrong method firmer; calling him incapable is labelling.

482. **What is the most effective way to teach money (rupees and paise) in Class 4?**

(A) Making them memorise the rules for converting rupees and paise

(B) Making them paste pictures of coins and notes in the notebook

(C) Setting up a pretend shop in the class and having the children act out buying, selling and keeping accounts

(D) Solving all the questions of the book on the blackboard so that the children see the correct method

✔ Answer: (C) Setting up a pretend shop in the class and having the children act out buying, selling and keeping accounts

Why: A role-play activity such as a pretend shop connects mathematics with daily life; children learn addition, subtraction and giving back change in a meaningful context.

Why not the others: Memorising rules and demonstrating solutions are passive learning; pasting pictures does not develop the skill of calculation.

483. **A Class 5 girl keeps saying that she will never be able to do mathematics. What should the teacher do?**

(A) Asking her to give up mathematics and focus only on language

(B) Giving her even harder sums so that she works harder

(C) Comparing her with classmates who are good at mathematics by citing their example

(D) Giving her easy tasks at her level that bring success, gradually increasing the difficulty and appreciating her effort

✔ Answer: (D) Giving her easy tasks at her level that bring success, gradually increasing the difficulty and appreciating her effort

Why: Small successes increase self-efficacy; moving from simple to complex and praising effort reduce math anxiety.

Why not the others: Making her drop the subject is giving up; comparison increases feelings of inferiority; suddenly giving hard sums further strengthens failure and fear.

484. **Some Class 4 children solve a problem by their own methods, different from the book's, and their answers are correct. What should the teacher do?**

(A) Accepting only the method given in the book so that there is no confusion in the examination

(B) Deducting marks for answers worked out by a different method

(C) Asking the children to give up their own methods

(D) Discussing all the methods in class and appreciating the children's reasoning

✔ **Answer: (D) Discussing all the methods in class and appreciating the children's reasoning**
Why: Reasoning and problem solving are central in mathematics; discussing multiple methods of solution develops flexible thinking and mathematical communication.
Why not the others: Imposing a single method, deducting marks or making children give up their methods suppresses their original thinking and turns mathematics into rote procedure.

485. **What is the most suitable activity to teach the concepts of half and quarter in Class 3?**

(A) Making them memorise the definitions of 1/2 and 1/4

(B) Showing a chapati or a paper strip being folded and divided into equal parts, and having the children do it themselves

(C) Making them write only the names numerator and denominator from the blackboard

(D) Making them write the formulas for adding fractions

✔ **Answer: (B) Showing a chapati or a paper strip being folded and divided into equal parts, and having the children do it themselves**
Why: The concrete activity of dividing into equal parts helps children understand that all the parts of a fraction must be equal; this is the maxim 'from concrete to abstract'.
Why not the others: Writing definitions, formulas or names is abstract; without the basic understanding of equal parts, these remain mere rote learning.

486. **A new teacher wants to teach Class 4 Environmental Studies (EVS) by making separate science and history lessons. In the light of NCF 2005, what would be your suggestion?**

(A) Teaching EVS in an integrated form, through themes connected to the child's surroundings

(B) Teaching EVS as a list of definitions and facts

(C) Only reading the textbook and making them write question-answers

(D) Teaching only separate science and history lessons, because this increases the depth of the subject

✔ **Answer: (A) Teaching EVS in an integrated form, through themes connected to the child's surroundings**
Why: According to NCF 2005, EVS is an integrated subject at the primary level; the child sees the world as a whole, not divided into subjects.
Why not the others: Dividing it into separate subjects goes against the holistic view of the primary stage; memorising definitions and purely book-based teaching remain cut off from the surroundings.

487. **In a village school, Class 5 is to be taught about crops. What would be the most effective teaching?**

(A) Taking the children to a nearby field, having them talk to a farmer and getting them to record their observations

(B) Making them memorise a list of crops and their seasons

(C) Making a table of crops, their seasons and yield on the blackboard and having it copied into notebooks

(D) Reading the lesson and making them write question-answers

✔ Answer: (A) Taking the children to a nearby field, having them talk to a farmer and getting them to record their observations
Why: A field trip and conversation with members of the community give direct experience; the farmer's local knowledge becomes part of classroom learning.
Why not the others: Memorising lists, writing question-answers or copying a table are passive learning, which does not connect with the child's own experience and surroundings.

488. **A Class 4 child says with full confidence that plants take all their food from the soil. What is the teacher's most appropriate response?**

(A) Saying that he will understand everything on reaching a higher class

(B) Valuing his idea and arranging experiments and discussion through which he tests the belief himself

(C) Ignoring what he says and moving on with the lesson

(D) Immediately saying that this is wrong and making him write the correct scientific answer in the notebook

✔ Answer: (B) Valuing his idea and arranging experiments and discussion through which he tests the belief himself
Why: Children's alternative conceptions are formed from their experience; they change only through experiences that create cognitive conflict.
Why not the others: Merely making him write the correct answer leaves the old belief intact within; ignoring it or putting it off disrespects the child's thinking.

489. **While teaching the topic "My Family" in EVS, the teacher knows that some children do not have a mother or a father in their family. What should she do?**

(A) Giving such children a separate activity during this lesson

(B) Giving only a family of parents and children as the example, so that no one feels bad

(C) Asking them in detail about their families in front of the class

(D) Presenting all types of families (nuclear, joint, living with grandparents etc.) with respect

✔ Answer: (D) Presenting all types of families (nuclear, joint, living with grandparents etc.) with respect
Why: EVS develops sensitivity towards diversity; every child's family deserves respect, so that no child feels isolated or ashamed.
Why not the others: Giving a separate activity is exclusion; public questioning can cause hurt; presenting only one type of family as the ideal denies the experience of the other children.

490. **Birds are to be taught in Class 3. Which activity will most develop the children's observation skills?**

(A) Having them watch the birds on the campus for a week and record drawings and notes in a diary

(B) Making a list of birds' names and their features and having it memorised

(C) Reading out the lesson on birds

(D) Making them buy a booklet with colourful pictures of birds and memorise the names given in it

✔ **Answer: (A) Having them watch the birds on the campus for a week and record drawings and notes in a diary**

Why: Continuous observation and recording are core process skills of EVS; by watching, children learn to ask questions, compare and draw conclusions.

Why not the others: Memorising names, reading out the lesson or making children buy a booklet keeps them passive; in these, learning is not connected with direct experience of the surroundings.

491. **A Class 2 child has been continuously absent for several days; his parents are daily-wage labourers. What is the teacher's most appropriate step?**

(A) Making the child stand outside the class on his return, so that other children do not stay absent

(B) Talking to the parents by visiting their home or on the phone to understand the reason, and finding a solution together

(C) Striking the child's name off the register

(D) Treating it as the family's private problem and leaving it

✔ **Answer: (B) Talking to the parents by visiting their home or on the phone to understand the reason, and finding a solution together**

Why: Getting every child to complete elementary education is a shared responsibility; RTE Section 24 also lists holding regular meetings with parents as a duty of the teacher.

Why not the others: Striking off the name takes away the right to education; making him stand outside is punishment (against Section 17); indifference may make the child drop out.

492. **Potters, carpenters and weavers live near the school. While teaching the topic "Things We Make", how can they best be used?**

(A) Inviting them to the class to demonstrate their work and letting the children ask questions

(B) Telling about these occupations only through the pictures in the book, so that study time is not wasted

(C) Advising the children to stay away from such work

(D) Getting the school furniture repaired by them free of cost

✔ **Answer: (A) Inviting them to the class to demonstrate their work and letting the children ask questions**

Why: Members of the community are a living community resource; this increases respect for local knowledge and labour, and connects learning with real life.

Why not the others: Keeping children away from such work disrespects labour; showing only pictures deprives them of direct experience; getting free repairs done is not an educational purpose.

493. **In a government primary school, the toilet and drinking-water facilities are poor. Under RTE 2009, who has the main role in planning the improvement?**

(A) The Class 5 monitors

(B) The Block Education Officer (BEO) alone, without consulting the parents and the community

(C) The School Management Committee (SMC), through the School Development Plan

(D) Only the headmaster, alone at his own level

✔ **Answer: (C) The School Management Committee (SMC), through the School Development Plan**
Why: Under RTE Sections 21–22, the SMC monitors the school and prepares the School Development Plan; at least three-fourths of its members are parents.
Why not the others: A decision taken alone by the headmaster or an officer goes against the spirit of community participation; monitors have no statutory role in this.

494. **Many Class 1 children speak Awadhi or Bhojpuri at home and hesitate to speak standard Hindi. What should the teacher do?**

(A) Repeatedly correcting the children by calling their dialect a wrong language

(B) Asking questions only to the children who speak standard Hindi

(C) Banning the use of the home dialect in class

(D) Accepting the children's home language in class and, with its support, gradually moving them towards standard Hindi

✔ **Answer: (D) Accepting the children's home language in class and, with its support, gradually moving them towards standard Hindi**
Why: NCF 2005 and NEP 2020 treat the home language as a resource; in a familiar language the child learns comfortably, and it becomes the bridge to the new language.
Why not the others: Banning it or calling the dialect wrong disrespects the child's identity and increases hesitation; asking only selected children leaves the others out.

495. **Class 4 children come from families that speak Hindi, Urdu, Bangla and Nepali. How can the teacher make the best use of this linguistic diversity?**

(A) Asking the children for the words for the same object in their own languages and having them compare and discuss the languages

(B) Seating children of different languages in separate groups

(C) Instructing everyone to speak only in the language of the textbook

(D) Treating linguistic diversity as an obstacle and ignoring it

✔ **Answer: (A) Asking the children for the words for the same object in their own languages and having them compare and discuss the languages**
Why: NCF 2005 treats multilingualism as a resource; comparing languages increases language awareness, vocabulary and mutual respect.
Why not the others: Imposing one language, seating children separately by language or treating diversity as an obstacle creates exclusion and a sense of inferiority.

496. **Some parents want every subject to be taught only in English from Class 1, while the children do not understand English. In line with NEP 2020, what is the teacher's most appropriate step?**

(A) Punishing the children who do not understand English

(B) Stopping the teaching of English in the school completely

(C) Explaining to the parents that understanding develops better in the local language; teaching English as a language

(D) Accepting the parents' demand and making the children learn every subject by rote only in English from Class 1, so that the parents stay satisfied

✔ **Answer: (C) Explaining to the parents that understanding develops better in the local language; teaching English as a language**

Why: NEP 2020: wherever possible, the medium of instruction should be the home/local language at least till Class 5 (preferably till Class 8); RTE Section 29(2)(f) also says instruction should, as far as practicable, be in the mother tongue.

Why not the others: Rote learning in a language that is not understood blocks understanding; stopping English completely is also not appropriate; punishment is against RTE Section 17.

497. **A 7-year-old girl from a migrant labourer family has no birth certificate. Her parents come to get her admitted. What should the headmaster do?**

(A) Taking a written test of the girl to check her age

(B) Withholding admission until the certificate is made and brought, and sending the parents to the panchayat office

(C) Giving admission even without proof of age

(D) Advising them to go to some private school

✔ **Answer: (C) Giving admission even without proof of age**

Why: Under RTE Section 14(2), no child shall be denied admission for lack of proof of age; Section 13 also prohibits screening for admission.

Why not the others: Withholding admission violates Section 14; taking a test is a prohibited screening procedure (Section 13); sending her to a private school is evading one's own responsibility.

498. **A 10-year-old child who has never been to school comes to take admission for the first time in the middle of the session. What will be done under RTE 2009?**

(A) Seating him in Class 1, because he has not yet learnt even the letters

(B) Admitting him to an age-appropriate class and giving him special training

(C) Taking an admission test and admitting him to whichever class he is fit for

(D) Asking him to wait until the beginning of the next session

✔ **Answer: (B) Admitting him to an age-appropriate class and giving him special training**

Why: Under RTE Section 4, a child who has not been to school or could not complete his education is admitted to an age-appropriate class and has the right to special training.

Why not the others: Seating him in a class of younger children goes against age-appropriateness; an admission test is screening (Section 13); making him wait is against Section 15.

499. **A government teacher tells the parents of weak children to send them to his house in the evening for paid tuition. What is the correct conclusion about this situation?**

(A) It is inappropriate only if the tuition fee is very high

(B) It is appropriate, because it will quickly improve the level of the weak children

(C) It is inappropriate; RTE Section 28 bars teachers from private tuition

(D) Doing so is completely appropriate after taking written permission from the headmaster

✔ **Answer: (C) It is inappropriate; RTE Section 28 bars teachers from private tuition**

Why: RTE Section 28 bars teachers from private tuition; under Section 24, it is the teacher's duty to assess every child and give additional instruction as required.

Why not the others: The argument of improving the level, a low fee or the headmaster's permission — none of these reasons makes private tuition valid.

500. **Many children taking admission in Class 1 have never been to an anganwadi or a pre-school. What is the most appropriate step for the teacher at the beginning of the session?**

(A) Conducting play-based school preparation (such as Vidya Pravesh) for about the first three months (12 weeks) of the session

(B) Starting the first lesson of the textbook from the first day, so that the syllabus is completed on time

(C) Testing reading and writing at the time of admission and sorting out the children

(D) Asking the parents of such children to come next year

✔ **Answer: (A) Conducting play-based school preparation (such as Vidya Pravesh) for about the first three months (12 weeks) of the session**

Why: NEP 2020 suggests a 3-month play-based school preparation module for Class 1; Vidya Pravesh (2021), based on this, connects the child to school smoothly.

Why not the others: Starting the textbook directly ignores school readiness; testing and sorting out is screening (RTE Section 13); sending children back violates the right to admission.

Part E

RTE 2009 · NEP 2020 · NCF — at a glance

Topic	Key fact
Constitution Article 21A	Inserted by the 86th Constitutional Amendment (2002); fundamental right to free and compulsory education for children of 6–14 years
RTE Act 2009: dates	Presidential assent 26 August 2009; published in the Gazette 27 August 2009; came into force across the country 1 April 2010
RTE 2009 Section 3	Free and compulsory education for every child of 6–14 years in a neighbourhood school till completion of elementary education
RTE 2009 Section 4	Admission of a child who never attended school or dropped out into an age-appropriate class, along with special training
RTE 2009 Section 11	The appropriate Government may make arrangements for free pre-school education for children above 3 years of age and for Early Childhood Care and Education (ECCE) until they complete 6 years of age
RTE 2009 Section 12(1)(c)	At least 25% of the seats in the entry class of private unaided schools for children of weaker and disadvantaged sections
RTE 2009 Section 13	Prohibition of capitation fee and of any screening procedure for the child or parents at the time of admission
RTE 2009 Section 16 (2019 amendment)	Regular examination at the end of the year in Classes 5 and 8; if a child fails, additional instruction and a re-examination within 2 months of the result; if the child fails the re-examination too, the appropriate Government may allow schools to hold the child back in the same class; no expulsion till completion of elementary education
RTE 2009 Section 17	Prohibition of physical punishment and mental harassment of a child
RTE 2009 Section 21	School Management Committee (SMC): at least three-fourths of the members parents; proportionate representation of disadvantaged sections; 50% of the members women (this condition is in the RTE Model Rules)
RTE 2009 Section 22	Preparation of the School Development Plan by the School Management Committee
RTE 2009 Section 23	Minimum qualifications for appointment of teachers are laid down by an academic authority authorised by the Centre (NCTE; this is why TET is compulsory)
RTE 2009 Section 25 and Schedule	Pupil–teacher ratio: primary level 30:1, upper primary level 35:1
RTE 2009 Sections 27 and 28	Section 27: teachers not to be deployed for any non-educational work other than the decennial census, disaster relief and elections to local bodies, the State Legislature or Parliament; Section 28: private tuition or private teaching by teachers prohibited
RTE 2009 Section 29	Curriculum and evaluation: child-centred, learning through activity and discovery, mother tongue as medium as far as practicable, fear-free

	environment, Continuous and Comprehensive Evaluation
RTE 2009 Section 31	Monitoring of child rights: National Commission for Protection of Child Rights (NCPCR) and State Commissions (SCPCR)
RTE 2009 Schedule: time norms	Minimum working days: primary 200, upper primary 220; instructional hours: 800 and 1000 per year; 45 hours per week for teachers (including preparation)
NEP 2020: basic facts	Approved by the Union Cabinet on 29 July 2020; drafting committee chaired by Dr. K. Kasturirangan; replaced the National Policy on Education of 1986
NEP 2020: 5+3+3+4 structure	Foundational 3–8 years (anganwadi/pre-primary + Classes 1–2), Preparatory 8–11 (Classes 3–5), Middle 11–14 (Classes 6–8), Secondary 14–18 (Classes 9–12)
NEP 2020: other key points	Mother tongue/local language as medium at least till Class 5 (preferably till Class 8); national assessment centre PARAKH; target of public expenditure on education of 6% of GDP
National Curriculum Framework (NCF)	NCF 1975, 1988, 2000, 2005 (chaired by Yash Pal); NCF-FS 20 October 2022 (3–8 years); NCF-SE 23 August 2023
NIPUN Bharat and Mission Prerna	NIPUN Bharat 5 July 2021 (under Samagra Shiksha; FLN up to Class 3, target 2026–27); Mission Prerna, Uttar Pradesh, September 2019 (reform of basic education)

E Hindi–English glossary

Growth — अभिवृद्धि

Development — विकास

Maturation — परिपक्वता

Heredity — वंशानुक्रम

Environment — वातावरण

Socialisation — समाजीकरण

Cognitive development — संज्ञानात्मक विकास

Schema — स्कीमा

Assimilation — आत्मसातीकरण

Accommodation — समायोजन

Equilibration — साम्यधारण

Object permanence — वस्तु स्थायित्व

Conservation — संरक्षण

Egocentrism — अहंकेंद्रिता

Zone of Proximal Development (ZPD) — समीपस्थ विकास क्षेत्र

Scaffolding — पाड़ / ढाँचा देना

Inner speech — आंतरिक वाक्

Moral development — नैतिक विकास

Psychosocial development — मनोसामाजिक विकास

Psychosexual development — मनोलैंगिक विकास

Language Acquisition Device (LAD) — भाषा अर्जन यंत्र

Learning — अधिगम

Classical conditioning — शास्त्रीय अनुबंधन

Operant conditioning — क्रिया-प्रसूत अनुबंधन

Reinforcement — पुनर्बलन

Negative reinforcement — नकारात्मक पुनर्बलन

Punishment — दंड

Extinction — विलोपन

Trial and error — प्रयास एवं त्रुटि

Insight — अंतर्दृष्टि

Observational learning — अवलोकनात्मक अधिगम

Cognitive map — संज्ञानात्मक मानचित्र

Learning curve — अधिगम वक्र

Learning plateau — अधिगम पठार

Transfer of learning — अधिगम स्थानांतरण

Intelligence Quotient (IQ) — बुद्धि-लब्धि

Mental age — मानसिक आयु

Chronological age — कालानुक्रमिक आयु

Multiple intelligences — बहु-बुद्धि

Emotional intelligence — संवेगात्मक बुद्धि

Motivation — अभिप्रेरणा

Intrinsic motivation — आंतरिक अभिप्रेरणा

Extrinsic motivation — बाह्य अभिप्रेरणा

Hierarchy of needs — आवश्यकता पदानुक्रम

Self-actualisation — आत्म-सिद्धि

Forgetting curve — विस्मरण वक्र

Proactive inhibition — अग्रोन्मुख अवरोध

Retroactive inhibition — पृष्ठोन्मुख अवरोध

Emotion — संवेग

Personality — व्यक्तित्व

Projective test — प्रक्षेपी परीक्षण

Defence mechanism — रक्षा युक्ति

Individual differences — व्यक्तिगत भिन्नता

Gifted child — प्रतिभाशाली बालक

Creativity — सृजनात्मकता

Divergent thinking — अपसारी चिंतन

Convergent thinking — अभिसारी चिंतन

Learning disability — अधिगम अक्षमता

Children With Special Needs (CWSN) — विशेष आवश्यकता वाले बच्चे

Inclusive education — समावेशी शिक्षा

Maxims of teaching — शिक्षण सूत्र

Inductive method — आगमन विधि

Deductive method — निगमन विधि

Discovery learning — खोज अधिगम

Constructivism — रचनावाद

Cooperative learning — सहयोगात्मक अधिगम

Micro-teaching — सूक्ष्म शिक्षण

Feedback — प्रतिपुष्टि

Lesson plan — पाठ योजना

Teaching-Learning Material (TLM) — शिक्षण-अधिगम सामग्री

Learning outcomes — अधिगम प्रतिफल

Continuous and Comprehensive Evaluation (CCE) — सतत एवं व्यापक मूल्यांकन

Formative assessment — रचनात्मक आकलन

Summative assessment — योगात्मक आकलन

Diagnostic test — निदानात्मक परीक्षण

Remedial teaching — उपचारात्मक शिक्षण

Reliability — विश्वसनीयता

Validity — वैधता

Action research — क्रियात्मक अनुसंधान

Foundational Literacy and Numeracy (FLN) — बुनियादी साक्षरता एवं संख्याज्ञान

E 60-second revision — before the exam hall

Psychologist	Field	In one line
Jean Piaget	Cognitive development	The sequence of stages is the same for everyone and no stage is skipped; the child is a "little scientist".
Lev Vygotsky	Sociocultural development	What a child does with help today, he/she will do alone tomorrow — learning is social.
Lawrence Kohlberg	Moral development	It is not the answer "yes" or "no" but the "why" behind it that decides the stage.
Erik Erikson	Psychosocial development	Children of Classes 1–5 are in "Industry vs Inferiority" — give them experiences of success.
Sigmund Freud	Psychoanalysis & Psychosexual development	Id = "I want it", Ego = "How will I get it", Superego = "What is right".
Jerome Bruner	Cognitive learning & Instruction	EIS = do, see, say; book "The Process of Education" (1960).
Noam Chomsky	Language development / Linguistics	Children learn language not merely by rote but by using their innate ability to form new sentences on their own; book "Syntactic Structures" (1957).
Ivan Pavlov	Classical conditioning	Food = UCS, bell = CS, salivation on the bell = CR.
Edward L. Thorndike	Learning, Educational psychology	Thorndike = cat + puzzle box + three primary laws.
B. F. Skinner	Operant conditioning	Skinner = rat and pigeon + reinforcement + programmed instruction.
Wolfgang Köhler	Gestalt psychology, Insight learning	Köhler = chimpanzee Sultan + insight + Tenerife.
Albert Bandura	Social learning, Observational learning	Bandura = Bobo doll + learning by watching + four processes.
Edward C. Tolman	Purposive behaviourism, Sign learning	Tolman = rat + maze + cognitive map.
Howard Gardner	Intelligence	Original 7 (1983, Frames of Mind) + Naturalistic = 8.
Abraham Maslow	Motivation, Humanistic psychology	Physiological at the bottom, Self-actualisation at the top; 5 levels in the original model.

Now test yourself

Done with all 500 questions? Now practise in a real exam setting — the same 120 questions, the same +3/−1, the same subject weightage.

UP Assistant Teacher (PRT) 2026 — Mock Test Series

- 12 full-length mocks (120 Q · 360 marks · 2 hours · +3/−1)
- 12 subject-wise sectionals — Child Psychology (free), Pedagogy, Hindi, GK…
- Explanation for every question · Hindi and English
- Mock 1 free · full pass ₹129 / 1 year

Take Free Mock 1 **Get ₹129 Pass** **All PDFs**

Free Mock 1
studyforgs.com/test.html?t=upprt-mock-01

Telegram
t.me/studyforgeneralstudies

Telegram
t.me/studyforgeneralstudies — daily current affairs + quiz

YouTube
@Study_ForGS — lectures and revision

This PDF is original study material prepared by StudyForGS.com and is free to share — please do not sell it. Report any error to info@studyforgs.com.