COURSE 01
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

Child Development and Educational Psychology

बाल विकास एवं शैक्षिक मनोविज्ञान

Guru Ji

518 MCQs + 50 short-answer prompts

9 chapter groups • 18 new classroom-based MCQs • spacious single-column layout

Study • Practise • Reflect

Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

Contents & chapter coverage

MCQ count includes original practice variants and new application questions.

01	Understanding Childhood	62 MCQs
02	Childhood and Socialisation	62 MCQs
03	The Indian Concept of Self	62 MCQs
04	Development	72 MCQs
05	Play and Development	62 MCQs
06	Concept Formation	62 MCQs
07	Learning Theories	72 MCQs
08	Learning by Children with Special Needs	42 MCQs
09	Learner Friendly Environment	22 MCQs

Coverage and source note. This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

CHAPTER 01 • 62 MCQs • 6 REVISION PROMPTS

Understanding Childhood

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Diverse childhoods / विविध बचपन

Childhood differs across social and cultural contexts.

Classroom example: Children in a fishing community and an urban neighbourhood experience different daily routines.

Globalisation / वैश्वीकरण

Cross-border flows of media, ideas and goods shape childhood.

Classroom example: Children encounter stories and games from other countries through digital media.

Child agency / बाल सक्रियता

Children participate in shaping their own experiences.

Classroom example: A class discusses and chooses the rules for its reading corner.

Childhood as a social construct / बचपन का सामाजिक निर्माण

Understandings of childhood vary with history and social expectations.

Classroom example: A class compares the responsibilities of children in different generations.

Child rights / बाल अधिकार

Children have entitlements to protection, participation, development and survival.

Classroom example: A teacher invites pupils to express their views in decisions affecting them.

Individual differences / व्यक्तिगत भिन्नताएँ

Children vary in interests, abilities, experiences and rates of learning.

Classroom example: Two pupils use different methods to complete the same task.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 001 • NEW CLASSROOM APPLICATION

Two children of the same age have very different home responsibilities. What should a teacher infer?

A. Both children need identical support

B. One family must be wrong

C. Age alone determines all experiences

D. Childhood experiences depend on social and cultural circumstances

Correct answer / सही उत्तर: D. Childhood experiences depend on social and cultural circumstances

Explanation / व्याख्या

Development must be understood in context; different responsibilities affect learning opportunities.

MCQ 002 • NEW CLASSROOM APPLICATION

A school wants to redesign its play area. Which action respects children's agency?

A. Invite children to suggest and discuss safe play arrangements
B. Let only adults make decisions
C. Ask children to copy the rules silently
D. Choose the best arrangement by test scores

Correct answer / सही उत्तर: A. Invite children to suggest and discuss safe play arrangements

Explanation / व्याख्या

Agency means meaningful participation in decisions that affect children, within safe boundaries.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 003 • CORE PRACTICE · FORM 01

Identify the concept described: Childhood differs across social and cultural contexts.

A. Learner autonomy / शिक्षार्थी स्वायत्तता
B. Fine motor development / सूक्ष्म गतिक विकास
C. Diverse childhoods / विविध बचपन
D. Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: C. Diverse childhoods / विविध बचपन

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

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MCQ 004 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children in a fishing community and an urban neighbourhood experience different daily routines.

A. Fine motor development / सूक्ष्म गतिक विकास

B. Inclusive environment / समावेशी वातावरण

C. Diverse childhoods / विविध बचपन

D. Growth / वृद्धि

Correct answer / सही उत्तर: C. Diverse childhoods / विविध बचपन

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 005 • CORE PRACTICE · FORM 03

Which explanation best defines Diverse childhoods / विविध बचपन?

A. Childhood differs across social and cultural contexts.

B. Learning through experience and reflection.

C. The aspect of mind associated with memory and impressions.

D. A visual representation of relationships among concepts.

Correct answer / सही उत्तर: A. Childhood differs across social and cultural contexts.

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 006 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Diverse childhoods / विविध बचपन?

A. Pupils hop, run and balance on a marked path.

B. Children in a fishing community and an urban neighbourhood experience different daily routines.

C. After sorting several triangles, pupils identify their common features.

D. A child gains finer control while cutting paper with scissors.

Correct answer / सही उत्तर: B. Children in a fishing community and an urban neighbourhood experience different daily routines.

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

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MCQ 007 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Childhood differs across social and cultural contexts. (2) Interrelated areas of physical, cognitive, language and social-emotional change.

A. Diverse childhoods / विविध बचपन | Child protection / बाल संरक्षण

B. Developmental domains / विकास के आयाम | Diverse childhoods / विविध बचपन

C. Diverse childhoods / विविध बचपन | Developmental domains / विकास के आयाम

D. Zone of proximal development / निकटस्थ विकास क्षेत्र | Developmental domains / विकास के आयाम

Correct answer / सही उत्तर: C. Diverse childhoods / विविध बचपन | Developmental domains / विकास के आयाम

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 008 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children in a fishing community and an urban neighbourhood experience different daily routines. (2) A child discovers a rule for sorting shapes by their properties.

A. Prior knowledge / पूर्व ज्ञान | Cognitive development / संज्ञानात्मक विकास

B. Cognitive development / संज्ञानात्मक विकास | Diverse childhoods / विविध बचपन

C. Diverse childhoods / विविध बचपन | Buddhi / बुद्धि

D. Diverse childhoods / विविध बचपन | Cognitive development / संज्ञानात्मक विकास

Correct answer / सही उत्तर: D. Diverse childhoods / विविध बचपन | Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 009 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Diverse childhoods / विविध बचपन and Growth / वृद्धि.

A. Childhood differs across social and cultural contexts. | Quantitative increase in physical size or measurable bodily characteristics.

B. Quantitative increase in physical size or measurable bodily characteristics. | Childhood differs across social and cultural contexts.

C. An atmosphere where learners can ask questions and make mistakes without humiliation. | Quantitative increase in physical size or measurable bodily characteristics.

D. Childhood differs across social and cultural contexts. | Actively connecting experiences and ideas to develop understanding.

Correct answer / सही उत्तर: A. Childhood differs across social and cultural contexts. | Quantitative increase in physical size or measurable bodily characteristics.

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 010 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Diverse childhoods / विविध बचपन and Gross motor play / स्थूल गतिक खेल.

A. Children in a fishing community and an urban neighbourhood experience different daily routines. | Pupils hop, run and balance on a marked path.

B. Children in a fishing community and an urban neighbourhood experience different daily routines. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. Pupils hop, run and balance on a marked path. | Children in a fishing community and an urban neighbourhood experience different daily routines.

D. One class explores the same idea through tactile, visual and oral materials. | Pupils hop, run and balance on a marked path.

Correct answer / सही उत्तर: A. Children in a fishing community and an urban neighbourhood experience different daily routines. | Pupils hop, run and balance on a marked path.

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 011 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Diverse childhoods / विविध बचपन / School culture / विद्यालय संस्कृति)

A. Diverse childhoods / विविध बचपन → Childhood differs across social and cultural contexts.

B. Diverse childhoods / विविध बचपन → Shared values, routines and relationships within a school.

C. Reinforcement / पुनर्बलन → A visual representation of relationships among concepts.

D. School culture / विद्यालय संस्कृति → A consequence that increases the likelihood of a behaviour recurring.

Correct answer / सही उत्तर: A. Diverse childhoods / विविध बचपन → Childhood differs across social and cultural contexts.

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

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MCQ 012 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Diverse childhoods / विविध बचपन / Experiential learning / अनुभवात्मक अधिगम)

A. Diverse childhoods / विविध बचपन → Children grow seeds and discuss what changed each day.

B. Experiential learning / अनुभवात्मक अधिगम → A discussion of nourishment and bodily well-being illustrates this sheath.

C. Annamaya kosha / अन्नमय कोश → Before discussing plants, a teacher asks what children know from gardening.

D. Diverse childhoods / विविध बचपन → Children in a fishing community and an urban neighbourhood experience different daily routines.

Correct answer / सही उत्तर: D. Diverse childhoods / विविध बचपन → Children in a fishing community and an urban neighbourhood experience different daily routines.

Explanation / व्याख्या

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 013 • CORE PRACTICE · FORM 01

Identify the concept described: Cross-border flows of media, ideas and goods shape childhood.

A. Manomaya kosha / मनोमय कोश

B. Symbolic play / प्रतीकात्मक खेल

C. Physical development / शारीरिक विकास

D. Globalisation / वैश्वीकरण

Correct answer / सही उत्तर: D. Globalisation / वैश्वीकरण

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

MCQ 014 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children encounter stories and games from other countries through digital media.

A. Generalisation / सामान्यीकरण

B. Globalisation / वैश्वीकरण

C. Cooperative play / सहयोगी खेल

D. School culture / विद्यालय संस्कृति

Correct answer / सही उत्तर: B. Globalisation / वैश्वीकरण

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

MCQ 015 • CORE PRACTICE · FORM 03

Which explanation best defines Globalisation / वैश्वीकरण?

A. The gap between what a learner can do independently and with assistance.

B. Cross-border flows of media, ideas and goods shape childhood.

C. Play involving large muscle movements.

D. Social messages shape expectations associated with gender.

Correct answer / सही उत्तर: B. Cross-border flows of media, ideas and goods shape childhood.

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

MCQ 016 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Globalisation / वैश्वीकरण?

A. Children encounter stories and games from other countries through digital media.

B. A discussion of thoughtful judgment illustrates this sheath.

C. Learners link evaporation, clouds and rain using labelled arrows.

D. A pupil solves a harder puzzle with a peer's guidance.

Correct answer / सही उत्तर: A. Children encounter stories and games from other countries through digital media.

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

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MCQ 017 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Cross-border flows of media, ideas and goods shape childhood. (2) Learning by watching others and their actions.

A. Peer influence / सहपाठी प्रभाव | Observational learning / अवलोकन अधिगम

B. Globalisation / वैश्वीकरण | School culture / विद्यालय संस्कृति

C. Observational learning / अवलोकन अधिगम | Globalisation / वैश्वीकरण

D. Globalisation / वैश्वीकरण | Observational learning / अवलोकन अधिगम

Correct answer / सही उत्तर: D. Globalisation / वैश्वीकरण | Observational learning / अवलोकन अधिगम

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.
Application: Children encounter stories and games from other countries through digital media.
Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

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MCQ 018 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children encounter stories and games from other countries through digital media. (2) Children sort leaves by shape and compare groups.

A. Classification / वर्गीकरण | Globalisation / वैश्वीकरण

B. Scaffolding / सहारा देकर सीखना | Classification / वर्गीकरण

C. Globalisation / वैश्वीकरण | Classification / वर्गीकरण

D. Globalisation / वैश्वीकरण | Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: C. Globalisation / वैश्वीकरण | Classification / वर्गीकरण

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

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MCQ 019 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Globalisation / वैश्वीकरण and Inclusive environment / समावेशी वातावरण.

A. Cross-border flows of media, ideas and goods shape childhood. | In the Panchakosha framework, the physical or food-dependent sheath.

B. Growth in understanding and expressing meanings through language. | A setting that removes participation barriers for diverse learners.

C. A setting that removes participation barriers for diverse learners. | Cross-border flows of media, ideas and goods shape childhood.

D. Cross-border flows of media, ideas and goods shape childhood. | A setting that removes participation barriers for diverse learners.

Correct answer / सही उत्तर: D. Cross-border flows of media, ideas and goods shape childhood. | A setting that removes participation barriers for diverse learners.

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 020 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Globalisation / वैश्वीकरण and Zone of proximal development / निकटस्थ विकास क्षेत्र.

A. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A pupil solves a harder puzzle with a peer's guidance.

B. Children encounter stories and games from other countries through digital media. | A pupil solves a harder puzzle with a peer's guidance.

C. A pupil solves a harder puzzle with a peer's guidance. | Children encounter stories and games from other countries through digital media.

D. Children encounter stories and games from other countries through digital media. | A discussion of nourishment and bodily well-being illustrates this sheath.

Correct answer / सही उत्तर: B. Children encounter stories and games from other countries through digital media. | A pupil solves a harder puzzle with a peer's guidance.

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 021 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Globalisation / वैश्वीकरण / Guided inquiry / निर्देशित अन्वेषण)

A. Guided inquiry / निर्देशित अन्वेषण → Growth in emotional understanding and social relationships.

B. Globalisation / वैश्वीकरण → Investigating questions with suitable teacher support.

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Growth in understanding and expressing meanings through language.

D. Globalisation / वैश्वीकरण → Cross-border flows of media, ideas and goods shape childhood.

Correct answer / सही उत्तर: D. Globalisation / वैश्वीकरण → Cross-border flows of media, ideas and goods shape childhood.

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.
Application: Children encounter stories and games from other countries through digital media.

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MCQ 022 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Globalisation / वैश्वीकरण / Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प)

A. Globalisation / वैश्वीकरण → Children encounter stories and games from other countries through digital media.

B. Socialisation / समाजीकरण → A teacher offers prompts while pupils investigate which objects float.

C. Globalisation / वैश्वीकरण → A lesson offers spoken, printed and tactile representations.

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A child learns to take turns by interacting with family and classmates.

Correct answer / सही उत्तर: A. Globalisation / वैश्वीकरण → Children encounter stories and games from other countries through digital media.

Explanation / व्याख्या

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media.

MCQ 023 • CORE PRACTICE · FORM 01

Identify the concept described: Children participate in shaping their own experiences.

A. Annamaya kosha / अन्नमय कोश

B. Child agency / बाल सक्रियता

C. Child protection / बाल संरक्षण

D. Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: B. Child agency / बाल सक्रियता

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 024 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A class discusses and chooses the rules for its reading corner.

A. Reinforcement / पुनर्बलन

B. Concept discrimination / अवधारणा विभेदन

C. Socialisation / समाजीकरण

D. Child agency / बाल सक्रियता

Correct answer / सही उत्तर: D. Child agency / बाल सक्रियता

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 025 • CORE PRACTICE · FORM 03

Which explanation best defines Child agency / बाल सक्रियता?

A. Children participate in shaping their own experiences.

B. In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Growth in understanding and expressing meanings through language.

Correct answer / सही उत्तर: A. Children participate in shaping their own experiences.

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 026 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Child agency / बाल सक्रियता?

A. A playground activity develops movement, communication and cooperation together.

B. A past experience leaves an impression that can be recalled later.

C. A class discusses and chooses the rules for its reading corner.

D. Daily practices of greeting and listening respectfully influence behaviour.

Correct answer / सही उत्तर: C. A class discusses and chooses the rules for its reading corner.

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 027 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Children participate in shaping their own experiences. (2) Increasing learners' responsibility and choice in learning.

A. Concept discrimination / अवधारणा विभेदन | Learner autonomy / शिक्षार्थी स्वायत्तता

B. Child agency / बाल सक्रियता | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Child agency / बाल सक्रियता | Learner autonomy / शिक्षार्थी स्वायत्तता

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Child agency / बाल सक्रियता

Correct answer / सही उत्तर: C. Child agency / बाल सक्रियता | Learner autonomy / शिक्षार्थी स्वायत्तता

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

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MCQ 028 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A class discusses and chooses the rules for its reading corner. (2) A discussion of thoughtful judgment illustrates this sheath.

A. Child agency / बाल सक्रियता | Differentiated instruction / विभेदित शिक्षण

B. Guided inquiry / निर्देशित अन्वेषण | Vijnanamaya kosha / विज्ञानमय कोश

C. Child agency / बाल सक्रियता | Vijnanamaya kosha / विज्ञानमय कोश

D. Vijnanamaya kosha / विज्ञानमय कोश | Child agency / बाल सक्रियता

Correct answer / सही उत्तर: C. Child agency / बाल सक्रियता | Vijnanamaya kosha / विज्ञानमय कोश

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

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MCQ 029 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Child agency / बाल सक्रियता and Reasonable accommodation / उचित समायोजन.

A. Children participate in shaping their own experiences. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Children participate in shaping their own experiences.

C. Children participate in shaping their own experiences. | Grouping objects or ideas by shared attributes.

D. Safeguarding children from exploitation, abuse and harm. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: A. Children participate in shaping their own experiences. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 030 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Child agency / बाल सक्रियता and Individualised education plan / व्यक्तिगत शिक्षा योजना.

A. A child pretends a cardboard box is a bus. | A teacher documents specific reading goals and accommodations for a child.

B. A teacher documents specific reading goals and accommodations for a child. | A class discusses and chooses the rules for its reading corner.

C. A class discusses and chooses the rules for its reading corner. | A teacher documents specific reading goals and accommodations for a child.

D. A class discusses and chooses the rules for its reading corner. | A child gains finer control while cutting paper with scissors.

Correct answer / सही उत्तर: C. A class discusses and chooses the rules for its reading corner. | A teacher documents specific reading goals and accommodations for a child.

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 031 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Child agency / बाल सक्रियता / Concept discrimination / अवधारणा विभेदन)

A. Child agency / बाल सक्रियता → Children participate in shaping their own experiences.

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास → The faculty of discernment and reasoning in Indian perspectives of self.

C. Concept discrimination / अवधारणा विभेदन → Growth in emotional understanding and social relationships.

D. Child agency / बाल सक्रियता → Distinguishing examples from non-examples using defining properties.

Correct answer / सही उत्तर: A. Child agency / बाल सक्रियता → Children participate in shaping their own experiences.

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 032 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Child agency / बाल सक्रियता / Chitta / चित्त)

A. Individualised education plan / व्यक्तिगत शिक्षा योजना → A learner recognises a friend's distress and responds with empathy.

B. Child agency / बाल सक्रियता → A class discusses and chooses the rules for its reading corner.

C. Chitta / चित्त → A teacher documents specific reading goals and accommodations for a child.

D. Child agency / बाल सक्रियता → A past experience leaves an impression that can be recalled later.

Correct answer / सही उत्तर: B. Child agency / बाल सक्रियता → A class discusses and chooses the rules for its reading corner.

Explanation / व्याख्या

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 033 • CORE PRACTICE · FORM 01

Identify the concept described: Understandings of childhood vary with history and social expectations.

A. Reasonable accommodation / उचित समायोजन

B. Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Meaning making / अर्थ निर्माण

D. Childhood as a social construct / बचपन का सामाजिक निर्माण

Correct answer / सही उत्तर: D. Childhood as a social construct / बचपन का सामाजिक निर्माण

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 034 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A class compares the responsibilities of children in different generations.

A. Generalisation / सामान्यीकरण

B. Childhood as a social construct / बचपन का सामाजिक निर्माण

C. Vijnanamaya kosha / विज्ञानमय कोश

D. Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: B. Childhood as a social construct / बचपन का सामाजिक निर्माण

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 035 • CORE PRACTICE · FORM 03

Which explanation best defines Childhood as a social construct / बचपन का सामाजिक निर्माण?

A. Temporary support adjusted to a learner's needs and gradually withdrawn.

B. Understandings of childhood vary with history and social expectations.

C. Interrelated areas of physical, cognitive, language and social-emotional change.

D. Shared values, routines and relationships within a school.

Correct answer / सही उत्तर: B. Understandings of childhood vary with history and social expectations.

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 036 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Childhood as a social construct / बचपन का सामाजिक निर्माण?

A. After sorting several triangles, pupils identify their common features.

B. A playground activity develops movement, communication and cooperation together.

C. A reflection on feelings and mental responses illustrates this sheath.

D. A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: D. A class compares the responsibilities of children in different generations.

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 037 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Understandings of childhood vary with history and social expectations. (2) An atmosphere where learners can ask questions and make mistakes without humiliation.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Childhood as a social construct / बचपन का सामाजिक निर्माण | Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Scaffolding / सहारा देकर सीखना | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Childhood as a social construct / बचपन का सामाजिक निर्माण | Cooperative play / सहयोगी खेल

Correct answer / सही उत्तर: B. Childhood as a social construct / बचपन का सामाजिक निर्माण | Psychological safety / मनोवैज्ञानिक सुरक्षा

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 038 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A class compares the responsibilities of children in different generations. (2) A group works together to construct a tower.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Cooperative play / सहयोगी खेल

B. Childhood as a social construct / बचपन का सामाजिक निर्माण | Prior knowledge / पूर्व ज्ञान

C. Childhood as a social construct / बचपन का सामाजिक निर्माण | Cooperative play / सहयोगी खेल

D. Cooperative play / सहयोगी खेल | Childhood as a social construct / बचपन का सामाजिक निर्माण

Correct answer / सही उत्तर: C. Childhood as a social construct / बचपन का सामाजिक निर्माण | Cooperative play / सहयोगी खेल

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 039 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Childhood as a social construct / बचपन का सामाजिक निर्माण and Concept map / अवधारणा मानचित्र.

A. Understandings of childhood vary with history and social expectations. | Temporary support adjusted to a learner's needs and gradually withdrawn.

B. Growth in understanding and expressing meanings through language. | A visual representation of relationships among concepts.

C. Understandings of childhood vary with history and social expectations. | A visual representation of relationships among concepts.

D. A visual representation of relationships among concepts. | Understandings of childhood vary with history and social expectations.

Correct answer / सही उत्तर: C. Understandings of childhood vary with history and social expectations. | A visual representation of relationships among concepts.

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 040 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Childhood as a social construct / बचपन का सामाजिक निर्माण and Maturation / परिपक्वता.

A. A child acquires greater motor control as the nervous system develops. | A class compares the responsibilities of children in different generations.

B. A class compares the responsibilities of children in different generations. | A child acquires greater motor control as the nervous system develops.

C. A class compares the responsibilities of children in different generations. | A learner weighs alternatives before making a considered decision.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A child acquires greater motor control as the nervous system develops.

Correct answer / सही उत्तर: B. A class compares the responsibilities of children in different generations. | A child acquires greater motor control as the nervous system develops.

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 041 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Childhood as a social construct / बचपन का सामाजिक निर्माण / Concept discrimination / अवधारणा विभेदन)

A. Concept discrimination / अवधारणा विभेदन → A five-sheath perspective on holistic human development.

B. Panchakosha / पंचकोश → In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Childhood as a social construct / बचपन का सामाजिक निर्माण → Distinguishing examples from non-examples using defining properties.

D. Childhood as a social construct / बचपन का सामाजिक निर्माण → Understandings of childhood vary with history and social expectations.

Correct answer / सही उत्तर: D. Childhood as a social construct / बचपन का सामाजिक निर्माण → Understandings of childhood vary with history and social expectations.

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 042 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Childhood as a social construct / बचपन का सामाजिक निर्माण / Differentiated instruction / विभेदित शिक्षण)

A. Childhood as a social construct / बचपन का सामाजिक निर्माण → One class explores the same idea through tactile, visual and oral materials.

B. Chitta / चित्त → A child begins using longer sentences to explain an event.

C. Differentiated instruction / विभेदित शिक्षण → A past experience leaves an impression that can be recalled later.

D. Childhood as a social construct / बचपन का सामाजिक निर्माण → A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: D. Childhood as a social construct / बचपन का सामाजिक निर्माण → A class compares the responsibilities of children in different generations.

Explanation / व्याख्या

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 043 • CORE PRACTICE · FORM 01

Identify the concept described: Children have entitlements to protection, participation, development and survival.

A. Child rights / बाल अधिकार

B. Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Socialisation / समाजीकरण

D. Language development / भाषा विकास

Correct answer / सही उत्तर: A. Child rights / बाल अधिकार

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 044 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher invites pupils to express their views in decisions affecting them.

A. Observational learning / अवलोकन अधिगम

B. Panchakosha / पंचकोश

C. Child rights / बाल अधिकार

D. Free play / मुक्त खेल

Correct answer / सही उत्तर: C. Child rights / बाल अधिकार

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 045 • CORE PRACTICE · FORM 03

Which explanation best defines Child rights / बाल अधिकार?

A. Investigating questions with suitable teacher support.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Children have entitlements to protection, participation, development and survival.

D. Quantitative increase in physical size or measurable bodily characteristics.

Correct answer / सही उत्तर: C. Children have entitlements to protection, participation, development and survival.

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 046 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Child rights / बाल अधिकार?

A. A teacher invites pupils to express their views in decisions affecting them.

B. Pupils hop, run and balance on a marked path.

C. Children connect a new idea about floating with objects they have seen in water.

D. A teacher rearranges furniture so every pupil can access group activities.

Correct answer / सही उत्तर: A. A teacher invites pupils to express their views in decisions affecting them.

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 047 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Children have entitlements to protection, participation, development and survival. (2) Growth in emotional understanding and social relationships.

A. Scaffolding / सहारा देकर सीखना | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Child rights / बाल अधिकार

C. Child rights / बाल अधिकार | Differentiated instruction / विभेदित शिक्षण

D. Child rights / बाल अधिकार | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: D. Child rights / बाल अधिकार | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 048 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher invites pupils to express their views in decisions affecting them. (2) A pupil learns to organise materials by watching a classmate.

A. Observational learning / अवलोकन अधिगम | Child rights / बाल अधिकार

B. School culture / विद्यालय संस्कृति | Observational learning / अवलोकन अधिगम

C. Child rights / बाल अधिकार | Observational learning / अवलोकन अधिगम

D. Child rights / बाल अधिकार | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Correct answer / सही उत्तर: C. Child rights / बाल अधिकार | Observational learning / अवलोकन अधिगम

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

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MCQ 049 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Child rights / बाल अधिकार and Concept map / अवधारणा मानचित्र.

A. A setting that removes participation barriers for diverse learners. | A visual representation of relationships among concepts.

B. Children have entitlements to protection, participation, development and survival. | A visual representation of relationships among concepts.

C. Children have entitlements to protection, participation, development and survival. | An atmosphere where learners can ask questions and make mistakes without humiliation.

D. A visual representation of relationships among concepts. | Children have entitlements to protection, participation, development and survival.

Correct answer / सही उत्तर: B. Children have entitlements to protection, participation, development and survival. | A visual representation of relationships among concepts.

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 050 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Child rights / बाल अधिकार and Classification / वर्गीकरण.

A. Children thread large beads and fold paper. | Children sort leaves by shape and compare groups.

B. A teacher invites pupils to express their views in decisions affecting them. | A teacher offers prompts while pupils investigate which objects float.

C. Children sort leaves by shape and compare groups. | A teacher invites pupils to express their views in decisions affecting them.

D. A teacher invites pupils to express their views in decisions affecting them. | Children sort leaves by shape and compare groups.

Correct answer / सही उत्तर: D. A teacher invites pupils to express their views in decisions affecting them. | Children sort leaves by shape and compare groups.

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 051 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Child rights / बाल अधिकार / Concept discrimination / अवधारणा विभेदन)

A. Child rights / बाल अधिकार → Children have entitlements to protection, participation, development and survival.

B. Child rights / बाल अधिकार → Distinguishing examples from non-examples using defining properties.

C. Concept discrimination / अवधारणा विभेदन → Quantitative increase in physical size or measurable bodily characteristics.

D. Growth / वृद्धि → Learning by watching others and their actions.

Correct answer / सही उत्तर: A. Child rights / बाल अधिकार → Children have entitlements to protection, participation, development and survival.

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 052 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Child rights / बाल अधिकार / Growth / वृद्धि)

A. Concept map / अवधारणा मानचित्र → After sorting several triangles, pupils identify their common features.

B. Child rights / बाल अधिकार → A teacher records changes in a child's height over a year.

C. Child rights / बाल अधिकार → A teacher invites pupils to express their views in decisions affecting them.

D. Growth / वृद्धि → Learners link evaporation, clouds and rain using labelled arrows.

Correct answer / सही उत्तर: C. Child rights / बाल अधिकार → A teacher invites pupils to express their views in decisions affecting them.

Explanation / व्याख्या

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 053 • CORE PRACTICE · FORM 01

Identify the concept described: Children vary in interests, abilities, experiences and rates of learning.

A. Child protection / बाल संरक्षण

B. Individual differences / व्यक्तिगत भिन्नताएँ

C. Chitta / चित्त

D. Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: B. Individual differences / व्यक्तिगत भिन्नताएँ

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 054 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Two pupils use different methods to complete the same task.

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Individual differences / व्यक्तिगत भिन्नताएँ

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

D. Learner autonomy / शिक्षार्थी स्वायत्तता

Correct answer / सही उत्तर: B. Individual differences / व्यक्तिगत भिन्नताएँ

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 055 • CORE PRACTICE · FORM 03

Which explanation best defines Individual differences / व्यक्तिगत भिन्नताएँ?

A. Children vary in interests, abilities, experiences and rates of learning.

B. Social messages shape expectations associated with gender.

C. Using an object or action to represent something else in play.

D. An atmosphere where learners can ask questions and make mistakes without humiliation.

Correct answer / सही उत्तर: A. Children vary in interests, abilities, experiences and rates of learning.

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 056 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Individual differences / व्यक्तिगत भिन्नताएँ?

A. Learners link evaporation, clouds and rain using labelled arrows.

B. A child begins using longer sentences to explain an event.

C. A pupil with low vision receives large-print materials.

D. Two pupils use different methods to complete the same task.

Correct answer / सही उत्तर: D. Two pupils use different methods to complete the same task.

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 057 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Children vary in interests, abilities, experiences and rates of learning. (2) Actively connecting experiences and ideas to develop understanding.

A. Individual differences / व्यक्तिगत भिन्नताएँ | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

B. Meaning making / अर्थ निर्माण | Individual differences / व्यक्तिगत भिन्नताएँ

C. Symbolic play / प्रतीकात्मक खेल | Meaning making / अर्थ निर्माण

D. Individual differences / व्यक्तिगत भिन्नताएँ | Meaning making / अर्थ निर्माण

Correct answer / सही उत्तर: D. Individual differences / व्यक्तिगत भिन्नताएँ | Meaning making / अर्थ निर्माण

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

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MCQ 058 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Two pupils use different methods to complete the same task. (2) A reflection on feelings and mental responses illustrates this sheath.

A. Individual differences / व्यक्तिगत भिन्नताएँ | Concept discrimination / अवधारणा विभेदन

B. Individual differences / व्यक्तिगत भिन्नताएँ | Manomaya kosha / मनोमय कोश

C. Manomaya kosha / मनोमय कोश | Individual differences / व्यक्तिगत भिन्नताएँ

D. Concept map / अवधारणा मानचित्र | Manomaya kosha / मनोमय कोश

Correct answer / सही उत्तर: B. Individual differences / व्यक्तिगत भिन्नताएँ | Manomaya kosha / मनोमय कोश

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 059 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Individual differences / व्यक्तिगत भिन्नताएँ and Learner autonomy / शिक्षार्थी स्वायत्तता.

A. Increasing learners' responsibility and choice in learning. | Children vary in interests, abilities, experiences and rates of learning.

B. In the Panchakosha framework, the sheath associated with mind and emotions. | Increasing learners' responsibility and choice in learning.

C. Children vary in interests, abilities, experiences and rates of learning. | Increasing learners' responsibility and choice in learning.

D. Children vary in interests, abilities, experiences and rates of learning. | A five-sheath perspective on holistic human development.

Correct answer / सही उत्तर: C. Children vary in interests, abilities, experiences and rates of learning. | Increasing learners' responsibility and choice in learning.

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 060 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Individual differences / व्यक्तिगत भिन्नताएँ and Experiential learning / अनुभवात्मक अधिगम.

A. Two pupils use different methods to complete the same task. | Learners link evaporation, clouds and rain using labelled arrows.

B. Two pupils use different methods to complete the same task. | Children grow seeds and discuss what changed each day.

C. A teacher challenges the belief that only boys can play cricket. | Children grow seeds and discuss what changed each day.

D. Children grow seeds and discuss what changed each day. | Two pupils use different methods to complete the same task.

Correct answer / सही उत्तर: B. Two pupils use different methods to complete the same task. | Children grow seeds and discuss what changed each day.

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 061 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Individual differences / व्यक्तिगत भिन्नताएँ / Concept discrimination / अवधारणा विभेदन)

A. Individual differences / व्यक्तिगत भिन्नताएँ → Children vary in interests, abilities, experiences and rates of learning.

B. Concept discrimination / अवधारणा विभेदन → A consequence that increases the likelihood of a behaviour recurring.

C. Individual differences / व्यक्तिगत भिन्नताएँ → Distinguishing examples from non-examples using defining properties.

D. Reinforcement / पुनर्बलन → Planning flexible ways to access, participate in and demonstrate learning.

Correct answer / सही उत्तर: A. Individual differences / व्यक्तिगत भिन्नताएँ → Children vary in interests, abilities, experiences and rates of learning.

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 062 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Individual differences / व्यक्तिगत भिन्नताएँ / Fine motor development / सूक्ष्म गतिक विकास)

A. Individual differences / व्यक्तिगत भिन्नताएँ → Children thread large beads and fold paper.

B. Fine motor development / सूक्ष्म गतिक विकास → Specific positive feedback encourages a pupil to continue checking work.

C. Individual differences / व्यक्तिगत भिन्नताएँ → Two pupils use different methods to complete the same task.

D. Reinforcement / पुनर्बलन → Pupils explain why a circle is not a triangle.

Correct answer / सही उत्तर: C. Individual differences / व्यक्तिगत भिन्नताएँ → Two pupils use different methods to complete the same task.

Explanation / व्याख्या

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

Explain Diverse childhoods / विविध बचपन and give one classroom example.

Model answer: Childhood differs across social and cultural contexts. Children in a fishing community and an urban neighbourhood experience different daily routines.

REVISION 01.02

Explain Globalisation / वैश्वीकरण and give one classroom example.

Model answer: Cross-border flows of media, ideas and goods shape childhood. Children encounter stories and games from other countries through digital media.

REVISION 01.03

Explain Child agency / बाल सक्रियता and give one classroom example.

Model answer: Children participate in shaping their own experiences. A class discusses and chooses the rules for its reading corner.

REVISION 01.04

Explain Childhood as a social construct / बचपन का सामाजिक निर्माण and give one classroom example.

Model answer: Understandings of childhood vary with history and social expectations. A class compares the responsibilities of children in different generations.

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REVISION 01.05

Explain Child rights / बाल अधिकार and give one classroom example.

Model answer: Children have entitlements to protection, participation, development and survival. A teacher invites pupils to express their views in decisions affecting them.

REVISION 01.06

Explain Individual differences / व्यक्तिगत भिन्नताएँ and give one classroom example.

Model answer: Children vary in interests, abilities, experiences and rates of learning. Two pupils use different methods to complete the same task.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

Childhood and Socialisation

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Socialisation / समाजीकरण

Learning social norms, values and practices through interaction.

Classroom example: A child learns to take turns by interacting with family and classmates.

Peer influence / सहपाठी प्रभाव

Children's attitudes and actions are shaped by their age-group companions.

Classroom example: A learner starts cooperating after observing friends share materials.

School culture / विद्यालय संस्कृति

Shared values, routines and relationships within a school.

Classroom example: Daily practices of greeting and listening respectfully influence behaviour.

Child protection / बाल संरक्षण

Safeguarding children from exploitation, abuse and harm.

Classroom example: A teacher follows the safeguarding procedure after a child discloses abuse.

Primary socialisation / प्राथमिक समाजीकरण

Early learning of social practices through close relationships.

Classroom example: A toddler learns family greetings through everyday interaction.

Gender socialisation / लैंगिक समाजीकरण

Social messages shape expectations associated with gender.

Classroom example: A teacher challenges the belief that only boys can play cricket.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 063 • NEW CLASSROOM APPLICATION

Which classroom activity helps children examine gender stereotypes?

A. Assign all cleaning work to girls

B. Discuss examples of people of different genders doing varied occupations

C. Separate activities permanently by gender

D. Ask boys to lead every group

Correct answer / सही उत्तर: B. Discuss examples of people of different genders doing varied occupations

Explanation / व्याख्या

Diverse examples challenge restrictive social expectations.

MCQ 064 • NEW CLASSROOM APPLICATION

A child is excluded from group games because of a different home language. What is the best response?

A. Use structured cooperative games with inclusive group roles
B. Ban the child's language
C. Tell the child to play alone
D. Ignore the situation

Correct answer / सही उत्तर: A. Use structured cooperative games with inclusive group roles

Explanation / व्याख्या
Intentional cooperation supports belonging and positive peer socialisation.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 065 • CORE PRACTICE · FORM 01

Identify the concept described: Learning social norms, values and practices through interaction.

A. Experiential learning / अनुभवात्मक अधिगम
B. Developmental domains / विकास के आयाम
C. Inclusive environment / समावेशी वातावरण
D. Socialisation / समाजीकरण

Correct answer / सही उत्तर: D. Socialisation / समाजीकरण

Explanation / व्याख्या
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

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MCQ 066 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child learns to take turns by interacting with family and classmates.

A. Developmental domains / विकास के आयाम
B. Language development / भाषा विकास
C. Buddhi / बुद्धि
D. Socialisation / समाजीकरण

Correct answer / सही उत्तर: D. Socialisation / समाजीकरण

Explanation / व्याख्या
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 067 • CORE PRACTICE · FORM 03

Which explanation best defines Socialisation / समाजीकरण?

A. Children participate in shaping their own experiences.
B. Playing with others towards a shared goal.
C. Learning social norms, values and practices through interaction.
D. Using an object or action to represent something else in play.

Correct answer / सही उत्तर: C. Learning social norms, values and practices through interaction.

Explanation / व्याख्या
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 068 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Socialisation / समाजीकरण?

A. A child learns to take turns by interacting with family and classmates.

B. A pupil with low vision receives large-print materials.

C. Two pupils use different methods to complete the same task.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Correct answer / सही उत्तर: A. A child learns to take turns by interacting with family and classmates.

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 069 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learning social norms, values and practices through interaction. (2) Actively connecting experiences and ideas to develop understanding.

A. Socialisation / समाजीकरण | Meaning making / अर्थ निर्माण

B. Manomaya kosha / मनोमय कोश | Meaning making / अर्थ निर्माण

C. Socialisation / समाजीकरण | Symbolic play / प्रतीकात्मक खेल

D. Meaning making / अर्थ निर्माण | Socialisation / समाजीकरण

Correct answer / सही उत्तर: A. Socialisation / समाजीकरण | Meaning making / अर्थ निर्माण

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding.
Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 070 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child learns to take turns by interacting with family and classmates. (2) A child pretends a cardboard box is a bus.

A. Concept discrimination / अवधारणा विभेदन | Symbolic play / प्रतीकात्मक खेल

B. Socialisation / समाजीकरण | Symbolic play / प्रतीकात्मक खेल

C. Symbolic play / प्रतीकात्मक खेल | Socialisation / समाजीकरण

D. Socialisation / समाजीकरण | Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: B. Socialisation / समाजीकरण | Symbolic play / प्रतीकात्मक खेल

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates. Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

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MCQ 071 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Socialisation / समाजीकरण and Buddhi / बुद्धि.

A. The faculty of discernment and reasoning in Indian perspectives of self. | Learning social norms, values and practices through interaction.

B. Learning social norms, values and practices through interaction. | The faculty of discernment and reasoning in Indian perspectives of self.

C. Learning social norms, values and practices through interaction. | A setting that removes participation barriers for diverse learners.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | The faculty of discernment and reasoning in Indian perspectives of self.

Correct answer / सही उत्तर: B. Learning social norms, values and practices through interaction. | The faculty of discernment and reasoning in Indian perspectives of self.

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 072 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Socialisation / समाजीकरण and Physical development / शारीरिक विकास.

A. A child learns to take turns by interacting with family and classmates. | A child gains finer control while cutting paper with scissors.

B. Pupils select a strategy and explain why it works for their task. | A child gains finer control while cutting paper with scissors.

C. A child learns to take turns by interacting with family and classmates. | A teacher documents specific reading goals and accommodations for a child.

D. A child gains finer control while cutting paper with scissors. | A child learns to take turns by interacting with family and classmates.

Correct answer / सही उत्तर: A. A child learns to take turns by interacting with family and classmates. | A child gains finer control while cutting paper with scissors.

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 073 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Socialisation / समाजीकरण / Maturation / परिपक्वता)

A. Socialisation / समाजीकरण → Learning social norms, values and practices through interaction.

B. Maturation / परिपक्वता → Distinguishing examples from non-examples using defining properties.

C. Socialisation / समाजीकरण → Biologically influenced changes that contribute to readiness for new abilities.

D. Concept discrimination / अवधारणा विभेदन → Planning flexible ways to access, participate in and demonstrate learning.

Correct answer / सही उत्तर: A. Socialisation / समाजीकरण → Learning social norms, values and practices through interaction.

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 074 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Socialisation / समाजीकरण / Prior knowledge / पूर्व ज्ञान)

A. Prior knowledge / पूर्व ज्ञान → A pupil solves a harder puzzle with a peer's guidance.

B. Zone of proximal development / निकटस्थ विकास क्षेत्र → A group works together to construct a tower.

C. Socialisation / समाजीकरण → A child learns to take turns by interacting with family and classmates.

D. Socialisation / समाजीकरण → Before discussing plants, a teacher asks what children know from gardening.

Correct answer / सही उत्तर: C. Socialisation / समाजीकरण → A child learns to take turns by interacting with family and classmates.

Explanation / व्याख्या

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

MCQ 075 • CORE PRACTICE · FORM 01

Identify the concept described: Children's attitudes and actions are shaped by their age-group companions.

A. Child agency / बाल सक्रियता

B. Peer influence / सहपाठी प्रभाव

C. Reinforcement / पुनर्बलन

D. Free play / मुक्त खेल

Correct answer / सही उत्तर: B. Peer influence / सहपाठी प्रभाव

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 076 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner starts cooperating after observing friends share materials.

A. Peer influence / सहपाठी प्रभाव

B. Globalisation / वैश्वीकरण

C. Maturation / परिपक्वता

D. Symbolic play / प्रतीकात्मक खेल

Correct answer / सही उत्तर: A. Peer influence / सहपाठी प्रभाव

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 077 • CORE PRACTICE · FORM 03

Which explanation best defines Peer influence / सहपाठी प्रभाव?

A. In the Panchakosha framework, the sheath associated with mind and emotions.

B. Children's attitudes and actions are shaped by their age-group companions.

C. Using an object or action to represent something else in play.

D. Interrelated areas of physical, cognitive, language and social-emotional change.

Correct answer / सही उत्तर: B. Children's attitudes and actions are shaped by their age-group companions.

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 078 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Peer influence / सहपाठी प्रभाव?

A. A learner starts cooperating after observing friends share materials.

B. A teacher documents specific reading goals and accommodations for a child.

C. A learner recognises a friend's distress and responds with empathy.

D. Two pupils use different methods to complete the same task.

Correct answer / सही उत्तर: A. A learner starts cooperating after observing friends share materials.

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 079 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Children's attitudes and actions are shaped by their age-group companions. (2) A five-sheath perspective on holistic human development.

A. Peer influence / सहपाठी प्रभाव | Panchakosha / पंचकोश

B. Peer influence / सहपाठी प्रभाव | Cognitive development / संज्ञानात्मक विकास

C. Panchakosha / पंचकोश | Peer influence / सहपाठी प्रभाव

D. Individualised education plan / व्यक्तिगत शिक्षा योजना | Panchakosha / पंचकोश

Correct answer / सही उत्तर: A. Peer influence / सहपाठी प्रभाव | Panchakosha / पंचकोश

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 080 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner starts cooperating after observing friends share materials. (2) Children choose their own pretend shop game and assign roles.

A. Peer influence / सहपाठी प्रभाव | Free play / मुक्त खेल

B. Free play / मुक्त खेल | Peer influence / सहपाठी प्रभाव

C. Peer influence / सहपाठी प्रभाव | Physical development / शारीरिक विकास

D. Childhood as a social construct / बचपन का सामाजिक निर्माण | Free play / मुक्त खेल

Correct answer / सही उत्तर: A. Peer influence / सहपाठी प्रभाव | Free play / मुक्त खेल

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

GyanTech Guru Ji

MCQ 081 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Peer influence / सहपाठी प्रभाव and Conflict negotiation / विवाद समाधान.

A. Children's attitudes and actions are shaped by their age-group companions. | Discussing differences to reach a workable agreement.

B. Interrelated areas of physical, cognitive, language and social-emotional change. | Discussing differences to reach a workable agreement.

C. Discussing differences to reach a workable agreement. | Children's attitudes and actions are shaped by their age-group companions.

D. Children's attitudes and actions are shaped by their age-group companions. | Changes in bodily growth and motor capabilities.

Correct answer / सही उत्तर: A. Children's attitudes and actions are shaped by their age-group companions. | Discussing differences to reach a workable agreement.

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 082 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Peer influence / सहपाठी प्रभाव and Reasonable accommodation / उचित समायोजन.

A. Pupils select a strategy and explain why it works for their task. | A pupil with low vision receives large-print materials.

B. A learner starts cooperating after observing friends share materials. | Two pupils use different methods to complete the same task.

C. A pupil with low vision receives large-print materials. | A learner starts cooperating after observing friends share materials.

D. A learner starts cooperating after observing friends share materials. | A pupil with low vision receives large-print materials.

Correct answer / सही उत्तर: D. A learner starts cooperating after observing friends share materials. | A pupil with low vision receives large-print materials.

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 083 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Peer influence / सहपाठी प्रभाव / Free play / मुक्त खेल)

A. Peer influence / सहपाठी प्रभाव → Play initiated and directed primarily by children.

B. Peer influence / सहपाठी प्रभाव → Children's attitudes and actions are shaped by their age-group companions.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → The faculty of discernment and reasoning in Indian perspectives of self.

D. Free play / मुक्त खेल → The gap between what a learner can do independently and with assistance.

Correct answer / सही उत्तर: B. Peer influence / सहपाठी प्रभाव → Children's attitudes and actions are shaped by their age-group companions.

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 084 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Peer influence / सहपाठी प्रभाव / Cognitive development / संज्ञानात्मक विकास)

A. Peer influence / सहपाठी प्रभाव → A child discovers a rule for sorting shapes by their properties.

B. Cognitive development / संज्ञानात्मक विकास → Children encounter stories and games from other countries through digital media.

C. Peer influence / सहपाठी प्रभाव → A learner starts cooperating after observing friends share materials.

D. Globalisation / वैश्वीकरण → A class discusses and chooses the rules for its reading corner.

Correct answer / सही उत्तर: C. Peer influence / सहपाठी प्रभाव → A learner starts cooperating after observing friends share materials.

Explanation / व्याख्या

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 085 • CORE PRACTICE · FORM 01

Identify the concept described: Shared values, routines and relationships within a school.

A. Individualised education plan / व्यक्तिगत शिक्षा योजना

B. Child agency / बाल सक्रियता

C. Inclusive environment / समावेशी वातावरण

D. School culture / विद्यालय संस्कृति

Correct answer / सही उत्तर: D. School culture / विद्यालय संस्कृति

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 086 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Daily practices of greeting and listening respectfully influence behaviour.

A. Free play / मुक्त खेल

B. School culture / विद्यालय संस्कृति

C. Vijnanamaya kosha / विज्ञानमय कोश

D. Diverse childhoods / विविध बचपन

Correct answer / सही उत्तर: B. School culture / विद्यालय संस्कृति

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.

Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 087 • CORE PRACTICE · FORM 03

Which explanation best defines School culture / विद्यालय संस्कृति?

A. Shared values, routines and relationships within a school.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Improved control of small muscles, especially hands and fingers.

D. In the Panchakosha framework, the sheath associated with mind and emotions.

Correct answer / सही उत्तर: A. Shared values, routines and relationships within a school.

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.

Application: Daily practices of greeting and listening respectfully influence behaviour.

GyanTech Guru Ji

MCQ 088 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates School culture / विद्यालय संस्कृति?

A. Before discussing plants, a teacher asks what children know from gardening.

B. Daily practices of greeting and listening respectfully influence behaviour.

C. Children choose their own pretend shop game and assign roles.

D. A reflection on feelings and mental responses illustrates this sheath.

Correct answer / सही उत्तर: B. Daily practices of greeting and listening respectfully influence behaviour.

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 089 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Shared values, routines and relationships within a school. (2) The gap between what a learner can do independently and with assistance.

A. Meaning making / अर्थ निर्माण | Zone of proximal development / निकटस्थ विकास क्षेत्र

B. School culture / विद्यालय संस्कृति | Vijnanamaya kosha / विज्ञानमय कोश

C. Zone of proximal development / निकटस्थ विकास क्षेत्र | School culture / विद्यालय संस्कृति

D. School culture / विद्यालय संस्कृति | Zone of proximal development / निकटस्थ विकास क्षेत्र

Correct answer / सही उत्तर: D. School culture / विद्यालय संस्कृति | Zone of proximal development / निकटस्थ विकास क्षेत्र

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 090 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Daily practices of greeting and listening respectfully influence behaviour. (2) Specific positive feedback encourages a pupil to continue checking work.

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Reinforcement / पुनर्बलन

B. School culture / विद्यालय संस्कृति | Child agency / बाल सक्रियता

C. School culture / विद्यालय संस्कृति | Reinforcement / पुनर्बलन

D. Reinforcement / पुनर्बलन | School culture / विद्यालय संस्कृति

Correct answer / सही उत्तर: C. School culture / विद्यालय संस्कृति | Reinforcement / पुनर्बलन

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.
Application: Daily practices of greeting and listening respectfully influence behaviour.
Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

GyanTech Guru Ji

MCQ 091 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for School culture / विद्यालय संस्कृति and Reasonable accommodation / उचित समायोजन.

A. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Shared values, routines and relationships within a school.

B. In the Panchakosha framework, the physical or food-dependent sheath. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Shared values, routines and relationships within a school. | Play initiated and directed primarily by children.

D. Shared values, routines and relationships within a school. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: D. Shared values, routines and relationships within a school. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 092 • CORE PRACTICE · FORM 08

Choose the examples, in order, for School culture / विद्यालय संस्कृति and Prior knowledge / पूर्व ज्ञान.

A. Specific positive feedback encourages a pupil to continue checking work. | Before discussing plants, a teacher asks what children know from gardening.

B. Daily practices of greeting and listening respectfully influence behaviour. | Before discussing plants, a teacher asks what children know from gardening.

C. Daily practices of greeting and listening respectfully influence behaviour. | A teacher first provides hints for a task and later removes them.

D. Before discussing plants, a teacher asks what children know from gardening. | Daily practices of greeting and listening respectfully influence behaviour.

Correct answer / सही उत्तर: B. Daily practices of greeting and listening respectfully influence behaviour. | Before discussing plants, a teacher asks what children know from gardening.

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour. Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 093 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (School culture / विद्यालय संस्कृति / Individualised education plan / व्यक्तिगत शिक्षा योजना)

A. School culture / विद्यालय संस्कृति → A plan of tailored goals and supports for an individual learner.

B. Chitta / चित्त → Children participate in shaping their own experiences.

C. School culture / विद्यालय संस्कृति → Shared values, routines and relationships within a school.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → The aspect of mind associated with memory and impressions.

Correct answer / सही उत्तर: C. School culture / विद्यालय संस्कृति → Shared values, routines and relationships within a school.

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.
Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 094 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (School culture / विद्यालय संस्कृति / Language development / भाषा विकास)

A. School culture / विद्यालय संस्कृति → Daily practices of greeting and listening respectfully influence behaviour.

B. School culture / विद्यालय संस्कृति → A child begins using longer sentences to explain an event.

C. Learner autonomy / शिक्षार्थी स्वायत्तता → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Language development / भाषा विकास → Pupils select a strategy and explain why it works for their task.

Correct answer / सही उत्तर: A. School culture / विद्यालय संस्कृति → Daily practices of greeting and listening respectfully influence behaviour.

Explanation / व्याख्या

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.
Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 095 • CORE PRACTICE · FORM 01

Identify the concept described: Safeguarding children from exploitation, abuse and harm.

A. Inclusive environment / समावेशी वातावरण

B. Meaning making / अर्थ निर्माण

C. Conflict negotiation / विवाद समाधान

D. Child protection / बाल संरक्षण

Correct answer / सही उत्तर: D. Child protection / बाल संरक्षण

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.
Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 096 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher follows the safeguarding procedure after a child discloses abuse.

A. Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Free play / मुक्त खेल

C. Vijnanamaya kosha / विज्ञानमय कोश

D. Child protection / बाल संरक्षण

Correct answer / सही उत्तर: D. Child protection / बाल संरक्षण

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.
Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 097 • CORE PRACTICE · FORM 03

Which explanation best defines Child protection / बाल संरक्षण?

A. Biologically influenced changes that contribute to readiness for new abilities.

B. Childhood differs across social and cultural contexts.

C. Safeguarding children from exploitation, abuse and harm.

D. Increasing learners' responsibility and choice in learning.

Correct answer / सही उत्तर: C. Safeguarding children from exploitation, abuse and harm.

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.
Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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MCQ 098 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Child protection / बाल संरक्षण?

A. A teacher follows the safeguarding procedure after a child discloses abuse.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. Children agree to alternate turns after disagreeing over a ball.

D. A teacher first provides hints for a task and later removes them.

Correct answer / सही उत्तर: A. A teacher follows the safeguarding procedure after a child discloses abuse.

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 099 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Safeguarding children from exploitation, abuse and harm. (2) Planning flexible ways to access, participate in and demonstrate learning.

A. Child protection / बाल संरक्षण | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

B. Language development / भाषा विकास | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Child protection / बाल संरक्षण | Gross motor play / स्थूल गतिक खेल

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Child protection / बाल संरक्षण

Correct answer / सही उत्तर: A. Child protection / बाल संरक्षण | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 100 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher follows the safeguarding procedure after a child discloses abuse. (2) A learner weighs alternatives before making a considered decision.

A. Buddhi / बुद्धि | Child protection / बाल संरक्षण

B. Child protection / बाल संरक्षण | Diverse childhoods / विविध बचपन

C. Child protection / बाल संरक्षण | Buddhi / बुद्धि

D. Symbolic play / प्रतीकात्मक खेल | Buddhi / बुद्धि

Correct answer / सही उत्तर: C. Child protection / बाल संरक्षण | Buddhi / बुद्धि

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

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MCQ 101 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Child protection / बाल संरक्षण and Reasonable accommodation / उचित समायोजन.

A. Safeguarding children from exploitation, abuse and harm. | Investigating questions with suitable teacher support.

B. Safeguarding children from exploitation, abuse and harm. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Safeguarding children from exploitation, abuse and harm.

D. Learning through experience and reflection. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: B. Safeguarding children from exploitation, abuse and harm. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 102 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Child protection / बाल संरक्षण and Conflict negotiation / विवाद समाधान.

A. Children agree to alternate turns after disagreeing over a ball. | A teacher follows the safeguarding procedure after a child discloses abuse.

B. A teacher follows the safeguarding procedure after a child discloses abuse. | Children agree to alternate turns after disagreeing over a ball.

C. Learners link evaporation, clouds and rain using labelled arrows. | Children agree to alternate turns after disagreeing over a ball.

D. A teacher follows the safeguarding procedure after a child discloses abuse. | Two pupils use different methods to complete the same task.

Correct answer / सही उत्तर: B. A teacher follows the safeguarding procedure after a child discloses abuse. | Children agree to alternate turns after disagreeing over a ball.

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 103 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Child protection / बाल संरक्षण / Learner autonomy / शिक्षार्थी स्वायत्तता)

A. Panchakosha / पंचकोश → Children vary in interests, abilities, experiences and rates of learning.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → A five-sheath perspective on holistic human development.

C. Child protection / बाल संरक्षण → Safeguarding children from exploitation, abuse and harm.

D. Child protection / बाल संरक्षण → Increasing learners' responsibility and choice in learning.

Correct answer / सही उत्तर: C. Child protection / बाल संरक्षण → Safeguarding children from exploitation, abuse and harm.

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.

Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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MCQ 104 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Child protection / बाल संरक्षण / Individualised education plan / व्यक्तिगत शिक्षा योजना)

A. Child protection / बाल संरक्षण → A teacher follows the safeguarding procedure after a child discloses abuse.

B. Child protection / बाल संरक्षण → A teacher documents specific reading goals and accommodations for a child.

C. Conflict negotiation / विवाद समाधान → A learner recognises a friend's distress and responds with empathy.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → Children agree to alternate turns after disagreeing over a ball.

Correct answer / सही उत्तर: A. Child protection / बाल संरक्षण → A teacher follows the safeguarding procedure after a child discloses abuse.

Explanation / व्याख्या

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 105 • CORE PRACTICE · FORM 01

Identify the concept described: Early learning of social practices through close relationships.

A. Diverse childhoods / विविध बचपन

B. Fine motor development / सूक्ष्म गतिक विकास

C. Maturation / परिपक्वता

D. Primary socialisation / प्राथमिक समाजीकरण

Correct answer / सही उत्तर: D. Primary socialisation / प्राथमिक समाजीकरण

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 106 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A toddler learns family greetings through everyday interaction.

A. Primary socialisation / प्राथमिक समाजीकरण

B. Classification / वर्गीकरण

C. Maturation / परिपक्वता

D. Cooperative play / सहयोगी खेल

Correct answer / सही उत्तर: A. Primary socialisation / प्राथमिक समाजीकरण

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 107 • CORE PRACTICE · FORM 03

Which explanation best defines Primary socialisation / प्राथमिक समाजीकरण?

A. Quantitative increase in physical size or measurable bodily characteristics.

B. Children participate in shaping their own experiences.

C. Early learning of social practices through close relationships.

D. In the Panchakosha framework, the sheath associated with mind and emotions.

Correct answer / सही उत्तर: C. Early learning of social practices through close relationships.

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 108 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Primary socialisation / प्राथमिक समाजीकरण?

A. Two pupils use different methods to complete the same task.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. A toddler learns family greetings through everyday interaction.

D. A pupil solves a harder puzzle with a peer's guidance.

Correct answer / सही उत्तर: C. A toddler learns family greetings through everyday interaction.

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 109 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Early learning of social practices through close relationships. (2) Playing with others towards a shared goal.

A. Cooperative play / सहयोगी खेल | Primary socialisation / प्राथमिक समाजीकरण

B. Language development / भाषा विकास | Cooperative play / सहयोगी खेल

C. Primary socialisation / प्राथमिक समाजीकरण | Cooperative play / सहयोगी खेल

D. Primary socialisation / प्राथमिक समाजीकरण | Generalisation / सामान्यीकरण

Correct answer / सही उत्तर: C. Primary socialisation / प्राथमिक समाजीकरण | Cooperative play / सहयोगी खेल

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 110 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A toddler learns family greetings through everyday interaction. (2) A class discusses and chooses the rules for its reading corner.

A. Child agency / बाल सक्रियता | Primary socialisation / प्राथमिक समाजीकरण

B. Primary socialisation / प्राथमिक समाजीकरण | Child agency / बाल सक्रियता

C. Primary socialisation / प्राथमिक समाजीकरण | Annamaya kosha / अन्नमय कोश

D. Symbolic play / प्रतीकात्मक खेल | Child agency / बाल सक्रियता

Correct answer / सही उत्तर: B. Primary socialisation / प्राथमिक समाजीकरण | Child agency / बाल सक्रियता

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 111 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Primary socialisation / प्राथमिक समाजीकरण and Gross motor play / स्थूल गतिक खेल.

A. Early learning of social practices through close relationships. | Play involving large muscle movements.

B. Early learning of social practices through close relationships. | Understandings of childhood vary with history and social expectations.

C. Children have entitlements to protection, participation, development and survival. | Play involving large muscle movements.

D. Play involving large muscle movements. | Early learning of social practices through close relationships.

Correct answer / सही उत्तर: A. Early learning of social practices through close relationships. | Play involving large muscle movements.

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 112 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Primary socialisation / प्राथमिक समाजीकरण and Free play / मुक्त खेल.

A. Children choose their own pretend shop game and assign roles. | A toddler learns family greetings through everyday interaction.

B. A toddler learns family greetings through everyday interaction. | Children choose their own pretend shop game and assign roles.

C. A toddler learns family greetings through everyday interaction. | A discussion of nourishment and bodily well-being illustrates this sheath.

D. After sorting several triangles, pupils identify their common features. | Children choose their own pretend shop game and assign roles.

Correct answer / सही उत्तर: B. A toddler learns family greetings through everyday interaction. | Children choose their own pretend shop game and assign roles.

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 113 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Primary socialisation / प्राथमिक समाजीकरण / Observational learning / अवलोकन अधिगम)

A. Primary socialisation / प्राथमिक समाजीकरण → Early learning of social practices through close relationships.

B. Diverse childhoods / विविध बचपन → Playing with others towards a shared goal.

C. Primary socialisation / प्राथमिक समाजीकरण → Learning by watching others and their actions.

D. Observational learning / अवलोकन अधिगम → Childhood differs across social and cultural contexts.

Correct answer / सही उत्तर: A. Primary socialisation / प्राथमिक समाजीकरण → Early learning of social practices through close relationships.

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 114 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Primary socialisation / प्राथमिक समाजीकरण / Observational learning / अवलोकन अधिगम)

A. Primary socialisation / प्राथमिक समाजीकरण → A pupil learns to organise materials by watching a classmate.

B. Primary socialisation / प्राथमिक समाजीकरण → A toddler learns family greetings through everyday interaction.

C. Observational learning / अवलोकन अधिगम → A teacher records changes in a child's height over a year.

D. Growth / वृद्धि → Children thread large beads and fold paper.

Correct answer / सही उत्तर: B. Primary socialisation / प्राथमिक समाजीकरण → A toddler learns family greetings through everyday interaction.

Explanation / व्याख्या

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 115 • CORE PRACTICE · FORM 01

Identify the concept described: Social messages shape expectations associated with gender.

A. Cognitive development / संज्ञानात्मक विकास

B. Reinforcement / पुनर्बलन

C. Panchakosha / पंचकोश

D. Gender socialisation / लैंगिक समाजीकरण

Correct answer / सही उत्तर: D. Gender socialisation / लैंगिक समाजीकरण

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 116 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher challenges the belief that only boys can play cricket.

A. Gender socialisation / लैंगिक समाजीकरण
B. Free play / मुक्त खेल
C. Language development / भाषा विकास
D. Buddhi / बुद्धि

Correct answer / सही उत्तर: A. Gender socialisation / लैंगिक समाजीकरण

Explanation / व्याख्या
Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 117 • CORE PRACTICE · FORM 03

Which explanation best defines Gender socialisation / लैंगिक समाजीकरण?

A. The aspect of mind associated with memory and impressions.
B. Children participate in shaping their own experiences.
C. Growth in reasoning, memory and problem-solving abilities.
D. Social messages shape expectations associated with gender.

Correct answer / सही उत्तर: D. Social messages shape expectations associated with gender.

Explanation / व्याख्या
Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 118 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Gender socialisation / लैंगिक समाजीकरण?

A. A teacher challenges the belief that only boys can play cricket.

B. One class explores the same idea through tactile, visual and oral materials.

C. Two pupils use different methods to complete the same task.

D. A child begins using longer sentences to explain an event.

Correct answer / सही उत्तर: A. A teacher challenges the belief that only boys can play cricket.

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 119 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Social messages shape expectations associated with gender. (2) The faculty of discernment and reasoning in Indian perspectives of self.

A. Gender socialisation / लैंगिक समाजीकरण | Buddhi / बुद्धि

B. Gender socialisation / लैंगिक समाजीकरण | Reinforcement / पुनर्बलन

C. Concept map / अवधारणा मानचित्र | Buddhi / बुद्धि

D. Buddhi / बुद्धि | Gender socialisation / लैंगिक समाजीकरण

Correct answer / सही उत्तर: A. Gender socialisation / लैंगिक समाजीकरण | Buddhi / बुद्धि

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

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MCQ 120 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher challenges the belief that only boys can play cricket. (2) A discussion of nourishment and bodily well-being illustrates this sheath.

A. Gender socialisation / लैंगिक समाजीकरण | Free play / मुक्त खेल

B. Annamaya kosha / अन्नमय कोश | Gender socialisation / लैंगिक समाजीकरण

C. Psychological safety / मनोवैज्ञानिक सुरक्षा | Annamaya kosha / अन्नमय कोश

D. Gender socialisation / लैंगिक समाजीकरण | Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: D. Gender socialisation / लैंगिक समाजीकरण | Annamaya kosha / अन्नमय कोश

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket. Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 121 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Gender socialisation / लैंगिक समाजीकरण and Zone of proximal development / निकटस्थ विकास क्षेत्र.

A. Changes in bodily growth and motor capabilities. | The gap between what a learner can do independently and with assistance.

B. Social messages shape expectations associated with gender. | The gap between what a learner can do independently and with assistance.

C. The gap between what a learner can do independently and with assistance. | Social messages shape expectations associated with gender.

D. Social messages shape expectations associated with gender. | Play involving large muscle movements.

Correct answer / सही उत्तर: B. Social messages shape expectations associated with gender. | The gap between what a learner can do independently and with assistance.

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 122 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Gender socialisation / लैंगिक समाजीकरण and Reinforcement / पुनर्बलन.

A. Specific positive feedback encourages a pupil to continue checking work. | A teacher challenges the belief that only boys can play cricket.

B. A teacher challenges the belief that only boys can play cricket. | Children encounter stories and games from other countries through digital media.

C. A child gains finer control while cutting paper with scissors. | Specific positive feedback encourages a pupil to continue checking work.

D. A teacher challenges the belief that only boys can play cricket. | Specific positive feedback encourages a pupil to continue checking work.

Correct answer / सही उत्तर: D. A teacher challenges the belief that only boys can play cricket. | Specific positive feedback encourages a pupil to continue checking work.

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.
Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 123 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Gender socialisation / लैंगिक समाजीकरण / Buddhi / बुद्धि)

A. Gender socialisation / लैंगिक समाजीकरण → The faculty of discernment and reasoning in Indian perspectives of self.

B. Buddhi / बुद्धि → A consequence that increases the likelihood of a behaviour recurring.

C. Reinforcement / पुनर्बलन → Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Gender socialisation / लैंगिक समाजीकरण → Social messages shape expectations associated with gender.

Correct answer / सही उत्तर: D. Gender socialisation / लैंगिक समाजीकरण → Social messages shape expectations associated with gender.

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 124 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Gender socialisation / लैंगिक समाजीकरण / Reasonable accommodation / उचित समायोजन)

A. Childhood as a social construct / बचपन का सामाजिक निर्माण → A class discusses and chooses the rules for its reading corner.

B. Gender socialisation / लैंगिक समाजीकरण → A pupil with low vision receives large-print materials.

C. Gender socialisation / लैंगिक समाजीकरण → A teacher challenges the belief that only boys can play cricket.

D. Reasonable accommodation / उचित समायोजन → A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: C. Gender socialisation / लैंगिक समाजीकरण → A teacher challenges the belief that only boys can play cricket.

Explanation / व्याख्या

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

Explain Socialisation / समाजीकरण and give one classroom example.

Model answer: Learning social norms, values and practices through interaction. A child learns to take turns by interacting with family and classmates.

REVISION 02.02

Explain Peer influence / सहपाठी प्रभाव and give one classroom example.

Model answer: Children's attitudes and actions are shaped by their age-group companions. A learner starts cooperating after observing friends share materials.

REVISION 02.03

Explain School culture / विद्यालय संस्कृति and give one classroom example.

Model answer: Shared values, routines and relationships within a school. Daily practices of greeting and listening respectfully influence behaviour.

REVISION 02.04

Explain Child protection / बाल संरक्षण and give one classroom example.

Model answer: Safeguarding children from exploitation, abuse and harm. A teacher follows the safeguarding procedure after a child discloses abuse.

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REVISION 02.05

Explain Primary socialisation / प्राथमिक समाजीकरण and give one classroom example.

Model answer: Early learning of social practices through close relationships. A toddler learns family greetings through everyday interaction.

REVISION 02.06

Explain Gender socialisation / लैंगिक समाजीकरण and give one classroom example.

Model answer: Social messages shape expectations associated with gender. A teacher challenges the belief that only boys can play cricket.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

The Indian Concept of Self

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Buddhi / बुद्धि

The faculty of discernment and reasoning in Indian perspectives of self.

Classroom example: A learner weighs alternatives before making a considered decision.

Chitta / चित्त

The aspect of mind associated with memory and impressions.

Classroom example: A past experience leaves an impression that can be recalled later.

Panchakosha / पंचकोश

A five-sheath perspective on holistic human development.

Classroom example: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Annamaya kosha / अन्नमय कोश

In the Panchakosha framework, the physical or food-dependent sheath.

Classroom example: A discussion of nourishment and bodily well-being illustrates this sheath.

Manomaya kosha / मनोमय कोश

In the Panchakosha framework, the sheath associated with mind and emotions.

Classroom example: A reflection on feelings and mental responses illustrates this sheath.

Vijnanamaya kosha / विज्ञानमय कोश

In the Panchakosha framework, the sheath associated with discernment and understanding.

Classroom example: A discussion of thoughtful judgment illustrates this sheath.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 125 • NEW CLASSROOM APPLICATION

A teacher combines physical activity, discussion and quiet reflection. Which view of self does this support?

A. Learning is entirely memorisation
B. Intelligence is unrelated to emotional life
C. Only physical strength matters
D. An integrated view of bodily, mental and reflective well-being

Correct answer / सही उत्तर: D. An integrated view of bodily, mental and reflective well-being

Explanation / व्याख्या

Holistic education recognises interconnected dimensions of human experience.

MCQ 126 • NEW CLASSROOM APPLICATION

Which task most directly encourages reflective self-understanding?

A. Rank them publicly by personality
B. Require identical personal opinions
C. Ask them to copy a definition of self
D. Ask learners to describe a decision and what they learned from it

Correct answer / सही उत्तर: D. Ask learners to describe a decision and what they learned from it

Explanation / व्याख्या

Reflection helps learners understand motives, feelings and choices.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 127 • CORE PRACTICE · FORM 01

Identify the concept described: The faculty of discernment and reasoning in Indian perspectives of self.

A. Cooperative play / सहयोगी खेल
B. Buddhi / बुद्धि
C. Experiential learning / अनुभवात्मक अधिगम
D. Psychological safety / मनोवैज्ञानिक सुरक्षा

Correct answer / सही उत्तर: B. Buddhi / बुद्धि

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

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MCQ 128 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner weighs alternatives before making a considered decision.

A. Diverse childhoods / विविध बचपन

B. Globalisation / वैश्वीकरण

C. Primary socialisation / प्राथमिक समाजीकरण

D. Buddhi / बुद्धि

Correct answer / सही उत्तर: D. Buddhi / बुद्धि

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

MCQ 129 • CORE PRACTICE · FORM 03

Which explanation best defines Buddhi / बुद्धि?

A. Adapting teaching to varied learner needs while pursuing meaningful goals.

B. The faculty of discernment and reasoning in Indian perspectives of self.

C. A visual representation of relationships among concepts.

D. Improved control of small muscles, especially hands and fingers.

Correct answer / सही उत्तर: B. The faculty of discernment and reasoning in Indian perspectives of self.

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

MCQ 130 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Buddhi / बुद्धि?

A. A learner weighs alternatives before making a considered decision.

B. Pupils hop, run and balance on a marked path.

C. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. A pupil with low vision receives large-print materials.

Correct answer / सही उत्तर: A. A learner weighs alternatives before making a considered decision.

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 131 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The faculty of discernment and reasoning in Indian perspectives of self. (2) Learning by watching others and their actions.

A. Buddhi / बुद्धि | Observational learning / अवलोकन अधिगम

B. Observational learning / अवलोकन अधिगम | Buddhi / बुद्धि

C. Cooperative play / सहयोगी खेल | Observational learning / अवलोकन अधिगम

D. Buddhi / बुद्धि | Concept map / अवधारणा मानचित्र

Correct answer / सही उत्तर: A. Buddhi / बुद्धि | Observational learning / अवलोकन अधिगम

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

MCQ 132 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner weighs alternatives before making a considered decision. (2) After sorting several triangles, pupils identify their common features.

A. Generalisation / सामान्यीकरण | Buddhi / बुद्धि

B. Buddhi / बुद्धि | Generalisation / सामान्यीकरण

C. Gender socialisation / लैंगिक समाजीकरण | Generalisation / सामान्यीकरण

D. Buddhi / बुद्धि | Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: B. Buddhi / बुद्धि | Generalisation / सामान्यीकरण

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

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MCQ 133 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Buddhi / बुद्धि and Child rights / बाल अधिकार.

A. The gap between what a learner can do independently and with assistance. | Children have entitlements to protection, participation, development and survival.

B. The faculty of discernment and reasoning in Indian perspectives of self. | Children have entitlements to protection, participation, development and survival.

C. Children have entitlements to protection, participation, development and survival. | The faculty of discernment and reasoning in Indian perspectives of self.

D. The faculty of discernment and reasoning in Indian perspectives of self. | Children's attitudes and actions are shaped by their age-group companions.

Correct answer / सही उत्तर: B. The faculty of discernment and reasoning in Indian perspectives of self. | Children have entitlements to protection, participation, development and survival.

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 134 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Buddhi / बुद्धि and School culture / विद्यालय संस्कृति.

A. A child discovers a rule for sorting shapes by their properties. | Daily practices of greeting and listening respectfully influence behaviour.

B. A learner weighs alternatives before making a considered decision. | Daily practices of greeting and listening respectfully influence behaviour.

C. A learner weighs alternatives before making a considered decision. | A class compares the responsibilities of children in different generations.

D. Daily practices of greeting and listening respectfully influence behaviour. | A learner weighs alternatives before making a considered decision.

Correct answer / सही उत्तर: B. A learner weighs alternatives before making a considered decision. | Daily practices of greeting and listening respectfully influence behaviour.

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 135 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Buddhi / बुद्धि / Symbolic play / प्रतीकात्मक खेल)

A. Symbolic play / प्रतीकात्मक खेल → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. Buddhi / बुद्धि → Using an object or action to represent something else in play.

C. Reasonable accommodation / उचित समायोजन → Safeguarding children from exploitation, abuse and harm.

D. Buddhi / बुद्धि → The faculty of discernment and reasoning in Indian perspectives of self.

Correct answer / सही उत्तर: D. Buddhi / बुद्धि → The faculty of discernment and reasoning in Indian perspectives of self.

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

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MCQ 136 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Buddhi / बुद्धि / Experiential learning / अनुभवात्मक अधिगम)

A. Experiential learning / अनुभवात्मक अधिगम → A child learns to take turns by interacting with family and classmates.

B. Buddhi / बुद्धि → A learner weighs alternatives before making a considered decision.

C. Socialisation / समाजीकरण → A toddler learns family greetings through everyday interaction.

D. Buddhi / बुद्धि → Children grow seeds and discuss what changed each day.

Correct answer / सही उत्तर: B. Buddhi / बुद्धि → A learner weighs alternatives before making a considered decision.

Explanation / व्याख्या

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 137 • CORE PRACTICE · FORM 01

Identify the concept described: The aspect of mind associated with memory and impressions.

A. Generalisation / सामान्यीकरण

B. Chitta / चित्त

C. Physical development / शारीरिक विकास

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: B. Chitta / चित्त

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 138 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A past experience leaves an impression that can be recalled later.

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Chitta / चित्त

C. Developmental domains / विकास के आयाम

D. Observational learning / अवलोकन अधिगम

Correct answer / सही उत्तर: B. Chitta / चित्त

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 139 • CORE PRACTICE · FORM 03

Which explanation best defines Chitta / चित्त?

A. Biologically influenced changes that contribute to readiness for new abilities.

B. An atmosphere where learners can ask questions and make mistakes without humiliation.

C. The aspect of mind associated with memory and impressions.

D. Understandings of childhood vary with history and social expectations.

Correct answer / सही उत्तर: C. The aspect of mind associated with memory and impressions.

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

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MCQ 140 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Chitta / चित्त?

A. A child gains finer control while cutting paper with scissors.

B. A pupil learns to organise materials by watching a classmate.

C. A past experience leaves an impression that can be recalled later.

D. Learners link evaporation, clouds and rain using labelled arrows.

Correct answer / सही उत्तर: C. A past experience leaves an impression that can be recalled later.

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 141 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The aspect of mind associated with memory and impressions. (2) Actively connecting experiences and ideas to develop understanding.

A. Chitta / चित्त | Scaffolding / सहारा देकर सीखना

B. Chitta / चित्त | Meaning making / अर्थ निर्माण

C. Childhood as a social construct / बचपन का सामाजिक निर्माण | Meaning making / अर्थ निर्माण

D. Meaning making / अर्थ निर्माण | Chitta / चित्त

Correct answer / सही उत्तर: B. Chitta / चित्त | Meaning making / अर्थ निर्माण

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 142 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A past experience leaves an impression that can be recalled later. (2) A class discusses and chooses the rules for its reading corner.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Child agency / बाल सक्रियता

B. Chitta / चित्त | Learner autonomy / शिक्षार्थी स्वायत्तता

C. Chitta / चित्त | Child agency / बाल सक्रियता

D. Child agency / बाल सक्रियता | Chitta / चित्त

Correct answer / सही उत्तर: C. Chitta / चित्त | Child agency / बाल सक्रियता

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 143 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Chitta / चित्त and Physical development / शारीरिक विकास.

A. The aspect of mind associated with memory and impressions. | Changes in bodily growth and motor capabilities.

B. Children's attitudes and actions are shaped by their age-group companions. | Changes in bodily growth and motor capabilities.

C. The aspect of mind associated with memory and impressions. | Shared values, routines and relationships within a school.

D. Changes in bodily growth and motor capabilities. | The aspect of mind associated with memory and impressions.

Correct answer / सही उत्तर: A. The aspect of mind associated with memory and impressions. | Changes in bodily growth and motor capabilities.

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 144 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Chitta / चित्त and Reinforcement / पुनर्बलन.

A. Specific positive feedback encourages a pupil to continue checking work. | A past experience leaves an impression that can be recalled later.

B. A past experience leaves an impression that can be recalled later. | A child gains finer control while cutting paper with scissors.

C. A past experience leaves an impression that can be recalled later. | Specific positive feedback encourages a pupil to continue checking work.

D. Children sort leaves by shape and compare groups. | Specific positive feedback encourages a pupil to continue checking work.

Correct answer / सही उत्तर: C. A past experience leaves an impression that can be recalled later. | Specific positive feedback encourages a pupil to continue checking work.

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 145 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Chitta / चित्त / Psychological safety / मनोवैज्ञानिक सुरक्षा)

A. Chitta / चित्त → An atmosphere where learners can ask questions and make mistakes without humiliation.

B. Diverse childhoods / विविध बचपन → Safeguarding children from exploitation, abuse and harm.

C. Psychological safety / मनोवैज्ञानिक सुरक्षा → Childhood differs across social and cultural contexts.

D. Chitta / चित्त → The aspect of mind associated with memory and impressions.

Correct answer / सही उत्तर: D. Chitta / चित्त → The aspect of mind associated with memory and impressions.

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 146 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Chitta / चित्त / Physical development / शारीरिक विकास)

A. Experiential learning / अनुभवात्मक अधिगम → A child pretends a cardboard box is a bus.

B. Physical development / शारीरिक विकास → Children grow seeds and discuss what changed each day.

C. Chitta / चित्त → A child gains finer control while cutting paper with scissors.

D. Chitta / चित्त → A past experience leaves an impression that can be recalled later.

Correct answer / सही उत्तर: D. Chitta / चित्त → A past experience leaves an impression that can be recalled later.

Explanation / व्याख्या

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 147 • CORE PRACTICE · FORM 01

Identify the concept described: A five-sheath perspective on holistic human development.

A. Growth / वृद्धि

B. Concept map / अवधारणा मानचित्र

C. Cognitive development / संज्ञानात्मक विकास

D. Panchakosha / पंचकोश

Correct answer / सही उत्तर: D. Panchakosha / पंचकोश

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 148 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

A. Panchakosha / पंचकोश

B. Classification / वर्गीकरण

C. Maturation / परिपक्वता

D. Child protection / बाल संरक्षण

Correct answer / सही उत्तर: A. Panchakosha / पंचकोश

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 149 • CORE PRACTICE · FORM 03

Which explanation best defines Panchakosha / पंचकोश?

A. A five-sheath perspective on holistic human development.

B. Improved control of small muscles, especially hands and fingers.

C. Shared values, routines and relationships within a school.

D. Existing understanding on which new learning can be built.

Correct answer / सही उत्तर: A. A five-sheath perspective on holistic human development.

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

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MCQ 150 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Panchakosha / पंचकोश?

A. A teacher follows the safeguarding procedure after a child discloses abuse.

B. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher records changes in a child's height over a year.

D. A teacher first provides hints for a task and later removes them.

Correct answer / सही उत्तर: B. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 151 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A five-sheath perspective on holistic human development. (2) Learning social norms, values and practices through interaction.

A. Meaning making / अर्थ निर्माण | Socialisation / समाजीकरण

B. Socialisation / समाजीकरण | Panchakosha / पंचकोश

C. Panchakosha / पंचकोश | Symbolic play / प्रतीकात्मक खेल

D. Panchakosha / पंचकोश | Socialisation / समाजीकरण

Correct answer / सही उत्तर: D. Panchakosha / पंचकोश | Socialisation / समाजीकरण

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

MCQ 152 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher attends to bodily, vital, mental, intellectual and inner well-being together. (2) A group works together to construct a tower.

A. Panchakosha / पंचकोश | Cooperative play / सहयोगी खेल

B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Cooperative play / सहयोगी खेल

C. Panchakosha / पंचकोश | Scaffolding / सहारा देकर सीखना

D. Cooperative play / सहयोगी खेल | Panchakosha / पंचकोश

Correct answer / सही उत्तर: A. Panchakosha / पंचकोश | Cooperative play / सहयोगी खेल

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 153 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Panchakosha / पंचकोश and Observational learning / अवलोकन अधिगम.

A. Extending a pattern or idea across relevant examples. | Learning by watching others and their actions.

B. Learning by watching others and their actions. | A five-sheath perspective on holistic human development.

C. A five-sheath perspective on holistic human development. | A visual representation of relationships among concepts.

D. A five-sheath perspective on holistic human development. | Learning by watching others and their actions.

Correct answer / सही उत्तर: D. A five-sheath perspective on holistic human development. | Learning by watching others and their actions.

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

MCQ 154 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Panchakosha / पंचकोश and Fine motor development / सूक्ष्म गतिक विकास.

A. Specific positive feedback encourages a pupil to continue checking work. | Children thread large beads and fold paper.

B. Children thread large beads and fold paper. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | Children thread large beads and fold paper.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A child learns to take turns by interacting with family and classmates.

Correct answer / सही उत्तर: C. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | Children thread large beads and fold paper.

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 155 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Panchakosha / पंचकोश / Zone of proximal development / निकटस्थ विकास क्षेत्र)

A. Panchakosha / पंचकोश → A five-sheath perspective on holistic human development.

B. Panchakosha / पंचकोश → The gap between what a learner can do independently and with assistance.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → Grouping objects or ideas by shared attributes.

D. Classification / वर्गीकरण → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: A. Panchakosha / पंचकोश → A five-sheath perspective on holistic human development.

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

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MCQ 156 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Panchakosha / पंचकोश / Cooperative play / सहयोगी खेल)

A. Primary socialisation / प्राथमिक समाजीकरण → A lesson offers spoken, printed and tactile representations.

B. Panchakosha / पंचकोश → A group works together to construct a tower.

C. Panchakosha / पंचकोश → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

D. Cooperative play / सहयोगी खेल → A toddler learns family greetings through everyday interaction.

Correct answer / सही उत्तर: C. Panchakosha / पंचकोश → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Explanation / व्याख्या

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 157 • CORE PRACTICE · FORM 01

Identify the concept described: In the Panchakosha framework, the physical or food-dependent sheath.

A. Language development / भाषा विकास

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: D. Annamaya kosha / अन्नमय कोश

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 158 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A discussion of nourishment and bodily well-being illustrates this sheath.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा

B. Fine motor development / सूक्ष्म गतिक विकास

C. Concept discrimination / अवधारणा विभेदन

D. Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: D. Annamaya kosha / अन्नमय कोश

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 159 • CORE PRACTICE · FORM 03

Which explanation best defines Annamaya kosha / अन्नमय कोश?

A. In the Panchakosha framework, the physical or food-dependent sheath.

B. Safeguarding children from exploitation, abuse and harm.

C. Grouping objects or ideas by shared attributes.

D. Discussing differences to reach a workable agreement.

Correct answer / सही उत्तर: A. In the Panchakosha framework, the physical or food-dependent sheath.

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 160 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Annamaya kosha / अन्नमय कोश?

A. A teacher rearranges furniture so every pupil can access group activities.

B. Pupils hop, run and balance on a marked path.

C. Children grow seeds and discuss what changed each day.

D. A discussion of nourishment and bodily well-being illustrates this sheath.

Correct answer / सही उत्तर: D. A discussion of nourishment and bodily well-being illustrates this sheath.

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 161 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) In the Panchakosha framework, the physical or food-dependent sheath. (2) Early learning of social practices through close relationships.

A. Annamaya kosha / अन्नमय कोश | Observational learning / अवलोकन अधिगम

B. Globalisation / वैश्वीकरण | Primary socialisation / प्राथमिक समाजीकरण

C. Primary socialisation / प्राथमिक समाजीकरण | Annamaya kosha / अन्नमय कोश

D. Annamaya kosha / अन्नमय कोश | Primary socialisation / प्राथमिक समाजीकरण

Correct answer / सही उत्तर: D. Annamaya kosha / अन्नमय कोश | Primary socialisation / प्राथमिक समाजीकरण

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 162 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A discussion of nourishment and bodily well-being illustrates this sheath. (2) A teacher documents specific reading goals and accommodations for a child.

A. Annamaya kosha / अन्नमय कोश | Scaffolding / सहारा देकर सीखना

B. Conflict negotiation / विवाद समाधान | Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Annamaya kosha / अन्नमय कोश | Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Individualised education plan / व्यक्तिगत शिक्षा योजना | Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: C. Annamaya kosha / अन्नमय कोश | Individualised education plan / व्यक्तिगत शिक्षा योजना

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 163 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Annamaya kosha / अन्नमय कोश and Learner autonomy / शिक्षार्थी स्वायत्तता.

A. In the Panchakosha framework, the physical or food-dependent sheath. | Children's attitudes and actions are shaped by their age-group companions.

B. In the Panchakosha framework, the physical or food-dependent sheath. | Increasing learners' responsibility and choice in learning.

C. Increasing learners' responsibility and choice in learning. | In the Panchakosha framework, the physical or food-dependent sheath.

D. Existing understanding on which new learning can be built. | Increasing learners' responsibility and choice in learning.

Correct answer / सही उत्तर: B. In the Panchakosha framework, the physical or food-dependent sheath. | Increasing learners' responsibility and choice in learning.

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 164 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Annamaya kosha / अन्नमय कोश and Developmental domains / विकास के आयाम.

A. Specific positive feedback encourages a pupil to continue checking work. | A playground activity develops movement, communication and cooperation together.

B. A discussion of nourishment and bodily well-being illustrates this sheath. | A playground activity develops movement, communication and cooperation together.

C. A playground activity develops movement, communication and cooperation together. | A discussion of nourishment and bodily well-being illustrates this sheath.

D. A discussion of nourishment and bodily well-being illustrates this sheath. | Children agree to alternate turns after disagreeing over a ball.

Correct answer / सही उत्तर: B. A discussion of nourishment and bodily well-being illustrates this sheath. | A playground activity develops movement, communication and cooperation together.

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 165 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Annamaya kosha / अन्नमय कोश / Cooperative play / सहयोगी खेल)

A. Annamaya kosha / अन्नमय कोश → In the Panchakosha framework, the physical or food-dependent sheath.

B. Cooperative play / सहयोगी खेल → Children's attitudes and actions are shaped by their age-group companions.

C. Annamaya kosha / अन्नमय कोश → Playing with others towards a shared goal.

D. Peer influence / सहपाठी प्रभाव → Children participate in shaping their own experiences.

Correct answer / सही उत्तर: A. Annamaya kosha / अन्नमय कोश → In the Panchakosha framework, the physical or food-dependent sheath.

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

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MCQ 166 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Annamaya kosha / अन्नमय कोश / Child agency / बाल सक्रियता)

A. Annamaya kosha / अन्नमय कोश → A class discusses and chooses the rules for its reading corner.

B. Annamaya kosha / अन्नमय कोश → A discussion of nourishment and bodily well-being illustrates this sheath.

C. Child agency / बाल सक्रियता → A pupil solves a harder puzzle with a peer's guidance.

D. Zone of proximal development / निकटस्थ विकास क्षेत्र → Children sort leaves by shape and compare groups.

Correct answer / सही उत्तर: B. Annamaya kosha / अन्नमय कोश → A discussion of nourishment and bodily well-being illustrates this sheath.

Explanation / व्याख्या

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 167 • CORE PRACTICE · FORM 01

Identify the concept described: In the Panchakosha framework, the sheath associated with mind and emotions.

A. Inclusive environment / समावेशी वातावरण

B. Cooperative play / सहयोगी खेल

C. Manomaya kosha / मनोमय कोश

D. Reasonable accommodation / उचित समायोजन

Correct answer / सही उत्तर: C. Manomaya kosha / मनोमय कोश

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 168 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A reflection on feelings and mental responses illustrates this sheath.

A. Experiential learning / अनुभवात्मक अधिगम

B. Gross motor play / स्थूल गतिक खेल

C. Gender socialisation / लैंगिक समाजीकरण

D. Manomaya kosha / मनोमय कोश

Correct answer / सही उत्तर: D. Manomaya kosha / मनोमय कोश

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 169 • CORE PRACTICE · FORM 03

Which explanation best defines Manomaya kosha / मनोमय कोश?

A. Improved control of small muscles, especially hands and fingers.

B. Children vary in interests, abilities, experiences and rates of learning.

C. Distinguishing examples from non-examples using defining properties.

D. In the Panchakosha framework, the sheath associated with mind and emotions.

Correct answer / सही उत्तर: D. In the Panchakosha framework, the sheath associated with mind and emotions.

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 170 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Manomaya kosha / मनोमय कोश?

A. A reflection on feelings and mental responses illustrates this sheath.

B. A pupil with low vision receives large-print materials.

C. A child acquires greater motor control as the nervous system develops.

D. A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: A. A reflection on feelings and mental responses illustrates this sheath.

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 171 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) In the Panchakosha framework, the sheath associated with mind and emotions. (2) Existing understanding on which new learning can be built.

A. Experiential learning / अनुभवात्मक अधिगम | Prior knowledge / पूर्व ज्ञान

B. Manomaya kosha / मनोमय कोश | Reasonable accommodation / उचित समायोजन

C. Prior knowledge / पूर्व ज्ञान | Manomaya kosha / मनोमय कोश

D. Manomaya kosha / मनोमय कोश | Prior knowledge / पूर्व ज्ञान

Correct answer / सही उत्तर: D. Manomaya kosha / मनोमय कोश | Prior knowledge / पूर्व ज्ञान

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 172 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A reflection on feelings and mental responses illustrates this sheath. (2) A child gains finer control while cutting paper with scissors.

A. Symbolic play / प्रतीकात्मक खेल | Physical development / शारीरिक विकास

B. Manomaya kosha / मनोमय कोश | Reinforcement / पुनर्बलन

C. Physical development / शारीरिक विकास | Manomaya kosha / मनोमय कोश

D. Manomaya kosha / मनोमय कोश | Physical development / शारीरिक विकास

Correct answer / सही उत्तर: D. Manomaya kosha / मनोमय कोश | Physical development / शारीरिक विकास

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

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MCQ 173 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Manomaya kosha / मनोमय कोश and Scaffolding / सहारा देकर सीखना.

A. Biologically influenced changes that contribute to readiness for new abilities. | Temporary support adjusted to a learner's needs and gradually withdrawn.

B. In the Panchakosha framework, the sheath associated with mind and emotions. | Understandings of childhood vary with history and social expectations.

C. Temporary support adjusted to a learner's needs and gradually withdrawn. | In the Panchakosha framework, the sheath associated with mind and emotions.

D. In the Panchakosha framework, the sheath associated with mind and emotions. | Temporary support adjusted to a learner's needs and gradually withdrawn.

Correct answer / सही उत्तर: D. In the Panchakosha framework, the sheath associated with mind and emotions. | Temporary support adjusted to a learner's needs and gradually withdrawn.

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 174 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Manomaya kosha / मनोमय कोश and Reinforcement / पुनर्बलन.

A. A child begins using longer sentences to explain an event. | Specific positive feedback encourages a pupil to continue checking work.

B. Specific positive feedback encourages a pupil to continue checking work. | A reflection on feelings and mental responses illustrates this sheath.

C. A reflection on feelings and mental responses illustrates this sheath. | Children choose their own pretend shop game and assign roles.

D. A reflection on feelings and mental responses illustrates this sheath. | Specific positive feedback encourages a pupil to continue checking work.

Correct answer / सही उत्तर: D. A reflection on feelings and mental responses illustrates this sheath. | Specific positive feedback encourages a pupil to continue checking work.

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 175 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Manomaya kosha / मनोमय कोश / Scaffolding / सहारा देकर सीखना)

A. Manomaya kosha / मनोमय कोश → In the Panchakosha framework, the sheath associated with mind and emotions.

B. Psychological safety / मनोवैज्ञानिक सुरक्षा → Changes in bodily growth and motor capabilities.

C. Manomaya kosha / मनोमय कोश → Temporary support adjusted to a learner's needs and gradually withdrawn.

D. Scaffolding / सहारा देकर सीखना → An atmosphere where learners can ask questions and make mistakes without humiliation.

Correct answer / सही उत्तर: A. Manomaya kosha / मनोमय कोश → In the Panchakosha framework, the sheath associated with mind and emotions.

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 176 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Manomaya kosha / मनोमय कोश / Guided inquiry / निर्देशित अन्वेषण)

A. Manomaya kosha / मनोमय कोश → A reflection on feelings and mental responses illustrates this sheath.

B. Manomaya kosha / मनोमय कोश → A teacher offers prompts while pupils investigate which objects float.

C. Guided inquiry / निर्देशित अन्वेषण → Children agree to alternate turns after disagreeing over a ball.

D. Conflict negotiation / विवाद समाधान → A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: A. Manomaya kosha / मनोमय कोश → A reflection on feelings and mental responses illustrates this sheath.

Explanation / व्याख्या

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 177 • CORE PRACTICE · FORM 01

Identify the concept described: In the Panchakosha framework, the sheath associated with discernment and understanding.

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Globalisation / वैश्वीकरण

C. Generalisation / सामान्यीकरण

D. Reinforcement / पुनर्बलन

Correct answer / सही उत्तर: A. Vijnanamaya kosha / विज्ञानमय कोश

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 178 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A discussion of thoughtful judgment illustrates this sheath.

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Reinforcement / पुनर्बलन

C. Vijnanamaya kosha / विज्ञानमय कोश

D. School culture / विद्यालय संस्कृति

Correct answer / सही उत्तर: C. Vijnanamaya kosha / विज्ञानमय कोश

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 179 • CORE PRACTICE · FORM 03

Which explanation best defines Vijnanamaya kosha / विज्ञानमय कोश?

A. A setting that removes participation barriers for diverse learners.

B. Shared values, routines and relationships within a school.

C. In the Panchakosha framework, the sheath associated with discernment and understanding.

D. Biologically influenced changes that contribute to readiness for new abilities.

Correct answer / सही उत्तर: C. In the Panchakosha framework, the sheath associated with discernment and understanding.

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 180 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Vijnanamaya kosha / विज्ञानमय कोश?

A. A pupil solves a harder puzzle with a peer's guidance.

B. A teacher offers prompts while pupils investigate which objects float.

C. Pupils hop, run and balance on a marked path.

D. A discussion of thoughtful judgment illustrates this sheath.

Correct answer / सही उत्तर: D. A discussion of thoughtful judgment illustrates this sheath.

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 181 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) In the Panchakosha framework, the sheath associated with discernment and understanding. (2) Growth in understanding and expressing meanings through language.

A. Fine motor development / सूक्ष्म गतिक विकास | Language development / भाषा विकास

B. Vijnanamaya kosha / विज्ञानमय कोश | Language development / भाषा विकास

C. Vijnanamaya kosha / विज्ञानमय कोश | Learner autonomy / शिक्षार्थी स्वायत्तता

D. Language development / भाषा विकास | Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: B. Vijnanamaya kosha / विज्ञानमय कोश | Language development / भाषा विकास

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

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MCQ 182 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A discussion of thoughtful judgment illustrates this sheath. (2) A child discovers a rule for sorting shapes by their properties.

A. Vijnanamaya kosha / विज्ञानमय कोश | School culture / विद्यालय संस्कृति

B. Free play / मुक्त खेल | Cognitive development / संज्ञानात्मक विकास

C. Vijnanamaya kosha / विज्ञानमय कोश | Cognitive development / संज्ञानात्मक विकास

D. Cognitive development / संज्ञानात्मक विकास | Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: C. Vijnanamaya kosha / विज्ञानमय कोश | Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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MCQ 183 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Vijnanamaya kosha / विज्ञानमय कोश and Psychological safety / मनोवैज्ञानिक सुरक्षा.

A. Learning through experience and reflection. | An atmosphere where learners can ask questions and make mistakes without humiliation.

B. In the Panchakosha framework, the sheath associated with discernment and understanding. | An atmosphere where learners can ask questions and make mistakes without humiliation.

C. An atmosphere where learners can ask questions and make mistakes without humiliation. | In the Panchakosha framework, the sheath associated with discernment and understanding.

D. In the Panchakosha framework, the sheath associated with discernment and understanding. | Playing with others towards a shared goal.

Correct answer / सही उत्तर: B. In the Panchakosha framework, the sheath associated with discernment and understanding. | An atmosphere where learners can ask questions and make mistakes without humiliation.

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 184 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Vijnanamaya kosha / विज्ञानमय कोश and Peer influence / सहपाठी प्रभाव.

A. A learner starts cooperating after observing friends share materials. | A discussion of thoughtful judgment illustrates this sheath.

B. A discussion of thoughtful judgment illustrates this sheath. | A teacher documents specific reading goals and accommodations for a child.

C. After sorting several triangles, pupils identify their common features. | A learner starts cooperating after observing friends share materials.

D. A discussion of thoughtful judgment illustrates this sheath. | A learner starts cooperating after observing friends share materials.

Correct answer / सही उत्तर: D. A discussion of thoughtful judgment illustrates this sheath. | A learner starts cooperating after observing friends share materials.

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 185 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Vijnanamaya kosha / विज्ञानमय कोश / Differentiated instruction / विभेदित शिक्षण)

A. Generalisation / सामान्यीकरण → Learning social norms, values and practices through interaction.

B. Vijnanamaya kosha / विज्ञानमय कोश → In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Differentiated instruction / विभेदित शिक्षण → Extending a pattern or idea across relevant examples.

D. Vijnanamaya kosha / विज्ञानमय कोश → Adapting teaching to varied learner needs while pursuing meaningful goals.

Correct answer / सही उत्तर: B. Vijnanamaya kosha / विज्ञानमय कोश → In the Panchakosha framework, the sheath associated with discernment and understanding.

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 186 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Vijnanamaya kosha / विज्ञानमय कोश / Child protection / बाल संरक्षण)

A. Child protection / बाल संरक्षण → A playground activity develops movement, communication and cooperation together.

B. Vijnanamaya kosha / विज्ञानमय कोश → A teacher follows the safeguarding procedure after a child discloses abuse.

C. Developmental domains / विकास के आयाम → A child pretends a cardboard box is a bus.

D. Vijnanamaya kosha / विज्ञानमय कोश → A discussion of thoughtful judgment illustrates this sheath.

Correct answer / सही उत्तर: D. Vijnanamaya kosha / विज्ञानमय कोश → A discussion of thoughtful judgment illustrates this sheath.

Explanation / व्याख्या

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

Explain Buddhi / बुद्धि and give one classroom example.

Model answer: The faculty of discernment and reasoning in Indian perspectives of self. A learner weighs alternatives before making a considered decision.

REVISION 03.02

Explain Chitta / चित्त and give one classroom example.

Model answer: The aspect of mind associated with memory and impressions. A past experience leaves an impression that can be recalled later.

REVISION 03.03

Explain Panchakosha / पंचकोश and give one classroom example.

Model answer: A five-sheath perspective on holistic human development. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

REVISION 03.04

Explain Annamaya kosha / अन्नमय कोश and give one classroom example.

Model answer: In the Panchakosha framework, the physical or food-dependent sheath. A discussion of nourishment and bodily well-being illustrates this sheath.

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REVISION 03.05

Explain Manomaya kosha / मनोमय कोश and give one classroom example.

Model answer: In the Panchakosha framework, the sheath associated with mind and emotions. A reflection on feelings and mental responses illustrates this sheath.

REVISION 03.06

Explain Vijnanamaya kosha / विज्ञानमय कोश and give one classroom example.

Model answer: In the Panchakosha framework, the sheath associated with discernment and understanding. A discussion of thoughtful judgment illustrates this sheath.

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CHAPTER 04 • 72 MCQs • 7 REVISION PROMPTS

Development

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Physical development / शारीरिक विकास

Changes in bodily growth and motor capabilities.

Classroom example: A child gains finer control while cutting paper with scissors.

Cognitive development / संज्ञानात्मक विकास

Growth in reasoning, memory and problem-solving abilities.

Classroom example: A child discovers a rule for sorting shapes by their properties.

Socio-emotional development / सामाजिक-संवेगात्मक विकास

Growth in emotional understanding and social relationships.

Classroom example: A learner recognises a friend's distress and responds with empathy.

Language development / भाषा विकास

Growth in understanding and expressing meanings through language.

Classroom example: A child begins using longer sentences to explain an event.

Growth / वृद्धि

Quantitative increase in physical size or measurable bodily characteristics.

Classroom example: A teacher records changes in a child's height over a year.

Maturation / परिपक्वता

Biologically influenced changes that contribute to readiness for new abilities.

Classroom example: A child acquires greater motor control as the nervous system develops.

Developmental domains / विकास के आयाम

Interrelated areas of physical, cognitive, language and social-emotional change.

Classroom example: A playground activity develops movement, communication and cooperation together.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 187 • NEW CLASSROOM APPLICATION

A pupil can solve an oral problem but struggles to write it. What should the teacher do first?

A. Explore the separate oral and writing skills and provide appropriate support
B. Conclude that the pupil cannot reason
C. Promote the pupil without observation
D. Repeat the same written task as punishment

Correct answer / सही उत्तर: A. Explore the separate oral and writing skills and provide appropriate support

Explanation / व्याख्या

Different developmental abilities may progress at different rates.

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MCQ 188 • NEW CLASSROOM APPLICATION

Which example illustrates interaction between maturation and experience?

A. A child learns without any experience
B. Practice changes every child at the same rate
C. A skill depends exclusively on age
D. A child gains balance as motor systems mature and practices hopping

Correct answer / सही उत्तर: D. A child gains balance as motor systems mature and practices hopping

Explanation / व्याख्या

Readiness and experience jointly influence development.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 189 • CORE PRACTICE · FORM 01

Identify the concept described: Changes in bodily growth and motor capabilities.

A. Symbolic play / प्रतीकात्मक खेल
B. Physical development / शारीरिक विकास
C. Gender socialisation / लैंगिक समाजीकरण
D. Classification / वर्गीकरण

Correct answer / सही उत्तर: B. Physical development / शारीरिक विकास

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

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MCQ 190 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child gains finer control while cutting paper with scissors.

A. Gender socialisation / लैंगिक समाजीकरण
B. Manomaya kosha / मनोमय कोश
C. Physical development / शारीरिक विकास
D. Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: C. Physical development / शारीरिक विकास

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

MCQ 191 • CORE PRACTICE · FORM 03

Which explanation best defines Physical development / शारीरिक विकास?

A. A setting that removes participation barriers for diverse learners.
B. The gap between what a learner can do independently and with assistance.
C. Changes in bodily growth and motor capabilities.
D. The faculty of discernment and reasoning in Indian perspectives of self.

Correct answer / सही उत्तर: C. Changes in bodily growth and motor capabilities.

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

MCQ 192 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Physical development / शारीरिक विकास?

A. A child gains finer control while cutting paper with scissors.

B. Two pupils use different methods to complete the same task.

C. A child pretends a cardboard box is a bus.

D. A pupil solves a harder puzzle with a peer's guidance.

Correct answer / सही उत्तर: A. A child gains finer control while cutting paper with scissors.

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 193 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Changes in bodily growth and motor capabilities. (2) Discussing differences to reach a workable agreement.

A. Primary socialisation / प्राथमिक समाजीकरण | Conflict negotiation / विवाद समाधान

B. Physical development / शारीरिक विकास | Conflict negotiation / विवाद समाधान

C. Physical development / शारीरिक विकास | Inclusive environment / समावेशी वातावरण

D. Conflict negotiation / विवाद समाधान | Physical development / शारीरिक विकास

Correct answer / सही उत्तर: B. Physical development / शारीरिक विकास | Conflict negotiation / विवाद समाधान

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

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MCQ 194 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child gains finer control while cutting paper with scissors. (2) A teacher invites pupils to express their views in decisions affecting them.

A. Physical development / शारीरिक विकास | Child rights / बाल अधिकार

B. Observational learning / अवलोकन अधिगम | Child rights / बाल अधिकार

C. Child rights / बाल अधिकार | Physical development / शारीरिक विकास

D. Physical development / शारीरिक विकास | Differentiated instruction / विभेदित शिक्षण

Correct answer / सही उत्तर: A. Physical development / शारीरिक विकास | Child rights / बाल अधिकार

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

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MCQ 195 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Physical development / शारीरिक विकास and Meaning making / अर्थ निर्माण.

A. Changes in bodily growth and motor capabilities. | Actively connecting experiences and ideas to develop understanding.

B. Actively connecting experiences and ideas to develop understanding. | Changes in bodily growth and motor capabilities.

C. Using an object or action to represent something else in play. | Actively connecting experiences and ideas to develop understanding.

D. Changes in bodily growth and motor capabilities. | Adapting teaching to varied learner needs while pursuing meaningful goals.

Correct answer / सही उत्तर: A. Changes in bodily growth and motor capabilities. | Actively connecting experiences and ideas to develop understanding.

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 196 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Physical development / शारीरिक विकास and Inclusive environment / समावेशी वातावरण.

A. A teacher documents specific reading goals and accommodations for a child. | A teacher rearranges furniture so every pupil can access group activities.

B. A child gains finer control while cutting paper with scissors. | A teacher offers prompts while pupils investigate which objects float.

C. A teacher rearranges furniture so every pupil can access group activities. | A child gains finer control while cutting paper with scissors.

D. A child gains finer control while cutting paper with scissors. | A teacher rearranges furniture so every pupil can access group activities.

Correct answer / सही उत्तर: D. A child gains finer control while cutting paper with scissors. | A teacher rearranges furniture so every pupil can access group activities.

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 197 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Physical development / शारीरिक विकास / Differentiated instruction / विभेदित शिक्षण)

A. Differentiated instruction / विभेदित शिक्षण → Grouping objects or ideas by shared attributes.

B. Physical development / शारीरिक विकास → Changes in bodily growth and motor capabilities.

C. Classification / वर्गीकरण → Actively connecting experiences and ideas to develop understanding.

D. Physical development / शारीरिक विकास → Adapting teaching to varied learner needs while pursuing meaningful goals.

Correct answer / सही उत्तर: B. Physical development / शारीरिक विकास → Changes in bodily growth and motor capabilities.

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

MCQ 198 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Physical development / शारीरिक विकास / Vijnanamaya kosha / विज्ञानमय कोश)

A. Physical development / शारीरिक विकास → A child gains finer control while cutting paper with scissors.

B. Concept map / अवधारणा मानचित्र → Children grow seeds and discuss what changed each day.

C. Physical development / शारीरिक विकास → A discussion of thoughtful judgment illustrates this sheath.

D. Vijnanamaya kosha / विज्ञानमय कोश → Learners link evaporation, clouds and rain using labelled arrows.

Correct answer / सही उत्तर: A. Physical development / शारीरिक विकास → A child gains finer control while cutting paper with scissors.

Explanation / व्याख्या

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 199 • CORE PRACTICE · FORM 01

Identify the concept described: Growth in reasoning, memory and problem-solving abilities.

A. Cognitive development / संज्ञानात्मक विकास

B. Fine motor development / सूक्ष्म गतिक विकास

C. Guided inquiry / निर्देशित अन्वेषण

D. School culture / विद्यालय संस्कृति

Correct answer / सही उत्तर: A. Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 200 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child discovers a rule for sorting shapes by their properties.

A. Observational learning / अवलोकन अधिगम

B. Cognitive development / संज्ञानात्मक विकास

C. Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Concept discrimination / अवधारणा विभेदन

Correct answer / सही उत्तर: B. Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 201 • CORE PRACTICE · FORM 03

Which explanation best defines Cognitive development / संज्ञानात्मक विकास?

A. The aspect of mind associated with memory and impressions.

B. Growth in reasoning, memory and problem-solving abilities.

C. Cross-border flows of media, ideas and goods shape childhood.

D. Discussing differences to reach a workable agreement.

Correct answer / सही उत्तर: B. Growth in reasoning, memory and problem-solving abilities.

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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MCQ 202 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Cognitive development / संज्ञानात्मक विकास?

A. A child discovers a rule for sorting shapes by their properties.

B. Children agree to alternate turns after disagreeing over a ball.

C. A teacher documents specific reading goals and accommodations for a child.

D. Children grow seeds and discuss what changed each day.

Correct answer / सही उत्तर: A. A child discovers a rule for sorting shapes by their properties.

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 203 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Growth in reasoning, memory and problem-solving abilities. (2) Grouping objects or ideas by shared attributes.

A. Cooperative play / सहयोगी खेल | Classification / वर्गीकरण

B. Cognitive development / संज्ञानात्मक विकास | Classification / वर्गीकरण

C. Cognitive development / संज्ञानात्मक विकास | Chitta / चित्त

D. Classification / वर्गीकरण | Cognitive development / संज्ञानात्मक विकास

Correct answer / सही उत्तर: B. Cognitive development / संज्ञानात्मक विकास | Classification / वर्गीकरण

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.
Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 204 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child discovers a rule for sorting shapes by their properties. (2) A teacher invites pupils to express their views in decisions affecting them.

A. Scaffolding / सहारा देकर सीखना | Child rights / बाल अधिकार

B. Cognitive development / संज्ञानात्मक विकास | Prior knowledge / पूर्व ज्ञान

C. Child rights / बाल अधिकार | Cognitive development / संज्ञानात्मक विकास

D. Cognitive development / संज्ञानात्मक विकास | Child rights / बाल अधिकार

Correct answer / सही उत्तर: D. Cognitive development / संज्ञानात्मक विकास | Child rights / बाल अधिकार

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

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MCQ 205 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Cognitive development / संज्ञानात्मक विकास and Reasonable accommodation / उचित समायोजन.

A. Growth in reasoning, memory and problem-solving abilities. | Social messages shape expectations associated with gender.

B. Growth in reasoning, memory and problem-solving abilities. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Children participate in shaping their own experiences. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Growth in reasoning, memory and problem-solving abilities.

Correct answer / सही उत्तर: B. Growth in reasoning, memory and problem-solving abilities. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 206 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Cognitive development / संज्ञानात्मक विकास and Generalisation / सामान्यीकरण.

A. A child discovers a rule for sorting shapes by their properties. | After sorting several triangles, pupils identify their common features.

B. A child discovers a rule for sorting shapes by their properties. | Children grow seeds and discuss what changed each day.

C. After sorting several triangles, pupils identify their common features. | A child discovers a rule for sorting shapes by their properties.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | After sorting several triangles, pupils identify their common features.

Correct answer / सही उत्तर: A. A child discovers a rule for sorting shapes by their properties. | After sorting several triangles, pupils identify their common features.

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties. Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 207 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Cognitive development / संज्ञानात्मक विकास / Observational learning / अवलोकन अधिगम)

A. Cognitive development / संज्ञानात्मक विकास → Growth in reasoning, memory and problem-solving abilities.

B. Observational learning / अवलोकन अधिगम → Adapting teaching to varied learner needs while pursuing meaningful goals.

C. Differentiated instruction / विभेदित शिक्षण → A five-sheath perspective on holistic human development.

D. Cognitive development / संज्ञानात्मक विकास → Learning by watching others and their actions.

Correct answer / सही उत्तर: A. Cognitive development / संज्ञानात्मक विकास → Growth in reasoning, memory and problem-solving abilities.

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 208 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Cognitive development / संज्ञानात्मक विकास / Buddhi / बुद्धि)

A. Scaffolding / सहारा देकर सीखना → Children sort leaves by shape and compare groups.

B. Buddhi / बुद्धि → A teacher first provides hints for a task and later removes them.

C. Cognitive development / संज्ञानात्मक विकास → A child discovers a rule for sorting shapes by their properties.

D. Cognitive development / संज्ञानात्मक विकास → A learner weighs alternatives before making a considered decision.

Correct answer / सही उत्तर: C. Cognitive development / संज्ञानात्मक विकास → A child discovers a rule for sorting shapes by their properties.

Explanation / व्याख्या

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 209 • CORE PRACTICE · FORM 01

Identify the concept described: Growth in emotional understanding and social relationships.

A. School culture / विद्यालय संस्कृति

B. Prior knowledge / पूर्व ज्ञान

C. Peer influence / सहपाठी प्रभाव

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 210 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner recognises a friend's distress and responds with empathy.

A. Prior knowledge / पूर्व ज्ञान

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास

C. Cooperative play / सहयोगी खेल

D. Chitta / चित्त

Correct answer / सही उत्तर: B. Socio-emotional development / सामाजिक-संवेगात्मक विकास

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 211 • CORE PRACTICE · FORM 03

Which explanation best defines Socio-emotional development / सामाजिक-संवेगात्मक विकास?

A. Children's attitudes and actions are shaped by their age-group companions.

B. Growth in emotional understanding and social relationships.

C. Social messages shape expectations associated with gender.

D. Children vary in interests, abilities, experiences and rates of learning.

Correct answer / सही उत्तर: B. Growth in emotional understanding and social relationships.

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 212 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Socio-emotional development / सामाजिक-संवेगात्मक विकास?

A. A learner recognises a friend's distress and responds with empathy.

B. A class discusses and chooses the rules for its reading corner.

C. A discussion of thoughtful judgment illustrates this sheath.

D. A teacher challenges the belief that only boys can play cricket.

Correct answer / सही उत्तर: A. A learner recognises a friend's distress and responds with empathy.

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

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MCQ 213 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Growth in emotional understanding and social relationships. (2) Children's attitudes and actions are shaped by their age-group companions.

A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Peer influence / सहपाठी प्रभाव

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Concept discrimination / अवधारणा विभेदन

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Peer influence / सहपाठी प्रभाव

D. Peer influence / सहपाठी प्रभाव | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: C. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Peer influence / सहपाठी प्रभाव

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 214 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner recognises a friend's distress and responds with empathy. (2) A pupil solves a harder puzzle with a peer's guidance.

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Child agency / बाल सक्रियता | Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Zone of proximal development / निकटस्थ विकास क्षेत्र | Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Individual differences / व्यक्तिगत भिन्नताएँ

Correct answer / सही उत्तर: A. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Zone of proximal development / निकटस्थ विकास क्षेत्र

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 215 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Socio-emotional development / सामाजिक-संवेगात्मक विकास and Gross motor play / स्थूल गतिक खेल.

A. Growth in emotional understanding and social relationships. | An atmosphere where learners can ask questions and make mistakes without humiliation.

B. Play involving large muscle movements. | Growth in emotional understanding and social relationships.

C. Planning flexible ways to access, participate in and demonstrate learning. | Play involving large muscle movements.

D. Growth in emotional understanding and social relationships. | Play involving large muscle movements.

Correct answer / सही उत्तर: D. Growth in emotional understanding and social relationships. | Play involving large muscle movements.

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 216 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Socio-emotional development / सामाजिक-संवेगात्मक विकास and Panchakosha / पंचकोश.

A. A learner recognises a friend's distress and responds with empathy. | A pupil learns to organise materials by watching a classmate.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A learner recognises a friend's distress and responds with empathy.

D. A learner recognises a friend's distress and responds with empathy. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Correct answer / सही उत्तर: D. A learner recognises a friend's distress and responds with empathy. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 217 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Socio-emotional development / सामाजिक-संवेगात्मक विकास / Meaning making / अर्थ निर्माण)

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Growth in emotional understanding and social relationships.

B. Reasonable accommodation / उचित समायोजन → A five-sheath perspective on holistic human development.

C. Meaning making / अर्थ निर्माण → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Actively connecting experiences and ideas to develop understanding.

Correct answer / सही उत्तर: A. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Growth in emotional understanding and social relationships.

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 218 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Socio-emotional development / सामाजिक-संवेगात्मक विकास / Reinforcement / पुनर्बलन)

A. Reinforcement / पुनर्बलन → Daily practices of greeting and listening respectfully influence behaviour.

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Specific positive feedback encourages a pupil to continue checking work.

C. School culture / विद्यालय संस्कृति → After sorting several triangles, pupils identify their common features.

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास → A learner recognises a friend's distress and responds with empathy.

Correct answer / सही उत्तर: D. Socio-emotional development / सामाजिक-संवेगात्मक विकास → A learner recognises a friend's distress and responds with empathy.

Explanation / व्याख्या

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 219 • CORE PRACTICE · FORM 01

Identify the concept described: Growth in understanding and expressing meanings through language.

A. Language development / भाषा विकास

B. Inclusive environment / समावेशी वातावरण

C. Prior knowledge / पूर्व ज्ञान

D. Cooperative play / सहयोगी खेल

Correct answer / सही उत्तर: A. Language development / भाषा विकास

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 220 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child begins using longer sentences to explain an event.

A. Guided inquiry / निर्देशित अन्वेषण

B. Classification / वर्गीकरण

C. Panchakosha / पंचकोश

D. Language development / भाषा विकास

Correct answer / सही उत्तर: D. Language development / भाषा विकास

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

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MCQ 221 • CORE PRACTICE · FORM 03

Which explanation best defines Language development / भाषा विकास?

A. Growth in understanding and expressing meanings through language.

B. The faculty of discernment and reasoning in Indian perspectives of self.

C. Cross-border flows of media, ideas and goods shape childhood.

D. A consequence that increases the likelihood of a behaviour recurring.

Correct answer / सही उत्तर: A. Growth in understanding and expressing meanings through language.

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 222 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Language development / भाषा विकास?

A. A child begins using longer sentences to explain an event.

B. A teacher challenges the belief that only boys can play cricket.

C. Children thread large beads and fold paper.

D. A teacher first provides hints for a task and later removes them.

Correct answer / सही उत्तर: A. A child begins using longer sentences to explain an event.

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 223 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Growth in understanding and expressing meanings through language. (2) A consequence that increases the likelihood of a behaviour recurring.

A. Reinforcement / पुनर्बलन | Language development / भाषा विकास

B. Language development / भाषा विकास | Reinforcement / पुनर्बलन

C. Language development / भाषा विकास | Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Panchakosha / पंचकोश | Reinforcement / पुनर्बलन

Correct answer / सही उत्तर: B. Language development / भाषा विकास | Reinforcement / पुनर्बलन

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

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MCQ 224 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child begins using longer sentences to explain an event. (2) A teacher follows the safeguarding procedure after a child discloses abuse.

A. Language development / भाषा विकास | Buddhi / बुद्धि

B. Language development / भाषा विकास | Child protection / बाल संरक्षण

C. Child protection / बाल संरक्षण | Language development / भाषा विकास

D. Panchakosha / पंचकोश | Child protection / बाल संरक्षण

Correct answer / सही उत्तर: B. Language development / भाषा विकास | Child protection / बाल संरक्षण

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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MCQ 225 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Language development / भाषा विकास and Child agency / बाल सक्रियता.

A. Growth in understanding and expressing meanings through language. | Children participate in shaping their own experiences.

B. Growth in understanding and expressing meanings through language. | Adapting teaching to varied learner needs while pursuing meaningful goals.

C. Early learning of social practices through close relationships. | Children participate in shaping their own experiences.

D. Children participate in shaping their own experiences. | Growth in understanding and expressing meanings through language.

Correct answer / सही उत्तर: A. Growth in understanding and expressing meanings through language. | Children participate in shaping their own experiences.

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 226 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Language development / भाषा विकास and Gross motor play / स्थूल गतिक खेल.

A. A child begins using longer sentences to explain an event. | Children connect a new idea about floating with objects they have seen in water.

B. A toddler learns family greetings through everyday interaction. | Pupils hop, run and balance on a marked path.

C. A child begins using longer sentences to explain an event. | Pupils hop, run and balance on a marked path.

D. Pupils hop, run and balance on a marked path. | A child begins using longer sentences to explain an event.

Correct answer / सही उत्तर: C. A child begins using longer sentences to explain an event. | Pupils hop, run and balance on a marked path.

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 227 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Language development / भाषा विकास / Buddhi / बुद्धि)

A. Language development / भाषा विकास → Growth in understanding and expressing meanings through language.

B. Language development / भाषा विकास → The faculty of discernment and reasoning in Indian perspectives of self.

C. Buddhi / बुद्धि → Play initiated and directed primarily by children.

D. Free play / मुक्त खेल → Understandings of childhood vary with history and social expectations.

Correct answer / सही उत्तर: A. Language development / भाषा विकास → Growth in understanding and expressing meanings through language.

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 228 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Language development / भाषा विकास / Primary socialisation / प्राथमिक समाजीकरण)

A. Primary socialisation / प्राथमिक समाजीकरण → Children connect a new idea about floating with objects they have seen in water.

B. Language development / भाषा विकास → A toddler learns family greetings through everyday interaction.

C. Language development / भाषा विकास → A child begins using longer sentences to explain an event.

D. Meaning making / अर्थ निर्माण → A discussion of thoughtful judgment illustrates this sheath.

Correct answer / सही उत्तर: C. Language development / भाषा विकास → A child begins using longer sentences to explain an event.

Explanation / व्याख्या

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 229 • CORE PRACTICE · FORM 01

Identify the concept described: Quantitative increase in physical size or measurable bodily characteristics.

A. Growth / वृद्धि

B. Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Manomaya kosha / मनोमय कोश

D. Prior knowledge / पूर्व ज्ञान

Correct answer / सही उत्तर: A. Growth / वृद्धि

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 230 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher records changes in a child's height over a year.

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Free play / मुक्त खेल

C. Concept discrimination / अवधारणा विभेदन

D. Growth / वृद्धि

Correct answer / सही उत्तर: D. Growth / वृद्धि

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics.

Application: A teacher records changes in a child's height over a year.

MCQ 231 • CORE PRACTICE · FORM 03

Which explanation best defines Growth / वृद्धि?

A. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. Distinguishing examples from non-examples using defining properties.

C. Quantitative increase in physical size or measurable bodily characteristics.

D. A setting that removes participation barriers for diverse learners.

Correct answer / सही उत्तर: C. Quantitative increase in physical size or measurable bodily characteristics.

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics.

Application: A teacher records changes in a child's height over a year.

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MCQ 232 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Growth / वृद्धि?

A. A teacher first provides hints for a task and later removes them.

B. A teacher invites pupils to express their views in decisions affecting them.

C. Children encounter stories and games from other countries through digital media.

D. A teacher records changes in a child's height over a year.

Correct answer / सही उत्तर: D. A teacher records changes in a child's height over a year.

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 233 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Quantitative increase in physical size or measurable bodily characteristics. (2) Increasing learners' responsibility and choice in learning.

A. Growth / वृद्धि | Annamaya kosha / अन्नमय कोश

B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Learner autonomy / शिक्षार्थी स्वायत्तता

C. Learner autonomy / शिक्षार्थी स्वायत्तता | Growth / वृद्धि

D. Growth / वृद्धि | Learner autonomy / शिक्षार्थी स्वायत्तता

Correct answer / सही उत्तर: D. Growth / वृद्धि | Learner autonomy / शिक्षार्थी स्वायत्तता

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

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MCQ 234 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher records changes in a child's height over a year. (2) A teacher invites pupils to express their views in decisions affecting them.

A. Child rights / बाल अधिकार | Growth / वृद्धि

B. Growth / वृद्धि | Child rights / बाल अधिकार

C. Scaffolding / सहारा देकर सीखना | Child rights / बाल अधिकार

D. Growth / वृद्धि | Fine motor development / सूक्ष्म गतिक विकास

Correct answer / सही उत्तर: B. Growth / वृद्धि | Child rights / बाल अधिकार

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

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MCQ 235 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Growth / वृद्धि and Concept map / अवधारणा मानचित्र.

A. Quantitative increase in physical size or measurable bodily characteristics. | Temporary support adjusted to a learner's needs and gradually withdrawn.

B. Quantitative increase in physical size or measurable bodily characteristics. | A visual representation of relationships among concepts.

C. A visual representation of relationships among concepts. | Quantitative increase in physical size or measurable bodily characteristics.

D. A setting that removes participation barriers for diverse learners. | A visual representation of relationships among concepts.

Correct answer / सही उत्तर: B. Quantitative increase in physical size or measurable bodily characteristics. | A visual representation of relationships among concepts.

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 236 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Growth / वृद्धि and Symbolic play / प्रतीकात्मक खेल.

A. Children encounter stories and games from other countries through digital media. | A child pretends a cardboard box is a bus.

B. A child pretends a cardboard box is a bus. | A teacher records changes in a child's height over a year.

C. A teacher records changes in a child's height over a year. | A pupil with low vision receives large-print materials.

D. A teacher records changes in a child's height over a year. | A child pretends a cardboard box is a bus.

Correct answer / सही उत्तर: D. A teacher records changes in a child's height over a year. | A child pretends a cardboard box is a bus.

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

MCQ 237 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Growth / वृद्धि / Observational learning / अवलोकन अधिगम)

A. Growth / वृद्धि → Learning by watching others and their actions.

B. Vijnanamaya kosha / विज्ञानमय कोश → Cross-border flows of media, ideas and goods shape childhood.

C. Observational learning / अवलोकन अधिगम → In the Panchakosha framework, the sheath associated with discernment and understanding.

D. Growth / वृद्धि → Quantitative increase in physical size or measurable bodily characteristics.

Correct answer / सही उत्तर: D. Growth / वृद्धि → Quantitative increase in physical size or measurable bodily characteristics.

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics.
Application: A teacher records changes in a child's height over a year.

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MCQ 238 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Growth / वृद्धि / Generalisation / सामान्यीकरण)

A. Growth / वृद्धि → After sorting several triangles, pupils identify their common features.

B. Generalisation / सामान्यीकरण → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. Growth / वृद्धि → A teacher records changes in a child's height over a year.

D. Panchakosha / पंचकोश → Children agree to alternate turns after disagreeing over a ball.

Correct answer / सही उत्तर: C. Growth / वृद्धि → A teacher records changes in a child's height over a year.

Explanation / व्याख्या

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 239 • CORE PRACTICE · FORM 01

Identify the concept described: Biologically influenced changes that contribute to readiness for new abilities.

A. Generalisation / सामान्यीकरण

B. Maturation / परिपक्वता

C. Cooperative play / सहयोगी खेल

D. Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: B. Maturation / परिपक्वता

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 240 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child acquires greater motor control as the nervous system develops.

A. Annamaya kosha / अन्नमय कोश

B. Inclusive environment / समावेशी वातावरण

C. Maturation / परिपक्वता

D. Classification / वर्गीकरण

Correct answer / सही उत्तर: C. Maturation / परिपक्वता

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 241 • CORE PRACTICE · FORM 03

Which explanation best defines Maturation / परिपक्वता?

A. Biologically influenced changes that contribute to readiness for new abilities.

B. Grouping objects or ideas by shared attributes.

C. Playing with others towards a shared goal.

D. In the Panchakosha framework, the sheath associated with discernment and understanding.

Correct answer / सही उत्तर: A. Biologically influenced changes that contribute to readiness for new abilities.

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 242 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Maturation / परिपक्वता?

A. Children connect a new idea about floating with objects they have seen in water.

B. A pupil solves a harder puzzle with a peer's guidance.

C. Pupils hop, run and balance on a marked path.

D. A child acquires greater motor control as the nervous system develops.

Correct answer / सही उत्तर: D. A child acquires greater motor control as the nervous system develops.

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 243 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Biologically influenced changes that contribute to readiness for new abilities. (2) Children participate in shaping their own experiences.

A. Maturation / परिपक्वता | Child agency / बाल सक्रियता

B. Maturation / परिपक्वता | Cooperative play / सहयोगी खेल

C. Child agency / बाल सक्रियता | Maturation / परिपक्वता

D. Conflict negotiation / विवाद समाधान | Child agency / बाल सक्रियता

Correct answer / सही उत्तर: A. Maturation / परिपक्वता | Child agency / बाल सक्रियता

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 244 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child acquires greater motor control as the nervous system develops. (2) Pupils explain why a circle is not a triangle.

A. Concept discrimination / अवधारणा विभेदन | Maturation / परिपक्वता

B. Differentiated instruction / विभेदित शिक्षण | Concept discrimination / अवधारणा विभेदन

C. Maturation / परिपक्वता | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Maturation / परिपक्वता | Concept discrimination / अवधारणा विभेदन

Correct answer / सही उत्तर: D. Maturation / परिपक्वता | Concept discrimination / अवधारणा विभेदन

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

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MCQ 245 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Maturation / परिपक्वता and Inclusive environment / समावेशी वातावरण.

A. A setting that removes participation barriers for diverse learners. | Biologically influenced changes that contribute to readiness for new abilities.

B. Planning flexible ways to access, participate in and demonstrate learning. | A setting that removes participation barriers for diverse learners.

C. Biologically influenced changes that contribute to readiness for new abilities. | Play involving large muscle movements.

D. Biologically influenced changes that contribute to readiness for new abilities. | A setting that removes participation barriers for diverse learners.

Correct answer / सही उत्तर: D. Biologically influenced changes that contribute to readiness for new abilities. | A setting that removes participation barriers for diverse learners.

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 246 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Maturation / परिपक्वता and Vijnanamaya kosha / विज्ञानमय कोश.

A. A child acquires greater motor control as the nervous system develops. | A discussion of thoughtful judgment illustrates this sheath.

B. Pupils explain why a circle is not a triangle. | A discussion of thoughtful judgment illustrates this sheath.

C. A discussion of thoughtful judgment illustrates this sheath. | A child acquires greater motor control as the nervous system develops.

D. A child acquires greater motor control as the nervous system develops. | A teacher follows the safeguarding procedure after a child discloses abuse.

Correct answer / सही उत्तर: A. A child acquires greater motor control as the nervous system develops. | A discussion of thoughtful judgment illustrates this sheath.

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 247 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Maturation / परिपक्वता / Reinforcement / पुनर्बलन)

A. Childhood as a social construct / बचपन का सामाजिक निर्माण → In the Panchakosha framework, the sheath associated with mind and emotions.

B. Maturation / परिपक्वता → A consequence that increases the likelihood of a behaviour recurring.

C. Maturation / परिपक्वता → Biologically influenced changes that contribute to readiness for new abilities.

D. Reinforcement / पुनर्बलन → Understandings of childhood vary with history and social expectations.

Correct answer / सही उत्तर: C. Maturation / परिपक्वता → Biologically influenced changes that contribute to readiness for new abilities.

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 248 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Maturation / परिपक्वता / Child protection / बाल संरक्षण)

A. Child protection / बाल संरक्षण → Two pupils use different methods to complete the same task.

B. Maturation / परिपक्वता → A child acquires greater motor control as the nervous system develops.

C. Individual differences / व्यक्तिगत भिन्नताएँ → A pupil learns to organise materials by watching a classmate.

D. Maturation / परिपक्वता → A teacher follows the safeguarding procedure after a child discloses abuse.

Correct answer / सही उत्तर: B. Maturation / परिपक्वता → A child acquires greater motor control as the nervous system develops.

Explanation / व्याख्या

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 249 • CORE PRACTICE · FORM 01

Identify the concept described: Interrelated areas of physical, cognitive, language and social-emotional change.

A. Developmental domains / विकास के आयाम

B. School culture / विद्यालय संस्कृति

C. Panchakosha / पंचकोश

D. Globalisation / वैश्वीकरण

Correct answer / सही उत्तर: A. Developmental domains / विकास के आयाम

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 250 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A playground activity develops movement, communication and cooperation together.

A. Peer influence / सहपाठी प्रभाव

B. Developmental domains / विकास के आयाम

C. Guided inquiry / निर्देशित अन्वेषण

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Correct answer / सही उत्तर: B. Developmental domains / विकास के आयाम

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 251 • CORE PRACTICE · FORM 03

Which explanation best defines Developmental domains / विकास के आयाम?

A. Interrelated areas of physical, cognitive, language and social-emotional change.

B. Childhood differs across social and cultural contexts.

C. Distinguishing examples from non-examples using defining properties.

D. Early learning of social practices through close relationships.

Correct answer / सही उत्तर: A. Interrelated areas of physical, cognitive, language and social-emotional change.

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 252 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Developmental domains / विकास के आयाम?

A. A child learns to take turns by interacting with family and classmates.

B. A playground activity develops movement, communication and cooperation together.

C. A teacher rearranges furniture so every pupil can access group activities.

D. A child pretends a cardboard box is a bus.

Correct answer / सही उत्तर: B. A playground activity develops movement, communication and cooperation together.

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 253 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Interrelated areas of physical, cognitive, language and social-emotional change. (2) A visual representation of relationships among concepts.

A. Concept map / अवधारणा मानचित्र | Developmental domains / विकास के आयाम

B. Chitta / चित्त | Concept map / अवधारणा मानचित्र

C. Developmental domains / विकास के आयाम | Concept map / अवधारणा मानचित्र

D. Developmental domains / विकास के आयाम | Zone of proximal development / निकटस्थ विकास क्षेत्र

Correct answer / सही उत्तर: C. Developmental domains / विकास के आयाम | Concept map / अवधारणा मानचित्र

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 254 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A playground activity develops movement, communication and cooperation together. (2) A child pretends a cardboard box is a bus.

A. Developmental domains / विकास के आयाम | Symbolic play / प्रतीकात्मक खेल

B. Symbolic play / प्रतीकात्मक खेल | Developmental domains / विकास के आयाम

C. Generalisation / सामान्यीकरण | Symbolic play / प्रतीकात्मक खेल

D. Developmental domains / विकास के आयाम | Globalisation / वैश्वीकरण

Correct answer / सही उत्तर: A. Developmental domains / विकास के आयाम | Symbolic play / प्रतीकात्मक खेल

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

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MCQ 255 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Developmental domains / विकास के आयाम and Guided inquiry / निर्देशित अन्वेषण.

A. Investigating questions with suitable teacher support. | Interrelated areas of physical, cognitive, language and social-emotional change.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Investigating questions with suitable teacher support.

C. Interrelated areas of physical, cognitive, language and social-emotional change. | Investigating questions with suitable teacher support.

D. Interrelated areas of physical, cognitive, language and social-emotional change. | Early learning of social practices through close relationships.

Correct answer / सही उत्तर: C. Interrelated areas of physical, cognitive, language and social-emotional change. | Investigating questions with suitable teacher support.

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 256 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Developmental domains / विकास के आयाम and Socialisation / समाजीकरण.

A. A teacher first provides hints for a task and later removes them. | A child learns to take turns by interacting with family and classmates.

B. A child learns to take turns by interacting with family and classmates. | A playground activity develops movement, communication and cooperation together.

C. A playground activity develops movement, communication and cooperation together. | A child learns to take turns by interacting with family and classmates.

D. A playground activity develops movement, communication and cooperation together. | A discussion of nourishment and bodily well-being illustrates this sheath.

Correct answer / सही उत्तर: C. A playground activity develops movement, communication and cooperation together. | A child learns to take turns by interacting with family and classmates.

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

MCQ 257 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Developmental domains / विकास के आयाम / Prior knowledge / पूर्व ज्ञान)

A. Experiential learning / अनुभवात्मक अधिगम → Planning flexible ways to access, participate in and demonstrate learning.

B. Developmental domains / विकास के आयाम → Existing understanding on which new learning can be built.

C. Developmental domains / विकास के आयाम → Interrelated areas of physical, cognitive, language and social-emotional change.

D. Prior knowledge / पूर्व ज्ञान → Learning through experience and reflection.

Correct answer / सही उत्तर: C. Developmental domains / विकास के आयाम → Interrelated areas of physical, cognitive, language and social-emotional change.

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 258 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Developmental domains / विकास के आयाम / Reinforcement / पुनर्बलन)

A. Developmental domains / विकास के आयाम → Specific positive feedback encourages a pupil to continue checking work.

B. Concept discrimination / अवधारणा विभेदन → Children encounter stories and games from other countries through digital media.

C. Reinforcement / पुनर्बलन → Pupils explain why a circle is not a triangle.

D. Developmental domains / विकास के आयाम → A playground activity develops movement, communication and cooperation together.

Correct answer / सही उत्तर: D. Developmental domains / विकास के आयाम → A playground activity develops movement, communication and cooperation together.

Explanation / व्याख्या

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

Explain Physical development / शारीरिक विकास and give one classroom example.

Model answer: Changes in bodily growth and motor capabilities. A child gains finer control while cutting paper with scissors.

REVISION 04.02

Explain Cognitive development / संज्ञानात्मक विकास and give one classroom example.

Model answer: Growth in reasoning, memory and problem-solving abilities. A child discovers a rule for sorting shapes by their properties.

REVISION 04.03

Explain Socio-emotional development / सामाजिक-संवेगात्मक विकास and give one classroom example.

Model answer: Growth in emotional understanding and social relationships. A learner recognises a friend's distress and responds with empathy.

REVISION 04.04

Explain Language development / भाषा विकास and give one classroom example.

Model answer: Growth in understanding and expressing meanings through language. A child begins using longer sentences to explain an event.

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REVISION 04.05

Explain Growth / वृद्धि and give one classroom example.

Model answer: Quantitative increase in physical size or measurable bodily characteristics. A teacher records changes in a child's height over a year.

REVISION 04.06

Explain Maturation / परिपक्वता and give one classroom example.

Model answer: Biologically influenced changes that contribute to readiness for new abilities. A child acquires greater motor control as the nervous system develops.

REVISION 04.07

Explain Developmental domains / विकास के आयाम and give one classroom example.

Model answer: Interrelated areas of physical, cognitive, language and social-emotional change. A playground activity develops movement, communication and cooperation together.

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CHAPTER 05 • 62 MCQs • 6 REVISION PROMPTS

Play and Development

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Symbolic play / प्रतीकात्मक खेल

Using an object or action to represent something else in play.

Classroom example: A child pretends a cardboard box is a bus.

Cooperative play / सहयोगी खेल

Playing with others towards a shared goal.

Classroom example: A group works together to construct a tower.

Conflict negotiation / विवाद समाधान

Discussing differences to reach a workable agreement.

Classroom example: Children agree to alternate turns after disagreeing over a ball.

Free play / मुक्त खेल

Play initiated and directed primarily by children.

Classroom example: Children choose their own pretend shop game and assign roles.

Gross motor play / स्थूल गतिक खेल

Play involving large muscle movements.

Classroom example: Pupils hop, run and balance on a marked path.

Fine motor development / सूक्ष्म गतिक विकास

Improved control of small muscles, especially hands and fingers.

Classroom example: Children thread large beads and fold paper.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 259 • NEW CLASSROOM APPLICATION

Children use stones as pretend money in a shop game. What is being demonstrated?

A. Symbolic representation
B. Physical maturation alone
C. Rote reproduction
D. Summative assessment

Correct answer / सही उत्तर: A. Symbolic representation

Explanation / व्याख्या

An object stands for another object or idea during pretend play.

MCQ 260 • NEW CLASSROOM APPLICATION

How should a teacher respond when children invent a new safe game?

A. Dictate every movement
B. Replace the game with worksheets
C. Stop all peer interaction
D. Observe, ask questions and let children negotiate rules

Correct answer / सही उत्तर: D. Observe, ask questions and let children negotiate rules

Explanation / व्याख्या

Guided observation can support autonomy, language and cooperation without removing play's child-led character.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 261 • CORE PRACTICE · FORM 01

Identify the concept described: Using an object or action to represent something else in play.

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Symbolic play / प्रतीकात्मक खेल

C. Generalisation / सामान्यीकरण

D. Gender socialisation / लैंगिक समाजीकरण

Correct answer / सही उत्तर: B. Symbolic play / प्रतीकात्मक खेल

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

MCQ 262 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child pretends a cardboard box is a bus.

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Chitta / चित्त

C. Symbolic play / प्रतीकात्मक खेल

D. Developmental domains / विकास के आयाम

Correct answer / सही उत्तर: C. Symbolic play / प्रतीकात्मक खेल

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

MCQ 263 • CORE PRACTICE · FORM 03

Which explanation best defines Symbolic play / प्रतीकात्मक खेल?

A. Planning flexible ways to access, participate in and demonstrate learning.
B. Using an object or action to represent something else in play.
C. Childhood differs across social and cultural contexts.
D. Biologically influenced changes that contribute to readiness for new abilities.

Correct answer / सही उत्तर: B. Using an object or action to represent something else in play.

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

MCQ 264 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Symbolic play / प्रतीकात्मक खेल?

A. A class compares the responsibilities of children in different generations.
B. Daily practices of greeting and listening respectfully influence behaviour.
C. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.
D. A child pretends a cardboard box is a bus.

Correct answer / सही उत्तर: D. A child pretends a cardboard box is a bus.

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

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MCQ 265 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Using an object or action to represent something else in play. (2) Children participate in shaping their own experiences.

A. Symbolic play / प्रतीकात्मक खेल | Child agency / बाल सक्रियता

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Child agency / बाल सक्रियता

C. Child agency / बाल सक्रियता | Symbolic play / प्रतीकात्मक खेल

D. Symbolic play / प्रतीकात्मक खेल | Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: A. Symbolic play / प्रतीकात्मक खेल | Child agency / बाल सक्रियता

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 266 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child pretends a cardboard box is a bus. (2) A child discovers a rule for sorting shapes by their properties.

A. Symbolic play / प्रतीकात्मक खेल | Cognitive development / संज्ञानात्मक विकास

B. Cognitive development / संज्ञानात्मक विकास | Symbolic play / प्रतीकात्मक खेल

C. Globalisation / वैश्वीकरण | Cognitive development / संज्ञानात्मक विकास

D. Symbolic play / प्रतीकात्मक खेल | Diverse childhoods / विविध बचपन

Correct answer / सही उत्तर: A. Symbolic play / प्रतीकात्मक खेल | Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 267 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Symbolic play / प्रतीकात्मक खेल and Growth / वृद्धि.

A. Using an object or action to represent something else in play. | Quantitative increase in physical size or measurable bodily characteristics.

B. A visual representation of relationships among concepts. | Quantitative increase in physical size or measurable bodily characteristics.

C. Using an object or action to represent something else in play. | Extending a pattern or idea across relevant examples.

D. Quantitative increase in physical size or measurable bodily characteristics. | Using an object or action to represent something else in play.

Correct answer / सही उत्तर: A. Using an object or action to represent something else in play. | Quantitative increase in physical size or measurable bodily characteristics.

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 268 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Symbolic play / प्रतीकात्मक खेल and Physical development / शारीरिक विकास.

A. A child pretends a cardboard box is a bus. | A child gains finer control while cutting paper with scissors.

B. A child gains finer control while cutting paper with scissors. | A child pretends a cardboard box is a bus.

C. A teacher documents specific reading goals and accommodations for a child. | A child gains finer control while cutting paper with scissors.

D. A child pretends a cardboard box is a bus. | A pupil with low vision receives large-print materials.

Correct answer / सही उत्तर: A. A child pretends a cardboard box is a bus. | A child gains finer control while cutting paper with scissors.

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 269 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Symbolic play / प्रतीकात्मक खेल / Panchakosha / पंचकोश)

A. Experiential learning / अनुभवात्मक अधिगम → Learning social norms, values and practices through interaction.

B. Symbolic play / प्रतीकात्मक खेल → A five-sheath perspective on holistic human development.

C. Panchakosha / पंचकोश → Learning through experience and reflection.

D. Symbolic play / प्रतीकात्मक खेल → Using an object or action to represent something else in play.

Correct answer / सही उत्तर: D. Symbolic play / प्रतीकात्मक खेल → Using an object or action to represent something else in play.

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

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MCQ 270 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Symbolic play / प्रतीकात्मक खेल / Scaffolding / सहारा देकर सीखना)

A. Scaffolding / सहारा देकर सीखना → A child acquires greater motor control as the nervous system develops.

B. Maturation / परिपक्वता → A class compares the responsibilities of children in different generations.

C. Symbolic play / प्रतीकात्मक खेल → A teacher first provides hints for a task and later removes them.

D. Symbolic play / प्रतीकात्मक खेल → A child pretends a cardboard box is a bus.

Correct answer / सही उत्तर: D. Symbolic play / प्रतीकात्मक खेल → A child pretends a cardboard box is a bus.

Explanation / व्याख्या

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

MCQ 271 • CORE PRACTICE · FORM 01

Identify the concept described: Playing with others towards a shared goal.

A. Cooperative play / सहयोगी खेल

B. Growth / वृद्धि

C. Scaffolding / सहारा देकर सीखना

D. Learner autonomy / शिक्षार्थी स्वायत्तता

Correct answer / सही उत्तर: A. Cooperative play / सहयोगी खेल

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 272 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A group works together to construct a tower.

A. Individual differences / व्यक्तिगत भिन्नताएँ
B. Peer influence / सहपाठी प्रभाव
C. Individualised education plan / व्यक्तिगत शिक्षा योजना
D. Cooperative play / सहयोगी खेल

Correct answer / सही उत्तर: D. Cooperative play / सहयोगी खेल

Explanation / व्याख्या
Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 273 • CORE PRACTICE · FORM 03

Which explanation best defines Cooperative play / सहयोगी खेल?

A. Early learning of social practices through close relationships.
B. Children participate in shaping their own experiences.
C. Playing with others towards a shared goal.
D. A consequence that increases the likelihood of a behaviour recurring.

Correct answer / सही उत्तर: C. Playing with others towards a shared goal.

Explanation / व्याख्या
Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 274 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Cooperative play / सहयोगी खेल?

A. A learner weighs alternatives before making a considered decision.

B. A group works together to construct a tower.

C. A child discovers a rule for sorting shapes by their properties.

D. A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: B. A group works together to construct a tower.

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 275 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Playing with others towards a shared goal. (2) Learning social norms, values and practices through interaction.

A. Socialisation / समाजीकरण | Cooperative play / सहयोगी खेल

B. Cooperative play / सहयोगी खेल | Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Child agency / बाल सक्रियता | Socialisation / समाजीकरण

D. Cooperative play / सहयोगी खेल | Socialisation / समाजीकरण

Correct answer / सही उत्तर: D. Cooperative play / सहयोगी खेल | Socialisation / समाजीकरण

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

GyanTech Guru Ji

MCQ 276 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A group works together to construct a tower. (2) A teacher challenges the belief that only boys can play cricket.

A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Gender socialisation / लैंगिक समाजीकरण

B. Gender socialisation / लैंगिक समाजीकरण | Cooperative play / सहयोगी खेल

C. Cooperative play / सहयोगी खेल | Gender socialisation / लैंगिक समाजीकरण

D. Cooperative play / सहयोगी खेल | Observational learning / अवलोकन अधिगम

Correct answer / सही उत्तर: C. Cooperative play / सहयोगी खेल | Gender socialisation / लैंगिक समाजीकरण

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 277 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Cooperative play / सहयोगी खेल and Growth / वृद्धि.

A. Playing with others towards a shared goal. | Safeguarding children from exploitation, abuse and harm.

B. Quantitative increase in physical size or measurable bodily characteristics. | Playing with others towards a shared goal.

C. Playing with others towards a shared goal. | Quantitative increase in physical size or measurable bodily characteristics.

D. In the Panchakosha framework, the physical or food-dependent sheath. | Quantitative increase in physical size or measurable bodily characteristics.

Correct answer / सही उत्तर: C. Playing with others towards a shared goal. | Quantitative increase in physical size or measurable bodily characteristics.

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 278 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Cooperative play / सहयोगी खेल and Panchakosha / पंचकोश.

A. A child acquires greater motor control as the nervous system develops. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

B. A group works together to construct a tower. | A playground activity develops movement, communication and cooperation together.

C. A group works together to construct a tower. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A group works together to construct a tower.

Correct answer / सही उत्तर: C. A group works together to construct a tower. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 279 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Cooperative play / सहयोगी खेल / Child rights / बाल अधिकार)

A. Cooperative play / सहयोगी खेल → Playing with others towards a shared goal.

B. Child rights / बाल अधिकार → A five-sheath perspective on holistic human development.

C. Panchakosha / पंचकोश → Interrelated areas of physical, cognitive, language and social-emotional change.

D. Cooperative play / सहयोगी खेल → Children have entitlements to protection, participation, development and survival.

Correct answer / सही उत्तर: A. Cooperative play / सहयोगी खेल → Playing with others towards a shared goal.

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 280 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Cooperative play / सहयोगी खेल / Annamaya kosha / अन्नमय कोश)

A. Cooperative play / सहयोगी खेल → A group works together to construct a tower.

B. Annamaya kosha / अन्नमय कोश → Specific positive feedback encourages a pupil to continue checking work.

C. Cooperative play / सहयोगी खेल → A discussion of nourishment and bodily well-being illustrates this sheath.

D. Reinforcement / पुनर्बलन → Children sort leaves by shape and compare groups.

Correct answer / सही उत्तर: A. Cooperative play / सहयोगी खेल → A group works together to construct a tower.

Explanation / व्याख्या

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 281 • CORE PRACTICE · FORM 01

Identify the concept described: Discussing differences to reach a workable agreement.

A. Diverse childhoods / विविध बचपन

B. Conflict negotiation / विवाद समाधान

C. Manomaya kosha / मनोमय कोश

D. Gender socialisation / लैंगिक समाजीकरण

Correct answer / सही उत्तर: B. Conflict negotiation / विवाद समाधान

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 282 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children agree to alternate turns after disagreeing over a ball.

A. Conflict negotiation / विवाद समाधान

B. Primary socialisation / प्राथमिक समाजीकरण

C. Growth / वृद्धि

D. Buddhi / बुद्धि

Correct answer / सही उत्तर: A. Conflict negotiation / विवाद समाधान

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement.
Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 283 • CORE PRACTICE · FORM 03

Which explanation best defines Conflict negotiation / विवाद समाधान?

A. Learning through experience and reflection.

B. The aspect of mind associated with memory and impressions.

C. Growth in understanding and expressing meanings through language.

D. Discussing differences to reach a workable agreement.

Correct answer / सही उत्तर: D. Discussing differences to reach a workable agreement.

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement.
Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 284 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Conflict negotiation / विवाद समाधान?

A. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

B. A lesson offers spoken, printed and tactile representations.

C. Children agree to alternate turns after disagreeing over a ball.

D. A past experience leaves an impression that can be recalled later.

Correct answer / सही उत्तर: C. Children agree to alternate turns after disagreeing over a ball.

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 285 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Discussing differences to reach a workable agreement. (2) In the Panchakosha framework, the physical or food-dependent sheath.

A. Annamaya kosha / अन्नमय कोश | Conflict negotiation / विवाद समाधान

B. Conflict negotiation / विवाद समाधान | Annamaya kosha / अन्नमय कोश

C. Conflict negotiation / विवाद समाधान | School culture / विद्यालय संस्कृति

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: B. Conflict negotiation / विवाद समाधान | Annamaya kosha / अन्नमय कोश

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

GyanTech Guru Ji

MCQ 286 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children agree to alternate turns after disagreeing over a ball. (2) Children in a fishing community and an urban neighbourhood experience different daily routines.

A. Conflict negotiation / विवाद समाधान | Diverse childhoods / विविध बचपन

B. Conflict negotiation / विवाद समाधान | Experiential learning / अनुभवात्मक अधिगम

C. Individualised education plan / व्यक्तिगत शिक्षा योजना | Diverse childhoods / विविध बचपन

D. Diverse childhoods / विविध बचपन | Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: A. Conflict negotiation / विवाद समाधान | Diverse childhoods / विविध बचपन

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 287 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Conflict negotiation / विवाद समाधान and Reasonable accommodation / उचित समायोजन.

A. Discussing differences to reach a workable agreement. | The gap between what a learner can do independently and with assistance.

B. Investigating questions with suitable teacher support. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Discussing differences to reach a workable agreement. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Discussing differences to reach a workable agreement.

Correct answer / सही उत्तर: C. Discussing differences to reach a workable agreement. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 288 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Conflict negotiation / विवाद समाधान and Child rights / बाल अधिकार.

A. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A teacher invites pupils to express their views in decisions affecting them.

B. Children agree to alternate turns after disagreeing over a ball. | A discussion of nourishment and bodily well-being illustrates this sheath.

C. Children agree to alternate turns after disagreeing over a ball. | A teacher invites pupils to express their views in decisions affecting them.

D. A teacher invites pupils to express their views in decisions affecting them. | Children agree to alternate turns after disagreeing over a ball.

Correct answer / सही उत्तर: C. Children agree to alternate turns after disagreeing over a ball. | A teacher invites pupils to express their views in decisions affecting them.

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 289 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Conflict negotiation / विवाद समाधान / Physical development / शारीरिक विकास)

A. Experiential learning / अनुभवात्मक अधिगम → Increasing learners' responsibility and choice in learning.

B. Conflict negotiation / विवाद समाधान → Changes in bodily growth and motor capabilities.

C. Physical development / शारीरिक विकास → Learning through experience and reflection.

D. Conflict negotiation / विवाद समाधान → Discussing differences to reach a workable agreement.

Correct answer / सही उत्तर: D. Conflict negotiation / विवाद समाधान → Discussing differences to reach a workable agreement.

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement.
Application: Children agree to alternate turns after disagreeing over a ball.

GyanTech Guru Ji

MCQ 290 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Conflict negotiation / विवाद समाधान / Diverse childhoods / विविध बचपन)

A. Diverse childhoods / विविध बचपन → Children sort leaves by shape and compare groups.

B. Conflict negotiation / विवाद समाधान → Children agree to alternate turns after disagreeing over a ball.

C. Classification / वर्गीकरण → Children grow seeds and discuss what changed each day.

D. Conflict negotiation / विवाद समाधान → Children in a fishing community and an urban neighbourhood experience different daily routines.

Correct answer / सही उत्तर: B. Conflict negotiation / विवाद समाधान → Children agree to alternate turns after disagreeing over a ball.

Explanation / व्याख्या

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 291 • CORE PRACTICE · FORM 01

Identify the concept described: Play initiated and directed primarily by children.

A. Inclusive environment / समावेशी वातावरण

B. Panchakosha / पंचकोश

C. Classification / वर्गीकरण

D. Free play / मुक्त खेल

Correct answer / सही उत्तर: D. Free play / मुक्त खेल

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 292 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children choose their own pretend shop game and assign roles.

A. Reasonable accommodation / उचित समायोजन

B. Free play / मुक्त खेल

C. Cognitive development / संज्ञानात्मक विकास

D. Buddhi / बुद्धि

Correct answer / सही उत्तर: B. Free play / मुक्त खेल

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 293 • CORE PRACTICE · FORM 03

Which explanation best defines Free play / मुक्त खेल?

A. Play initiated and directed primarily by children.

B. An atmosphere where learners can ask questions and make mistakes without humiliation.

C. In the Panchakosha framework, the physical or food-dependent sheath.

D. Growth in emotional understanding and social relationships.

Correct answer / सही उत्तर: A. Play initiated and directed primarily by children.

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

GyanTech Guru Ji

MCQ 294 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Free play / मुक्त खेल?

A. A discussion of thoughtful judgment illustrates this sheath.

B. Children choose their own pretend shop game and assign roles.

C. After sorting several triangles, pupils identify their common features.

D. One class explores the same idea through tactile, visual and oral materials.

Correct answer / सही उत्तर: B. Children choose their own pretend shop game and assign roles.

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 295 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Play initiated and directed primarily by children. (2) Growth in reasoning, memory and problem-solving abilities.

A. Experiential learning / अनुभवात्मक अधिगम | Cognitive development / संज्ञानात्मक विकास

B. Free play / मुक्त खेल | Differentiated instruction / विभेदित शिक्षण

C. Cognitive development / संज्ञानात्मक विकास | Free play / मुक्त खेल

D. Free play / मुक्त खेल | Cognitive development / संज्ञानात्मक विकास

Correct answer / सही उत्तर: D. Free play / मुक्त खेल | Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

GyanTech Guru Ji

MCQ 296 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children choose their own pretend shop game and assign roles. (2) Children connect a new idea about floating with objects they have seen in water.

A. Child protection / बाल संरक्षण | Meaning making / अर्थ निर्माण

B. Meaning making / अर्थ निर्माण | Free play / मुक्त खेल

C. Free play / मुक्त खेल | Meaning making / अर्थ निर्माण

D. Free play / मुक्त खेल | Child rights / बाल अधिकार

Correct answer / सही उत्तर: C. Free play / मुक्त खेल | Meaning making / अर्थ निर्माण

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

GyanTech Guru Ji

MCQ 297 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Free play / मुक्त खेल and Gender socialisation / लैंगिक समाजीकरण.

A. Social messages shape expectations associated with gender. | Play initiated and directed primarily by children.

B. Play initiated and directed primarily by children. | Social messages shape expectations associated with gender.

C. Play initiated and directed primarily by children. | Distinguishing examples from non-examples using defining properties.

D. Learning by watching others and their actions. | Social messages shape expectations associated with gender.

Correct answer / सही उत्तर: B. Play initiated and directed primarily by children. | Social messages shape expectations associated with gender.

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 298 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Free play / मुक्त खेल and Buddhi / बुद्धि.

A. Children choose their own pretend shop game and assign roles. | After sorting several triangles, pupils identify their common features.

B. Children choose their own pretend shop game and assign roles. | A learner weighs alternatives before making a considered decision.

C. A toddler learns family greetings through everyday interaction. | A learner weighs alternatives before making a considered decision.

D. A learner weighs alternatives before making a considered decision. | Children choose their own pretend shop game and assign roles.

Correct answer / सही उत्तर: B. Children choose their own pretend shop game and assign roles. | A learner weighs alternatives before making a considered decision.

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 299 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Free play / मुक्त खेल / Experiential learning / अनुभवात्मक अधिगम)

A. Free play / मुक्त खेल → Learning through experience and reflection.

B. Experiential learning / अनुभवात्मक अधिगम → Children vary in interests, abilities, experiences and rates of learning.

C. Individual differences / व्यक्तिगत भिन्नताएँ → Planning flexible ways to access, participate in and demonstrate learning.

D. Free play / मुक्त खेल → Play initiated and directed primarily by children.

Correct answer / सही उत्तर: D. Free play / मुक्त खेल → Play initiated and directed primarily by children.

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

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MCQ 300 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Free play / मुक्त खेल / Globalisation / वैश्वीकरण)

A. Free play / मुक्त खेल → Children choose their own pretend shop game and assign roles.

B. Cognitive development / संज्ञानात्मक विकास → A discussion of nourishment and bodily well-being illustrates this sheath.

C. Globalisation / वैश्वीकरण → A child discovers a rule for sorting shapes by their properties.

D. Free play / मुक्त खेल → Children encounter stories and games from other countries through digital media.

Correct answer / सही उत्तर: A. Free play / मुक्त खेल → Children choose their own pretend shop game and assign roles.

Explanation / व्याख्या

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 301 • CORE PRACTICE · FORM 01

Identify the concept described: Play involving large muscle movements.

A. Meaning making / अर्थ निर्माण

B. Gross motor play / स्थूल गतिक खेल

C. Observational learning / अवलोकन अधिगम

D. Reasonable accommodation / उचित समायोजन

Correct answer / सही उत्तर: B. Gross motor play / स्थूल गतिक खेल

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 302 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils hop, run and balance on a marked path.

A. Guided inquiry / निर्देशित अन्वेषण

B. Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Gross motor play / स्थूल गतिक खेल

D. Language development / भाषा विकास

Correct answer / सही उत्तर: C. Gross motor play / स्थूल गतिक खेल

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 303 • CORE PRACTICE · FORM 03

Which explanation best defines Gross motor play / स्थूल गतिक खेल?

A. Distinguishing examples from non-examples using defining properties.

B. Play involving large muscle movements.

C. Interrelated areas of physical, cognitive, language and social-emotional change.

D. In the Panchakosha framework, the physical or food-dependent sheath.

Correct answer / सही उत्तर: B. Play involving large muscle movements.

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 304 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Gross motor play / स्थूल गतिक खेल?

A. Pupils hop, run and balance on a marked path.

B. A teacher rearranges furniture so every pupil can access group activities.

C. Two pupils use different methods to complete the same task.

D. Specific positive feedback encourages a pupil to continue checking work.

Correct answer / सही उत्तर: A. Pupils hop, run and balance on a marked path.

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 305 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Play involving large muscle movements. (2) Grouping objects or ideas by shared attributes.

A. Classification / वर्गीकरण | Gross motor play / स्थूल गतिक खेल

B. Gross motor play / स्थूल गतिक खेल | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Gross motor play / स्थूल गतिक खेल | Classification / वर्गीकरण

D. Language development / भाषा विकास | Classification / वर्गीकरण

Correct answer / सही उत्तर: C. Gross motor play / स्थूल गतिक खेल | Classification / वर्गीकरण

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

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MCQ 306 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils hop, run and balance on a marked path. (2) A learner recognises a friend's distress and responds with empathy.

A. Gross motor play / स्थूल गतिक खेल | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Gross motor play / स्थूल गतिक खेल

C. Gross motor play / स्थूल गतिक खेल | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

D. Guided inquiry / निर्देशित अन्वेषण | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: A. Gross motor play / स्थूल गतिक खेल | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 307 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Gross motor play / स्थूल गतिक खेल and Experiential learning / अनुभवात्मक अधिगम.

A. Learning through experience and reflection. | Play involving large muscle movements.

B. Play involving large muscle movements. | Learning through experience and reflection.

C. Play involving large muscle movements. | Learning social norms, values and practices through interaction.

D. Growth in reasoning, memory and problem-solving abilities. | Learning through experience and reflection.

Correct answer / सही उत्तर: B. Play involving large muscle movements. | Learning through experience and reflection.

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

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MCQ 308 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Gross motor play / स्थूल गतिक खेल and Meaning making / अर्थ निर्माण.

A. Children connect a new idea about floating with objects they have seen in water. | Pupils hop, run and balance on a marked path.

B. A reflection on feelings and mental responses illustrates this sheath. | Children connect a new idea about floating with objects they have seen in water.

C. Pupils hop, run and balance on a marked path. | A learner weighs alternatives before making a considered decision.

D. Pupils hop, run and balance on a marked path. | Children connect a new idea about floating with objects they have seen in water.

Correct answer / सही उत्तर: D. Pupils hop, run and balance on a marked path. | Children connect a new idea about floating with objects they have seen in water.

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 309 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Gross motor play / स्थूल गतिक खेल / Child protection / बाल संरक्षण)

A. Gross motor play / स्थूल गतिक खेल → Safeguarding children from exploitation, abuse and harm.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → Children have entitlements to protection, participation, development and survival.

C. Child protection / बाल संरक्षण → Increasing learners' responsibility and choice in learning.

D. Gross motor play / स्थूल गतिक खेल → Play involving large muscle movements.

Correct answer / सही उत्तर: D. Gross motor play / स्थूल गतिक खेल → Play involving large muscle movements.

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

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MCQ 310 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Gross motor play / स्थूल गतिक खेल / Psychological safety / मनोवैज्ञानिक सुरक्षा)

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A playground activity develops movement, communication and cooperation together.

B. Gross motor play / स्थूल गतिक खेल → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. Developmental domains / विकास के आयाम → A teacher follows the safeguarding procedure after a child discloses abuse.

D. Gross motor play / स्थूल गतिक खेल → Pupils hop, run and balance on a marked path.

Correct answer / सही उत्तर: D. Gross motor play / स्थूल गतिक खेल → Pupils hop, run and balance on a marked path.

Explanation / व्याख्या

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 311 • CORE PRACTICE · FORM 01

Identify the concept described: Improved control of small muscles, especially hands and fingers.

A. Child agency / बाल सक्रियता

B. Fine motor development / सूक्ष्म गतिक विकास

C. Developmental domains / विकास के आयाम

D. Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: B. Fine motor development / सूक्ष्म गतिक विकास

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 312 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children thread large beads and fold paper.

A. Panchakosha / पंचकोश

B. Fine motor development / सूक्ष्म गतिक विकास

C. Childhood as a social construct / बचपन का सामाजिक निर्माण

D. Primary socialisation / प्राथमिक समाजीकरण

Correct answer / सही उत्तर: B. Fine motor development / सूक्ष्म गतिक विकास

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 313 • CORE PRACTICE · FORM 03

Which explanation best defines Fine motor development / सूक्ष्म गतिक विकास?

A. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. A visual representation of relationships among concepts.

C. Quantitative increase in physical size or measurable bodily characteristics.

D. Improved control of small muscles, especially hands and fingers.

Correct answer / सही उत्तर: D. Improved control of small muscles, especially hands and fingers.

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

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MCQ 314 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Fine motor development / सूक्ष्म गतिक विकास?

A. Children thread large beads and fold paper.

B. A child acquires greater motor control as the nervous system develops.

C. Two pupils use different methods to complete the same task.

D. A learner weighs alternatives before making a considered decision.

Correct answer / सही उत्तर: A. Children thread large beads and fold paper.

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 315 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Improved control of small muscles, especially hands and fingers. (2) Learning through experience and reflection.

A. Experiential learning / अनुभवात्मक अधिगम | Fine motor development / सूक्ष्म गतिक विकास

B. Fine motor development / सूक्ष्म गतिक विकास | Childhood as a social construct / बचपन का सामाजिक निर्माण

C. Fine motor development / सूक्ष्म गतिक विकास | Experiential learning / अनुभवात्मक अधिगम

D. Cognitive development / संज्ञानात्मक विकास | Experiential learning / अनुभवात्मक अधिगम

Correct answer / सही उत्तर: C. Fine motor development / सूक्ष्म गतिक विकास | Experiential learning / अनुभवात्मक अधिगम

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 316 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children thread large beads and fold paper. (2) Pupils explain why a circle is not a triangle.

A. Physical development / शारीरिक विकास | Concept discrimination / अवधारणा विभेदन

B. Concept discrimination / अवधारणा विभेदन | Fine motor development / सूक्ष्म गतिक विकास

C. Fine motor development / सूक्ष्म गतिक विकास | Concept discrimination / अवधारणा विभेदन

D. Fine motor development / सूक्ष्म गतिक विकास | Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: C. Fine motor development / सूक्ष्म गतिक विकास | Concept discrimination / अवधारणा विभेदन

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

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MCQ 317 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Fine motor development / सूक्ष्म गतिक विकास and Prior knowledge / पूर्व ज्ञान.

A. Improved control of small muscles, especially hands and fingers. | Existing understanding on which new learning can be built.

B. Existing understanding on which new learning can be built. | Improved control of small muscles, especially hands and fingers.

C. Improved control of small muscles, especially hands and fingers. | Cross-border flows of media, ideas and goods shape childhood.

D. The aspect of mind associated with memory and impressions. | Existing understanding on which new learning can be built.

Correct answer / सही उत्तर: A. Improved control of small muscles, especially hands and fingers. | Existing understanding on which new learning can be built.

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 318 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Fine motor development / सूक्ष्म गतिक विकास and Individual differences / व्यक्तिगत भिन्नताएँ.

A. Two pupils use different methods to complete the same task. | Children thread large beads and fold paper.

B. Children thread large beads and fold paper. | Two pupils use different methods to complete the same task.

C. Before discussing plants, a teacher asks what children know from gardening. | Two pupils use different methods to complete the same task.

D. Children thread large beads and fold paper. | A child acquires greater motor control as the nervous system develops.

Correct answer / सही उत्तर: B. Children thread large beads and fold paper. | Two pupils use different methods to complete the same task.

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 319 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Fine motor development / सूक्ष्म गतिक विकास / Individualised education plan / व्यक्तिगत शिक्षा योजना)

A. Individualised education plan / व्यक्तिगत शिक्षा योजना → Cross-border flows of media, ideas and goods shape childhood.

B. Fine motor development / सूक्ष्म गतिक विकास → Improved control of small muscles, especially hands and fingers.

C. Globalisation / वैश्वीकरण → A visual representation of relationships among concepts.

D. Fine motor development / सूक्ष्म गतिक विकास → A plan of tailored goals and supports for an individual learner.

Correct answer / सही उत्तर: B. Fine motor development / सूक्ष्म गतिक विकास → Improved control of small muscles, especially hands and fingers.

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 320 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Fine motor development / सूक्ष्म गतिक विकास / Differentiated instruction / विभेदित शिक्षण)

A. Concept discrimination / अवधारणा विभेदन → A discussion of nourishment and bodily well-being illustrates this sheath.

B. Differentiated instruction / विभेदित शिक्षण → Pupils explain why a circle is not a triangle.

C. Fine motor development / सूक्ष्म गतिक विकास → One class explores the same idea through tactile, visual and oral materials.

D. Fine motor development / सूक्ष्म गतिक विकास → Children thread large beads and fold paper.

Correct answer / सही उत्तर: D. Fine motor development / सूक्ष्म गतिक विकास → Children thread large beads and fold paper.

Explanation / व्याख्या

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

Explain Symbolic play / प्रतीकात्मक खेल and give one classroom example.

Model answer: Using an object or action to represent something else in play. A child pretends a cardboard box is a bus.

REVISION 05.02

Explain Cooperative play / सहयोगी खेल and give one classroom example.

Model answer: Playing with others towards a shared goal. A group works together to construct a tower.

REVISION 05.03

Explain Conflict negotiation / विवाद समाधान and give one classroom example.

Model answer: Discussing differences to reach a workable agreement. Children agree to alternate turns after disagreeing over a ball.

REVISION 05.04

Explain Free play / मुक्त खेल and give one classroom example.

Model answer: Play initiated and directed primarily by children. Children choose their own pretend shop game and assign roles.

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REVISION 05.05

Explain Gross motor play / स्थूल गतिक खेल and give one classroom example.

Model answer: Play involving large muscle movements. Pupils hop, run and balance on a marked path.

REVISION 05.06

Explain Fine motor development / सूक्ष्म गतिक विकास and give one classroom example.

Model answer: Improved control of small muscles, especially hands and fingers. Children thread large beads and fold paper.

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CHAPTER 06 • 62 MCQs • 6 REVISION PROMPTS

Concept Formation

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Prior knowledge / पूर्व ज्ञान

Existing understanding on which new learning can be built.

Classroom example: Before discussing plants, a teacher asks what children know from gardening.

Concept map / अवधारणा मानचित्र

A visual representation of relationships among concepts.

Classroom example: Learners link evaporation, clouds and rain using labelled arrows.

Meaning making / अर्थ निर्माण

Actively connecting experiences and ideas to develop understanding.

Classroom example: Children connect a new idea about floating with objects they have seen in water.

Classification / वर्गीकरण

Grouping objects or ideas by shared attributes.

Classroom example: Children sort leaves by shape and compare groups.

Generalisation / सामान्यीकरण

Extending a pattern or idea across relevant examples.

Classroom example: After sorting several triangles, pupils identify their common features.

Concept discrimination / अवधारणा विभेदन

Distinguishing examples from non-examples using defining properties.

Classroom example: Pupils explain why a circle is not a triangle.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 321 • NEW CLASSROOM APPLICATION

A learner recognises triangles in different orientations after examining varied examples. What has improved?

A. Ability to memorise a single picture

B. Unrelated motor reflexes

C. Handwriting speed

D. Recognition of defining attributes rather than surface appearance

Correct answer / सही उत्तर: D. Recognition of defining attributes rather than surface appearance

Explanation / व्याख्या

Examples and non-examples support abstraction and generalisation.

MCQ 322 • NEW CLASSROOM APPLICATION

A pupil calls every four-sided shape a square. What would help most?

A. Compare squares with rectangles and other quadrilaterals using their properties
B. Repeat the word square ten times
C. Avoid discussing incorrect answers
D. Give only square examples

Correct answer / सही उत्तर: A. Compare squares with rectangles and other quadrilaterals using their properties

Explanation / व्याख्या

Contrasting examples reveal which properties distinguish the concept.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 323 • CORE PRACTICE · FORM 01

Identify the concept described: Existing understanding on which new learning can be built.

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास
B. Prior knowledge / पूर्व ज्ञान
C. Growth / वृद्धि
D. Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: B. Prior knowledge / पूर्व ज्ञान

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.

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MCQ 324 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Before discussing plants, a teacher asks what children know from gardening.

A. Guided inquiry / निर्देशित अन्वेषण

B. Prior knowledge / पूर्व ज्ञान

C. Socialisation / समाजीकरण

D. Observational learning / अवलोकन अधिगम

Correct answer / सही उत्तर: B. Prior knowledge / पूर्व ज्ञान

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.

Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 325 • CORE PRACTICE · FORM 03

Which explanation best defines Prior knowledge / पूर्व ज्ञान?

A. In the Panchakosha framework, the sheath associated with mind and emotions.

B. Existing understanding on which new learning can be built.

C. A five-sheath perspective on holistic human development.

D. Interrelated areas of physical, cognitive, language and social-emotional change.

Correct answer / सही उत्तर: B. Existing understanding on which new learning can be built.

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.

Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 326 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Prior knowledge / पूर्व ज्ञान?

A. A playground activity develops movement, communication and cooperation together.

B. Before discussing plants, a teacher asks what children know from gardening.

C. A learner starts cooperating after observing friends share materials.

D. A teacher challenges the belief that only boys can play cricket.

Correct answer / सही उत्तर: B. Before discussing plants, a teacher asks what children know from gardening.

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 327 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Existing understanding on which new learning can be built. (2) Learning by watching others and their actions.

A. Prior knowledge / पूर्व ज्ञान | Buddhi / बुद्धि

B. Prior knowledge / पूर्व ज्ञान | Observational learning / अवलोकन अधिगम

C. Individual differences / व्यक्तिगत भिन्नताएँ | Observational learning / अवलोकन अधिगम

D. Observational learning / अवलोकन अधिगम | Prior knowledge / पूर्व ज्ञान

Correct answer / सही उत्तर: B. Prior knowledge / पूर्व ज्ञान | Observational learning / अवलोकन अधिगम

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.
Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

MCQ 328 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Before discussing plants, a teacher asks what children know from gardening. (2) A child learns to take turns by interacting with family and classmates.

A. Prior knowledge / पूर्व ज्ञान | Annamaya kosha / अन्नमय कोश

B. Developmental domains / विकास के आयाम | Socialisation / समाजीकरण

C. Prior knowledge / पूर्व ज्ञान | Socialisation / समाजीकरण

D. Socialisation / समाजीकरण | Prior knowledge / पूर्व ज्ञान

Correct answer / सही उत्तर: C. Prior knowledge / पूर्व ज्ञान | Socialisation / समाजीकरण

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

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MCQ 329 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Prior knowledge / पूर्व ज्ञान and Gender socialisation / लैंगिक समाजीकरण.

A. Existing understanding on which new learning can be built. | Discussing differences to reach a workable agreement.

B. The faculty of discernment and reasoning in Indian perspectives of self. | Social messages shape expectations associated with gender.

C. Social messages shape expectations associated with gender. | Existing understanding on which new learning can be built.

D. Existing understanding on which new learning can be built. | Social messages shape expectations associated with gender.

Correct answer / सही उत्तर: D. Existing understanding on which new learning can be built. | Social messages shape expectations associated with gender.

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender.
Application: A teacher challenges the belief that only boys can play cricket.

MCQ 330 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Prior knowledge / पूर्व ज्ञान and Child protection / बाल संरक्षण.

A. A teacher follows the safeguarding procedure after a child discloses abuse. | Before discussing plants, a teacher asks what children know from gardening.

B. Before discussing plants, a teacher asks what children know from gardening. | A teacher follows the safeguarding procedure after a child discloses abuse.

C. Before discussing plants, a teacher asks what children know from gardening. | Children agree to alternate turns after disagreeing over a ball.

D. Children encounter stories and games from other countries through digital media. | A teacher follows the safeguarding procedure after a child discloses abuse.

Correct answer / सही उत्तर: B. Before discussing plants, a teacher asks what children know from gardening. | A teacher follows the safeguarding procedure after a child discloses abuse.

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening. Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 331 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Prior knowledge / पूर्व ज्ञान / Diverse childhoods / विविध बचपन)

A. Diverse childhoods / विविध बचपन → Interrelated areas of physical, cognitive, language and social-emotional change.

B. Developmental domains / विकास के आयाम → Learning by watching others and their actions.

C. Prior knowledge / पूर्व ज्ञान → Childhood differs across social and cultural contexts.

D. Prior knowledge / पूर्व ज्ञान → Existing understanding on which new learning can be built.

Correct answer / सही उत्तर: D. Prior knowledge / पूर्व ज्ञान → Existing understanding on which new learning can be built.

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.

Application: Before discussing plants, a teacher asks what children know from gardening.

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MCQ 332 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Prior knowledge / पूर्व ज्ञान / Primary socialisation / प्राथमिक समाजीकरण)

A. Primary socialisation / प्राथमिक समाजीकरण → A teacher first provides hints for a task and later removes them.

B. Prior knowledge / पूर्व ज्ञान → Before discussing plants, a teacher asks what children know from gardening.

C. Scaffolding / सहारा देकर सीखना → A pupil learns to organise materials by watching a classmate.

D. Prior knowledge / पूर्व ज्ञान → A toddler learns family greetings through everyday interaction.

Correct answer / सही उत्तर: B. Prior knowledge / पूर्व ज्ञान → Before discussing plants, a teacher asks what children know from gardening.

Explanation / व्याख्या

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 333 • CORE PRACTICE · FORM 01

Identify the concept described: A visual representation of relationships among concepts.

A. Concept map / अवधारणा मानचित्र

B. Fine motor development / सूक्ष्म गतिक विकास

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

D. Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: A. Concept map / अवधारणा मानचित्र

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.
Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 334 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Learners link evaporation, clouds and rain using labelled arrows.

A. Manomaya kosha / मनोमय कोश

B. Concept map / अवधारणा मानचित्र

C. Reasonable accommodation / उचित समायोजन

D. Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: B. Concept map / अवधारणा मानचित्र

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.

Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 335 • CORE PRACTICE · FORM 03

Which explanation best defines Concept map / अवधारणा मानचित्र?

A. A visual representation of relationships among concepts.

B. Play initiated and directed primarily by children.

C. Changes in bodily growth and motor capabilities.

D. Investigating questions with suitable teacher support.

Correct answer / सही उत्तर: A. A visual representation of relationships among concepts.

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.

Application: Learners link evaporation, clouds and rain using labelled arrows.

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MCQ 336 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Concept map / अवधारणा मानचित्र?

A. Pupils hop, run and balance on a marked path.

B. A teacher first provides hints for a task and later removes them.

C. Learners link evaporation, clouds and rain using labelled arrows.

D. A toddler learns family greetings through everyday interaction.

Correct answer / सही उत्तर: C. Learners link evaporation, clouds and rain using labelled arrows.

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 337 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A visual representation of relationships among concepts. (2) Growth in reasoning, memory and problem-solving abilities.

A. Cognitive development / संज्ञानात्मक विकास | Concept map / अवधारणा मानचित्र

B. Concept map / अवधारणा मानचित्र | Cognitive development / संज्ञानात्मक विकास

C. Primary socialisation / प्राथमिक समाजीकरण | Cognitive development / संज्ञानात्मक विकास

D. Concept map / अवधारणा मानचित्र | Diverse childhoods / विविध बचपन

Correct answer / सही उत्तर: B. Concept map / अवधारणा मानचित्र | Cognitive development / संज्ञानात्मक विकास

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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MCQ 338 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Learners link evaporation, clouds and rain using labelled arrows. (2) A child learns to take turns by interacting with family and classmates.

A. Socialisation / समाजीकरण | Concept map / अवधारणा मानचित्र

B. Concept map / अवधारणा मानचित्र | Socialisation / समाजीकरण

C. Individual differences / व्यक्तिगत भिन्नताएँ | Socialisation / समाजीकरण

D. Concept map / अवधारणा मानचित्र | Guided inquiry / निर्देशित अन्वेषण

Correct answer / सही उत्तर: B. Concept map / अवधारणा मानचित्र | Socialisation / समाजीकरण

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

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MCQ 339 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Concept map / अवधारणा मानचित्र and Language development / भाषा विकास.

A. In the Panchakosha framework, the sheath associated with mind and emotions. | Growth in understanding and expressing meanings through language.

B. Growth in understanding and expressing meanings through language. | A visual representation of relationships among concepts.

C. A visual representation of relationships among concepts. | Growth in understanding and expressing meanings through language.

D. A visual representation of relationships among concepts. | Increasing learners' responsibility and choice in learning.

Correct answer / सही उत्तर: C. A visual representation of relationships among concepts. | Growth in understanding and expressing meanings through language.

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 340 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Concept map / अवधारणा मानचित्र and Developmental domains / विकास के आयाम.

A. A lesson offers spoken, printed and tactile representations. | A playground activity develops movement, communication and cooperation together.

B. Learners link evaporation, clouds and rain using labelled arrows. | A teacher challenges the belief that only boys can play cricket.

C. Learners link evaporation, clouds and rain using labelled arrows. | A playground activity develops movement, communication and cooperation together.

D. A playground activity develops movement, communication and cooperation together. | Learners link evaporation, clouds and rain using labelled arrows.

Correct answer / सही उत्तर: C. Learners link evaporation, clouds and rain using labelled arrows. | A playground activity develops movement, communication and cooperation together.

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 341 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Concept map / अवधारणा मानचित्र / Annamaya kosha / अन्नमय कोश)

A. Concept map / अवधारणा मानचित्र → In the Panchakosha framework, the physical or food-dependent sheath.

B. Annamaya kosha / अन्नमय कोश → Learning by watching others and their actions.

C. Observational learning / अवलोकन अधिगम → Childhood differs across social and cultural contexts.

D. Concept map / अवधारणा मानचित्र → A visual representation of relationships among concepts.

Correct answer / सही उत्तर: D. Concept map / अवधारणा मानचित्र → A visual representation of relationships among concepts.

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.
Application: Learners link evaporation, clouds and rain using labelled arrows.

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MCQ 342 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Concept map / अवधारणा मानचित्र / Psychological safety / मनोवैज्ञानिक सुरक्षा)

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A lesson offers spoken, printed and tactile representations.

B. Concept map / अवधारणा मानचित्र → Learners link evaporation, clouds and rain using labelled arrows.

C. Concept map / अवधारणा मानचित्र → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A discussion of nourishment and bodily well-being illustrates this sheath.

Correct answer / सही उत्तर: B. Concept map / अवधारणा मानचित्र → Learners link evaporation, clouds and rain using labelled arrows.

Explanation / व्याख्या

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.
Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 343 • CORE PRACTICE · FORM 01

Identify the concept described: Actively connecting experiences and ideas to develop understanding.

A. Child protection / बाल संरक्षण

B. Meaning making / अर्थ निर्माण

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Experiential learning / अनुभवात्मक अधिगम

Correct answer / सही उत्तर: B. Meaning making / अर्थ निर्माण

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 344 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children connect a new idea about floating with objects they have seen in water.

A. Meaning making / अर्थ निर्माण

B. Symbolic play / प्रतीकात्मक खेल

C. Panchakosha / पंचकोश

D. Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: A. Meaning making / अर्थ निर्माण

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 345 • CORE PRACTICE · FORM 03

Which explanation best defines Meaning making / अर्थ निर्माण?

A. Using an object or action to represent something else in play.

B. The gap between what a learner can do independently and with assistance.

C. Children have entitlements to protection, participation, development and survival.

D. Actively connecting experiences and ideas to develop understanding.

Correct answer / सही उत्तर: D. Actively connecting experiences and ideas to develop understanding.

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 346 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Meaning making / अर्थ निर्माण?

A. Pupils hop, run and balance on a marked path.

B. A pupil solves a harder puzzle with a peer's guidance.

C. A discussion of thoughtful judgment illustrates this sheath.

D. Children connect a new idea about floating with objects they have seen in water.

Correct answer / सही उत्तर: D. Children connect a new idea about floating with objects they have seen in water.

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 347 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Actively connecting experiences and ideas to develop understanding. (2) The gap between what a learner can do independently and with assistance.

A. Meaning making / अर्थ निर्माण | Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Meaning making / अर्थ निर्माण

C. Conflict negotiation / विवाद समाधान | Zone of proximal development / निकटस्थ विकास क्षेत्र

D. Meaning making / अर्थ निर्माण | Buddhi / बुद्धि

Correct answer / सही उत्तर: A. Meaning making / अर्थ निर्माण | Zone of proximal development / निकटस्थ विकास क्षेत्र

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 348 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children connect a new idea about floating with objects they have seen in water. (2) A group works together to construct a tower.

A. Manomaya kosha / मनोमय कोश | Cooperative play / सहयोगी खेल

B. Meaning making / अर्थ निर्माण | Cooperative play / सहयोगी खेल

C. Cooperative play / सहयोगी खेल | Meaning making / अर्थ निर्माण

D. Meaning making / अर्थ निर्माण | Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: B. Meaning making / अर्थ निर्माण | Cooperative play / सहयोगी खेल

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 349 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Meaning making / अर्थ निर्माण and Language development / भाषा विकास.

A. A setting that removes participation barriers for diverse learners. | Growth in understanding and expressing meanings through language.

B. Growth in understanding and expressing meanings through language. | Actively connecting experiences and ideas to develop understanding.

C. Actively connecting experiences and ideas to develop understanding. | Safeguarding children from exploitation, abuse and harm.

D. Actively connecting experiences and ideas to develop understanding. | Growth in understanding and expressing meanings through language.

Correct answer / सही उत्तर: D. Actively connecting experiences and ideas to develop understanding. | Growth in understanding and expressing meanings through language.

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 350 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Meaning making / अर्थ निर्माण and Chitta / चित्त.

A. Children connect a new idea about floating with objects they have seen in water. | A past experience leaves an impression that can be recalled later.

B. Children connect a new idea about floating with objects they have seen in water. | A toddler learns family greetings through everyday interaction.

C. A past experience leaves an impression that can be recalled later. | Children connect a new idea about floating with objects they have seen in water.

D. Pupils select a strategy and explain why it works for their task. | A past experience leaves an impression that can be recalled later.

Correct answer / सही उत्तर: A. Children connect a new idea about floating with objects they have seen in water. | A past experience leaves an impression that can be recalled later.

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 351 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Meaning making / अर्थ निर्माण / Free play / मुक्त खेल)

A. Free play / मुक्त खेल → Growth in understanding and expressing meanings through language.

B. Language development / भाषा विकास → In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Meaning making / अर्थ निर्माण → Actively connecting experiences and ideas to develop understanding.

D. Meaning making / अर्थ निर्माण → Play initiated and directed primarily by children.

Correct answer / सही उत्तर: C. Meaning making / अर्थ निर्माण → Actively connecting experiences and ideas to develop understanding.

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 352 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Meaning making / अर्थ निर्माण / Panchakosha / पंचकोश)

A. Meaning making / अर्थ निर्माण → Children connect a new idea about floating with objects they have seen in water.

B. Panchakosha / पंचकोश → A teacher challenges the belief that only boys can play cricket.

C. Meaning making / अर्थ निर्माण → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

D. Gender socialisation / लैंगिक समाजीकरण → A teacher first provides hints for a task and later removes them.

Correct answer / सही उत्तर: A. Meaning making / अर्थ निर्माण → Children connect a new idea about floating with objects they have seen in water.

Explanation / व्याख्या

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 353 • CORE PRACTICE · FORM 01

Identify the concept described: Grouping objects or ideas by shared attributes.

A. Fine motor development / सूक्ष्म गतिक विकास

B. Classification / वर्गीकरण

C. Buddhi / बुद्धि

D. Reasonable accommodation / उचित समायोजन

Correct answer / सही उत्तर: B. Classification / वर्गीकरण

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 354 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children sort leaves by shape and compare groups.

A. Classification / वर्गीकरण

B. Chitta / चित्त

C. Primary socialisation / प्राथमिक समाजीकरण

D. Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: A. Classification / वर्गीकरण

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 355 • CORE PRACTICE · FORM 03

Which explanation best defines Classification / वर्गीकरण?

A. Playing with others towards a shared goal.

B. Investigating questions with suitable teacher support.

C. Planning flexible ways to access, participate in and demonstrate learning.

D. Grouping objects or ideas by shared attributes.

Correct answer / सही उत्तर: D. Grouping objects or ideas by shared attributes.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

GyanTech Guru Ji

MCQ 356 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Classification / वर्गीकरण?

A. A teacher offers prompts while pupils investigate which objects float.

B. A learner starts cooperating after observing friends share materials.

C. Children sort leaves by shape and compare groups.

D. A learner weighs alternatives before making a considered decision.

Correct answer / सही उत्तर: C. Children sort leaves by shape and compare groups.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 357 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Grouping objects or ideas by shared attributes. (2) Increasing learners' responsibility and choice in learning.

A. Classification / वर्गीकरण | Learner autonomy / शिक्षार्थी स्वायत्तता

B. Physical development / शारीरिक विकास | Learner autonomy / शिक्षार्थी स्वायत्तता

C. Classification / वर्गीकरण | Child protection / बाल संरक्षण

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Classification / वर्गीकरण

Correct answer / सही उत्तर: A. Classification / वर्गीकरण | Learner autonomy / शिक्षार्थी स्वायत्तता

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

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MCQ 358 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children sort leaves by shape and compare groups. (2) A reflection on feelings and mental responses illustrates this sheath.

A. Manomaya kosha / मनोमय कोश | Classification / वर्गीकरण

B. Classification / वर्गीकरण | Manomaya kosha / मनोमय कोश

C. Classification / वर्गीकरण | Primary socialisation / प्राथमिक समाजीकरण

D. Experiential learning / अनुभवात्मक अधिगम | Manomaya kosha / मनोमय कोश

Correct answer / सही उत्तर: B. Classification / वर्गीकरण | Manomaya kosha / मनोमय कोश

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

GyanTech Guru Ji

MCQ 359 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Classification / वर्गीकरण and Differentiated instruction / विभेदित शिक्षण.

A. Adapting teaching to varied learner needs while pursuing meaningful goals. | Grouping objects or ideas by shared attributes.

B. Grouping objects or ideas by shared attributes. | Safeguarding children from exploitation, abuse and harm.

C. Grouping objects or ideas by shared attributes. | Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Learning social norms, values and practices through interaction. | Adapting teaching to varied learner needs while pursuing meaningful goals.

Correct answer / सही उत्तर: C. Grouping objects or ideas by shared attributes. | Adapting teaching to varied learner needs while pursuing meaningful goals.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 360 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Classification / वर्गीकरण and Manomaya kosha / मनोमय कोश.

A. A reflection on feelings and mental responses illustrates this sheath. | Children sort leaves by shape and compare groups.

B. Children sort leaves by shape and compare groups. | A teacher offers prompts while pupils investigate which objects float.

C. Children sort leaves by shape and compare groups. | A reflection on feelings and mental responses illustrates this sheath.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A reflection on feelings and mental responses illustrates this sheath.

Correct answer / सही उत्तर: C. Children sort leaves by shape and compare groups. | A reflection on feelings and mental responses illustrates this sheath.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 361 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Classification / वर्गीकरण / Language development / भाषा विकास)

A. Classification / वर्गीकरण → Growth in understanding and expressing meanings through language.

B. Language development / भाषा विकास → A five-sheath perspective on holistic human development.

C. Classification / वर्गीकरण → Grouping objects or ideas by shared attributes.

D. Panchakosha / पंचकोश → Shared values, routines and relationships within a school.

Correct answer / सही उत्तर: C. Classification / वर्गीकरण → Grouping objects or ideas by shared attributes.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 362 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Classification / वर्गीकरण / Developmental domains / विकास के आयाम)

A. Individual differences / व्यक्तिगत भिन्नताएँ → Pupils select a strategy and explain why it works for their task.

B. Classification / वर्गीकरण → A playground activity develops movement, communication and cooperation together.

C. Developmental domains / विकास के आयाम → Two pupils use different methods to complete the same task.

D. Classification / वर्गीकरण → Children sort leaves by shape and compare groups.

Correct answer / सही उत्तर: D. Classification / वर्गीकरण → Children sort leaves by shape and compare groups.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 363 • CORE PRACTICE · FORM 01

Identify the concept described: Extending a pattern or idea across relevant examples.

A. Gross motor play / स्थूल गतिक खेल

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Individual differences / व्यक्तिगत भिन्नताएँ

D. Generalisation / सामान्यीकरण

Correct answer / सही उत्तर: D. Generalisation / सामान्यीकरण

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 364 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? After sorting several triangles, pupils identify their common features.

A. Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Generalisation / सामान्यीकरण

C. Individual differences / व्यक्तिगत भिन्नताएँ

D. Symbolic play / प्रतीकात्मक खेल

Correct answer / सही उत्तर: B. Generalisation / सामान्यीकरण

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 365 • CORE PRACTICE · FORM 03

Which explanation best defines Generalisation / सामान्यीकरण?

A. Extending a pattern or idea across relevant examples.

B. A setting that removes participation barriers for diverse learners.

C. Cross-border flows of media, ideas and goods shape childhood.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: A. Extending a pattern or idea across relevant examples.

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 366 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Generalisation / सामान्यीकरण?

A. A child acquires greater motor control as the nervous system develops.

B. After sorting several triangles, pupils identify their common features.

C. A teacher rearranges furniture so every pupil can access group activities.

D. Pupils hop, run and balance on a marked path.

Correct answer / सही उत्तर: B. After sorting several triangles, pupils identify their common features.

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 367 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Extending a pattern or idea across relevant examples. (2) An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

A. Generalisation / सामान्यीकरण | Reasonable accommodation / उचित समायोजन

B. Generalisation / सामान्यीकरण | Observational learning / अवलोकन अधिगम

C. Reasonable accommodation / उचित समायोजन | Generalisation / सामान्यीकरण

D. Chitta / चित्त | Reasonable accommodation / उचित समायोजन

Correct answer / सही उत्तर: A. Generalisation / सामान्यीकरण | Reasonable accommodation / उचित समायोजन

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 368 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) After sorting several triangles, pupils identify their common features. (2) A class discusses and chooses the rules for its reading corner.

A. Child protection / बाल संरक्षण | Child agency / बाल सक्रियता

B. Child agency / बाल सक्रियता | Generalisation / सामान्यीकरण

C. Generalisation / सामान्यीकरण | Child agency / बाल सक्रियता

D. Generalisation / सामान्यीकरण | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Correct answer / सही उत्तर: C. Generalisation / सामान्यीकरण | Child agency / बाल सक्रियता

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

GyanTech Guru Ji

MCQ 369 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Generalisation / सामान्यीकरण and Cognitive development / संज्ञानात्मक विकास.

A. Extending a pattern or idea across relevant examples. | The gap between what a learner can do independently and with assistance.

B. Children vary in interests, abilities, experiences and rates of learning. | Growth in reasoning, memory and problem-solving abilities.

C. Growth in reasoning, memory and problem-solving abilities. | Extending a pattern or idea across relevant examples.

D. Extending a pattern or idea across relevant examples. | Growth in reasoning, memory and problem-solving abilities.

Correct answer / सही उत्तर: D. Extending a pattern or idea across relevant examples. | Growth in reasoning, memory and problem-solving abilities.

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 370 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Generalisation / सामान्यीकरण and Experiential learning / अनुभवात्मक अधिगम.

A. After sorting several triangles, pupils identify their common features. | Children grow seeds and discuss what changed each day.

B. Children grow seeds and discuss what changed each day. | After sorting several triangles, pupils identify their common features.

C. After sorting several triangles, pupils identify their common features. | A pupil with low vision receives large-print materials.

D. Children choose their own pretend shop game and assign roles. | Children grow seeds and discuss what changed each day.

Correct answer / सही उत्तर: A. After sorting several triangles, pupils identify their common features. | Children grow seeds and discuss what changed each day.

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 371 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Generalisation / सामान्यीकरण / Zone of proximal development / निकटस्थ विकास क्षेत्र)

A. Generalisation / सामान्यीकरण → Extending a pattern or idea across relevant examples.

B. Zone of proximal development / निकटस्थ विकास क्षेत्र → The aspect of mind associated with memory and impressions.

C. Chitta / चित्त → Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Generalisation / सामान्यीकरण → The gap between what a learner can do independently and with assistance.

Correct answer / सही उत्तर: A. Generalisation / सामान्यीकरण → Extending a pattern or idea across relevant examples.

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 372 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Generalisation / सामान्यीकरण / Free play / मुक्त खेल)

A. Generalisation / सामान्यीकरण → After sorting several triangles, pupils identify their common features.

B. Scaffolding / सहारा देकर सीखना → A past experience leaves an impression that can be recalled later.

C. Generalisation / सामान्यीकरण → Children choose their own pretend shop game and assign roles.

D. Free play / मुक्त खेल → A teacher first provides hints for a task and later removes them.

Correct answer / सही उत्तर: A. Generalisation / सामान्यीकरण → After sorting several triangles, pupils identify their common features.

Explanation / व्याख्या

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 373 • CORE PRACTICE · FORM 01

Identify the concept described: Distinguishing examples from non-examples using defining properties.

A. Individual differences / व्यक्तिगत भिन्नताएँ

B. Concept discrimination / अवधारणा विभेदन

C. Buddhi / बुद्धि

D. Child protection / बाल संरक्षण

Correct answer / सही उत्तर: B. Concept discrimination / अवधारणा विभेदन

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 374 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils explain why a circle is not a triangle.

A. Free play / मुक्त खेल

B. Individual differences / व्यक्तिगत भिन्नताएँ

C. Child protection / बाल संरक्षण

D. Concept discrimination / अवधारणा विभेदन

Correct answer / सही उत्तर: D. Concept discrimination / अवधारणा विभेदन

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 375 • CORE PRACTICE · FORM 03

Which explanation best defines Concept discrimination / अवधारणा विभेदन?

A. Quantitative increase in physical size or measurable bodily characteristics.

B. Distinguishing examples from non-examples using defining properties.

C. Playing with others towards a shared goal.

D. The faculty of discernment and reasoning in Indian perspectives of self.

Correct answer / सही उत्तर: B. Distinguishing examples from non-examples using defining properties.

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

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MCQ 376 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Concept discrimination / अवधारणा विभेदन?

A. Pupils explain why a circle is not a triangle.

B. A group works together to construct a tower.

C. Daily practices of greeting and listening respectfully influence behaviour.

D. A pupil learns to organise materials by watching a classmate.

Correct answer / सही उत्तर: A. Pupils explain why a circle is not a triangle.

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 377 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Distinguishing examples from non-examples using defining properties. (2) A plan of tailored goals and supports for an individual learner.

A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Concept discrimination / अवधारणा विभेदन

B. Concept discrimination / अवधारणा विभेदन | Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Concept discrimination / अवधारणा विभेदन | Symbolic play / प्रतीकात्मक खेल

D. Globalisation / वैश्वीकरण | Individualised education plan / व्यक्तिगत शिक्षा योजना

Correct answer / सही उत्तर: B. Concept discrimination / अवधारणा विभेदन | Individualised education plan / व्यक्तिगत शिक्षा योजना

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

GyanTech Guru Ji

MCQ 378 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils explain why a circle is not a triangle. (2) Daily practices of greeting and listening respectfully influence behaviour.

A. Concept discrimination / अवधारणा विभेदन | Childhood as a social construct / बचपन का सामाजिक निर्माण

B. School culture / विद्यालय संस्कृति | Concept discrimination / अवधारणा विभेदन

C. Manomaya kosha / मनोमय कोश | School culture / विद्यालय संस्कृति

D. Concept discrimination / अवधारणा विभेदन | School culture / विद्यालय संस्कृति

Correct answer / सही उत्तर: D. Concept discrimination / अवधारणा विभेदन | School culture / विद्यालय संस्कृति

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 379 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Concept discrimination / अवधारणा विभेदन and Panchakosha / पंचकोश.

A. Distinguishing examples from non-examples using defining properties. | A five-sheath perspective on holistic human development.

B. Biologically influenced changes that contribute to readiness for new abilities. | A five-sheath perspective on holistic human development.

C. A five-sheath perspective on holistic human development. | Distinguishing examples from non-examples using defining properties.

D. Distinguishing examples from non-examples using defining properties. | A plan of tailored goals and supports for an individual learner.

Correct answer / सही उत्तर: A. Distinguishing examples from non-examples using defining properties. | A five-sheath perspective on holistic human development.

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 380 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Concept discrimination / अवधारणा विभेदन and Primary socialisation / प्राथमिक समाजीकरण.

A. A toddler learns family greetings through everyday interaction. | Pupils explain why a circle is not a triangle.

B. Pupils explain why a circle is not a triangle. | A class discusses and chooses the rules for its reading corner.

C. A teacher documents specific reading goals and accommodations for a child. | A toddler learns family greetings through everyday interaction.

D. Pupils explain why a circle is not a triangle. | A toddler learns family greetings through everyday interaction.

Correct answer / सही उत्तर: D. Pupils explain why a circle is not a triangle. | A toddler learns family greetings through everyday interaction.

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 381 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Concept discrimination / अवधारणा विभेदन / Maturation / परिपक्वता)

A. Concept discrimination / अवधारणा विभेदन → Biologically influenced changes that contribute to readiness for new abilities.

B. Concept discrimination / अवधारणा विभेदन → Distinguishing examples from non-examples using defining properties.

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Play initiated and directed primarily by children.

D. Maturation / परिपक्वता → Planning flexible ways to access, participate in and demonstrate learning.

Correct answer / सही उत्तर: B. Concept discrimination / अवधारणा विभेदन → Distinguishing examples from non-examples using defining properties.

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 382 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Concept discrimination / अवधारणा विभेदन / Observational learning / अवलोकन अधिगम)

A. Concept discrimination / अवधारणा विभेदन → A pupil learns to organise materials by watching a classmate.

B. Concept discrimination / अवधारणा विभेदन → Pupils explain why a circle is not a triangle.

C. Annamaya kosha / अन्नमय कोश → A learner starts cooperating after observing friends share materials.

D. Observational learning / अवलोकन अधिगम → A discussion of nourishment and bodily well-being illustrates this sheath.

Correct answer / सही उत्तर: B. Concept discrimination / अवधारणा विभेदन → Pupils explain why a circle is not a triangle.

Explanation / व्याख्या

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

Explain Prior knowledge / पूर्व ज्ञान and give one classroom example.

Model answer: Existing understanding on which new learning can be built. Before discussing plants, a teacher asks what children know from gardening.

REVISION 06.02

Explain Concept map / अवधारणा मानचित्र and give one classroom example.

Model answer: A visual representation of relationships among concepts. Learners link evaporation, clouds and rain using labelled arrows.

REVISION 06.03

Explain Meaning making / अर्थ निर्माण and give one classroom example.

Model answer: Actively connecting experiences and ideas to develop understanding. Children connect a new idea about floating with objects they have seen in water.

REVISION 06.04

Explain Classification / वर्गीकरण and give one classroom example.

Model answer: Grouping objects or ideas by shared attributes. Children sort leaves by shape and compare groups.

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REVISION 06.05

Explain Generalisation / सामान्यीकरण and give one classroom example.

Model answer: Extending a pattern or idea across relevant examples. After sorting several triangles, pupils identify their common features.

REVISION 06.06

Explain Concept discrimination / अवधारणा विभेदन and give one classroom example.

Model answer: Distinguishing examples from non-examples using defining properties. Pupils explain why a circle is not a triangle.

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CHAPTER 07 • 72 MCQs • 7 REVISION PROMPTS

Learning Theories

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Experiential learning / अनुभवात्मक अधिगम

Learning through experience and reflection.

Classroom example: Children grow seeds and discuss what changed each day.

Guided inquiry / निर्देशित अन्वेषण

Investigating questions with suitable teacher support.

Classroom example: A teacher offers prompts while pupils investigate which objects float.

Learner autonomy / शिक्षार्थी स्वायत्तता

Increasing learners' responsibility and choice in learning.

Classroom example: Pupils select a strategy and explain why it works for their task.

Scaffolding / सहारा देकर सीखना

Temporary support adjusted to a learner's needs and gradually withdrawn.

Classroom example: A teacher first provides hints for a task and later removes them.

Zone of proximal development / निकटस्थ विकास क्षेत्र

The gap between what a learner can do independently and with assistance.

Classroom example: A pupil solves a harder puzzle with a peer's guidance.

Observational learning / अवलोकन अधिगम

Learning by watching others and their actions.

Classroom example: A pupil learns to organise materials by watching a classmate.

Reinforcement / पुनर्बलन

A consequence that increases the likelihood of a behaviour recurring.

Classroom example: Specific positive feedback encourages a pupil to continue checking work.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 383 • NEW CLASSROOM APPLICATION

A child solves a puzzle with hints but not alone. What should happen as competence grows?

A. Give the completed puzzle each time
B. Gradually remove the hints
C. Stop the child from trying independently
D. Increase help permanently

Correct answer / सही उत्तर: B. Gradually remove the hints

Explanation / व्याख्या

Scaffolding is temporary support adjusted to emerging independence.

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MCQ 384 • NEW CLASSROOM APPLICATION

Which approach best reveals children's prior understanding of shadows?

A. Ask for predictions and then compare them with observations
B. Mark all predictions wrong
C. Provide the definition before any discussion
D. Avoid experiments until definitions are memorised

Correct answer / सही उत्तर: A. Ask for predictions and then compare them with observations

Explanation / व्याख्या

Learners build and revise ideas through experience and reflection.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 385 • CORE PRACTICE · FORM 01

Identify the concept described: Learning through experience and reflection.

A. Meaning making / अर्थ निर्माण
B. Developmental domains / विकास के आयाम
C. Reasonable accommodation / उचित समायोजन
D. Experiential learning / अनुभवात्मक अधिगम

Correct answer / सही उत्तर: D. Experiential learning / अनुभवात्मक अधिगम

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

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MCQ 386 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children grow seeds and discuss what changed each day.

A. Chitta / चित्त

B. Cooperative play / सहयोगी खेल

C. Experiential learning / अनुभवात्मक अधिगम

D. Annamaya kosha / अन्नमय कोश

Correct answer / सही उत्तर: C. Experiential learning / अनुभवात्मक अधिगम

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 387 • CORE PRACTICE · FORM 03

Which explanation best defines Experiential learning / अनुभवात्मक अधिगम?

A. Interrelated areas of physical, cognitive, language and social-emotional change.

B. Children vary in interests, abilities, experiences and rates of learning.

C. Learning through experience and reflection.

D. Using an object or action to represent something else in play.

Correct answer / सही उत्तर: C. Learning through experience and reflection.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 388 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Experiential learning / अनुभवात्मक अधिगम?

A. One class explores the same idea through tactile, visual and oral materials.

B. Children grow seeds and discuss what changed each day.

C. After sorting several triangles, pupils identify their common features.

D. Daily practices of greeting and listening respectfully influence behaviour.

Correct answer / सही उत्तर: B. Children grow seeds and discuss what changed each day.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 389 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learning through experience and reflection. (2) Children vary in interests, abilities, experiences and rates of learning.

A. Experiential learning / अनुभवात्मक अधिगम | Language development / भाषा विकास

B. Experiential learning / अनुभवात्मक अधिगम | Individual differences / व्यक्तिगत भिन्नताएँ

C. Individual differences / व्यक्तिगत भिन्नताएँ | Experiential learning / अनुभवात्मक अधिगम

D. Prior knowledge / पूर्व ज्ञान | Individual differences / व्यक्तिगत भिन्नताएँ

Correct answer / सही उत्तर: B. Experiential learning / अनुभवात्मक अधिगम | Individual differences / व्यक्तिगत भिन्नताएँ

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

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MCQ 390 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children grow seeds and discuss what changed each day. (2) One class explores the same idea through tactile, visual and oral materials.

A. Differentiated instruction / विभेदित शिक्षण | Experiential learning / अनुभवात्मक अधिगम

B. Experiential learning / अनुभवात्मक अधिगम | Differentiated instruction / विभेदित शिक्षण

C. Inclusive environment / समावेशी वातावरण | Differentiated instruction / विभेदित शिक्षण

D. Experiential learning / अनुभवात्मक अधिगम | Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: B. Experiential learning / अनुभवात्मक अधिगम | Differentiated instruction / विभेदित शिक्षण

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 391 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Experiential learning / अनुभवात्मक अधिगम and Concept map / अवधारणा मानचित्र.

A. Learning through experience and reflection. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. Children's attitudes and actions are shaped by their age-group companions. | A visual representation of relationships among concepts.

C. A visual representation of relationships among concepts. | Learning through experience and reflection.

D. Learning through experience and reflection. | A visual representation of relationships among concepts.

Correct answer / सही उत्तर: D. Learning through experience and reflection. | A visual representation of relationships among concepts.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 392 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Experiential learning / अनुभवात्मक अधिगम and Concept discrimination / अवधारणा विभेदन.

A. Children grow seeds and discuss what changed each day. | Pupils explain why a circle is not a triangle.

B. Pupils explain why a circle is not a triangle. | Children grow seeds and discuss what changed each day.

C. Children thread large beads and fold paper. | Pupils explain why a circle is not a triangle.

D. Children grow seeds and discuss what changed each day. | A toddler learns family greetings through everyday interaction.

Correct answer / सही उत्तर: A. Children grow seeds and discuss what changed each day. | Pupils explain why a circle is not a triangle.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 393 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Reasonable accommodation / उचित समायोजन)

A. Reasonable accommodation / उचित समायोजन → The faculty of discernment and reasoning in Indian perspectives of self.

B. Experiential learning / अनुभवात्मक अधिगम → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Buddhi / बुद्धि → Growth in reasoning, memory and problem-solving abilities.

D. Experiential learning / अनुभवात्मक अधिगम → Learning through experience and reflection.

Correct answer / सही उत्तर: D. Experiential learning / अनुभवात्मक अधिगम → Learning through experience and reflection.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 394 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Child rights / बाल अधिकार)

A. Maturation / परिपक्वता → A past experience leaves an impression that can be recalled later.

B. Experiential learning / अनुभवात्मक अधिगम → A teacher invites pupils to express their views in decisions affecting them.

C. Child rights / बाल अधिकार → A child acquires greater motor control as the nervous system develops.

D. Experiential learning / अनुभवात्मक अधिगम → Children grow seeds and discuss what changed each day.

Correct answer / सही उत्तर: D. Experiential learning / अनुभवात्मक अधिगम → Children grow seeds and discuss what changed each day.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 395 • CORE PRACTICE · FORM 01

Identify the concept described: Investigating questions with suitable teacher support.

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Free play / मुक्त खेल

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Guided inquiry / निर्देशित अन्वेषण

Correct answer / सही उत्तर: D. Guided inquiry / निर्देशित अन्वेषण

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 396 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher offers prompts while pupils investigate which objects float.

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Concept map / अवधारणा मानचित्र

C. Guided inquiry / निर्देशित अन्वेषण

D. Child rights / बाल अधिकार

Correct answer / सही उत्तर: C. Guided inquiry / निर्देशित अन्वेषण

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.

Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 397 • CORE PRACTICE · FORM 03

Which explanation best defines Guided inquiry / निर्देशित अन्वेषण?

A. A setting that removes participation barriers for diverse learners.

B. Play involving large muscle movements.

C. Interrelated areas of physical, cognitive, language and social-emotional change.

D. Investigating questions with suitable teacher support.

Correct answer / सही उत्तर: D. Investigating questions with suitable teacher support.

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.

Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 398 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Guided inquiry / निर्देशित अन्वेषण?

A. A teacher offers prompts while pupils investigate which objects float.

B. A child begins using longer sentences to explain an event.

C. A pupil with low vision receives large-print materials.

D. A discussion of nourishment and bodily well-being illustrates this sheath.

Correct answer / सही उत्तर: A. A teacher offers prompts while pupils investigate which objects float.

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 399 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Investigating questions with suitable teacher support. (2) Children vary in interests, abilities, experiences and rates of learning.

A. Guided inquiry / निर्देशित अन्वेषण | Individual differences / व्यक्तिगत भिन्नताएँ

B. Inclusive environment / समावेशी वातावरण | Individual differences / व्यक्तिगत भिन्नताएँ

C. Guided inquiry / निर्देशित अन्वेषण | Meaning making / अर्थ निर्माण

D. Individual differences / व्यक्तिगत भिन्नताएँ | Guided inquiry / निर्देशित अन्वेषण

Correct answer / सही उत्तर: A. Guided inquiry / निर्देशित अन्वेषण | Individual differences / व्यक्तिगत भिन्नताएँ

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 400 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher offers prompts while pupils investigate which objects float. (2) A class discusses and chooses the rules for its reading corner.

A. Child agency / बाल सक्रियता | Guided inquiry / निर्देशित अन्वेषण

B. Guided inquiry / निर्देशित अन्वेषण | Child agency / बाल सक्रियता

C. Guided inquiry / निर्देशित अन्वेषण | Concept map / अवधारणा मानचित्र

D. Primary socialisation / प्राथमिक समाजीकरण | Child agency / बाल सक्रियता

Correct answer / सही उत्तर: B. Guided inquiry / निर्देशित अन्वेषण | Child agency / बाल सक्रियता

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 401 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Guided inquiry / निर्देशित अन्वेषण and Diverse childhoods / विविध बचपन.

A. Childhood differs across social and cultural contexts. | Investigating questions with suitable teacher support.

B. In the Panchakosha framework, the physical or food-dependent sheath. | Childhood differs across social and cultural contexts.

C. Investigating questions with suitable teacher support. | Childhood differs across social and cultural contexts.

D. Investigating questions with suitable teacher support. | Existing understanding on which new learning can be built.

Correct answer / सही उत्तर: C. Investigating questions with suitable teacher support. | Childhood differs across social and cultural contexts.

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 402 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Guided inquiry / निर्देशित अन्वेषण and Classification / वर्गीकरण.

A. A teacher offers prompts while pupils investigate which objects float. | Children sort leaves by shape and compare groups.

B. Pupils hop, run and balance on a marked path. | Children sort leaves by shape and compare groups.

C. Children sort leaves by shape and compare groups. | A teacher offers prompts while pupils investigate which objects float.

D. A teacher offers prompts while pupils investigate which objects float. | A reflection on feelings and mental responses illustrates this sheath.

Correct answer / सही उत्तर: A. A teacher offers prompts while pupils investigate which objects float. | Children sort leaves by shape and compare groups.

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 403 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Guided inquiry / निर्देशित अन्वेषण / Diverse childhoods / विविध बचपन)

A. Guided inquiry / निर्देशित अन्वेषण → Childhood differs across social and cultural contexts.

B. Maturation / परिपक्वता → In the Panchakosha framework, the physical or food-dependent sheath.

C. Diverse childhoods / विविध बचपन → Biologically influenced changes that contribute to readiness for new abilities.

D. Guided inquiry / निर्देशित अन्वेषण → Investigating questions with suitable teacher support.

Correct answer / सही उत्तर: D. Guided inquiry / निर्देशित अन्वेषण → Investigating questions with suitable teacher support.

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.
Application: A teacher offers prompts while pupils investigate which objects float.

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MCQ 404 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Guided inquiry / निर्देशित अन्वेषण / Primary socialisation / प्राथमिक समाजीकरण)

A. Gross motor play / स्थूल गतिक खेल → A child discovers a rule for sorting shapes by their properties.

B. Primary socialisation / प्राथमिक समाजीकरण → Pupils hop, run and balance on a marked path.

C. Guided inquiry / निर्देशित अन्वेषण → A teacher offers prompts while pupils investigate which objects float.

D. Guided inquiry / निर्देशित अन्वेषण → A toddler learns family greetings through everyday interaction.

Correct answer / सही उत्तर: C. Guided inquiry / निर्देशित अन्वेषण → A teacher offers prompts while pupils investigate which objects float.

Explanation / व्याख्या

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.
Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 405 • CORE PRACTICE · FORM 01

Identify the concept described: Increasing learners' responsibility and choice in learning.

A. Learner autonomy / शिक्षार्थी स्वायत्तता

B. Fine motor development / सूक्ष्म गतिक विकास

C. Prior knowledge / पूर्व ज्ञान

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: A. Learner autonomy / शिक्षार्थी स्वायत्तता

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning.
Application: Pupils select a strategy and explain why it works for their task.

MCQ 406 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils select a strategy and explain why it works for their task.

A. Individualised education plan / व्यक्तिगत शिक्षा योजना

B. Child protection / बाल संरक्षण

C. Symbolic play / प्रतीकात्मक खेल

D. Learner autonomy / शिक्षार्थी स्वायत्तता

Correct answer / सही उत्तर: D. Learner autonomy / शिक्षार्थी स्वायत्तता

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning.
Application: Pupils select a strategy and explain why it works for their task.

MCQ 407 • CORE PRACTICE · FORM 03

Which explanation best defines Learner autonomy / शिक्षार्थी स्वायत्तता?

A. Increasing learners' responsibility and choice in learning.

B. A setting that removes participation barriers for diverse learners.

C. Children have entitlements to protection, participation, development and survival.

D. Early learning of social practices through close relationships.

Correct answer / सही उत्तर: A. Increasing learners' responsibility and choice in learning.

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning.
Application: Pupils select a strategy and explain why it works for their task.

MCQ 408 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Learner autonomy / शिक्षार्थी स्वायत्तता?

A. Pupils select a strategy and explain why it works for their task.

B. Children choose their own pretend shop game and assign roles.

C. A class discusses and chooses the rules for its reading corner.

D. Children connect a new idea about floating with objects they have seen in water.

Correct answer / सही उत्तर: A. Pupils select a strategy and explain why it works for their task.

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 409 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Increasing learners' responsibility and choice in learning. (2) Biologically influenced changes that contribute to readiness for new abilities.

A. Learner autonomy / शिक्षार्थी स्वायत्तता | Maturation / परिपक्वता

B. Peer influence / सहपाठी प्रभाव | Maturation / परिपक्वता

C. Maturation / परिपक्वता | Learner autonomy / शिक्षार्थी स्वायत्तता

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Meaning making / अर्थ निर्माण

Correct answer / सही उत्तर: A. Learner autonomy / शिक्षार्थी स्वायत्तता | Maturation / परिपक्वता

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

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MCQ 410 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils select a strategy and explain why it works for their task. (2) A teacher follows the safeguarding procedure after a child discloses abuse.

A. Learner autonomy / शिक्षार्थी स्वायत्तता | Child protection / बाल संरक्षण

B. Fine motor development / सूक्ष्म गतिक विकास | Child protection / बाल संरक्षण

C. Learner autonomy / शिक्षार्थी स्वायत्तता | Concept discrimination / अवधारणा विभेदन

D. Child protection / बाल संरक्षण | Learner autonomy / शिक्षार्थी स्वायत्तता

Correct answer / सही उत्तर: A. Learner autonomy / शिक्षार्थी स्वायत्तता | Child protection / बाल संरक्षण

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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MCQ 411 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Learner autonomy / शिक्षार्थी स्वायत्तता and Inclusive environment / समावेशी वातावरण.

A. Increasing learners' responsibility and choice in learning. | Children's attitudes and actions are shaped by their age-group companions.

B. Understandings of childhood vary with history and social expectations. | A setting that removes participation barriers for diverse learners.

C. Increasing learners' responsibility and choice in learning. | A setting that removes participation barriers for diverse learners.

D. A setting that removes participation barriers for diverse learners. | Increasing learners' responsibility and choice in learning.

Correct answer / सही उत्तर: C. Increasing learners' responsibility and choice in learning. | A setting that removes participation barriers for diverse learners.

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 412 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Learner autonomy / शिक्षार्थी स्वायत्तता and Concept map / अवधारणा मानचित्र.

A. Pupils select a strategy and explain why it works for their task. | Learners link evaporation, clouds and rain using labelled arrows.

B. Pupils hop, run and balance on a marked path. | Learners link evaporation, clouds and rain using labelled arrows.

C. Learners link evaporation, clouds and rain using labelled arrows. | Pupils select a strategy and explain why it works for their task.

D. Pupils select a strategy and explain why it works for their task. | A past experience leaves an impression that can be recalled later.

Correct answer / सही उत्तर: A. Pupils select a strategy and explain why it works for their task. | Learners link evaporation, clouds and rain using labelled arrows.

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 413 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Learner autonomy / शिक्षार्थी स्वायत्तता / Generalisation / सामान्यीकरण)

A. Learner autonomy / शिक्षार्थी स्वायत्तता → Increasing learners' responsibility and choice in learning.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → Extending a pattern or idea across relevant examples.

C. Generalisation / सामान्यीकरण → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Reasonable accommodation / उचित समायोजन → Growth in emotional understanding and social relationships.

Correct answer / सही उत्तर: A. Learner autonomy / शिक्षार्थी स्वायत्तता → Increasing learners' responsibility and choice in learning.

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 414 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Learner autonomy / शिक्षार्थी स्वायत्तता / Manomaya kosha / मनोमय कोश)

A. Learner autonomy / शिक्षार्थी स्वायत्तता → Pupils select a strategy and explain why it works for their task.

B. Globalisation / वैश्वीकरण → Children choose their own pretend shop game and assign roles.

C. Manomaya kosha / मनोमय कोश → Children encounter stories and games from other countries through digital media.

D. Learner autonomy / शिक्षार्थी स्वायत्तता → A reflection on feelings and mental responses illustrates this sheath.

Correct answer / सही उत्तर: A. Learner autonomy / शिक्षार्थी स्वायत्तता → Pupils select a strategy and explain why it works for their task.

Explanation / व्याख्या

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 415 • CORE PRACTICE · FORM 01

Identify the concept described: Temporary support adjusted to a learner's needs and gradually withdrawn.

A. Prior knowledge / पूर्व ज्ञान

B. Panchakosha / पंचकोश

C. Scaffolding / सहारा देकर सीखना

D. Differentiated instruction / विभेदित शिक्षण

Correct answer / सही उत्तर: C. Scaffolding / सहारा देकर सीखना

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 416 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher first provides hints for a task and later removes them.

A. Gross motor play / स्थूल गतिक खेल
B. Generalisation / सामान्यीकरण
C. Buddhi / बुद्धि
D. Scaffolding / सहारा देकर सीखना

Correct answer / सही उत्तर: D. Scaffolding / सहारा देकर सीखना

Explanation / व्याख्या
Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 417 • CORE PRACTICE · FORM 03

Which explanation best defines Scaffolding / सहारा देकर सीखना?

A. Playing with others towards a shared goal.
B. Temporary support adjusted to a learner's needs and gradually withdrawn.
C. Children's attitudes and actions are shaped by their age-group companions.
D. A visual representation of relationships among concepts.

Correct answer / सही उत्तर: B. Temporary support adjusted to a learner's needs and gradually withdrawn.

Explanation / व्याख्या
Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 418 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Scaffolding / सहारा देकर सीखना?

A. Children choose their own pretend shop game and assign roles.

B. A learner starts cooperating after observing friends share materials.

C. Before discussing plants, a teacher asks what children know from gardening.

D. A teacher first provides hints for a task and later removes them.

Correct answer / सही उत्तर: D. A teacher first provides hints for a task and later removes them.

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 419 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Temporary support adjusted to a learner's needs and gradually withdrawn. (2) Interrelated areas of physical, cognitive, language and social-emotional change.

A. Scaffolding / सहारा देकर सीखना | Developmental domains / विकास के आयाम

B. Developmental domains / विकास के आयाम | Scaffolding / सहारा देकर सीखना

C. Free play / मुक्त खेल | Developmental domains / विकास के आयाम

D. Scaffolding / सहारा देकर सीखना | Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: A. Scaffolding / सहारा देकर सीखना | Developmental domains / विकास के आयाम

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 420 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher first provides hints for a task and later removes them. (2) A teacher challenges the belief that only boys can play cricket.

A. Scaffolding / सहारा देकर सीखना | Gross motor play / स्थूल गतिक खेल

B. Gender socialisation / लैंगिक समाजीकरण | Scaffolding / सहारा देकर सीखना

C. Growth / वृद्धि | Gender socialisation / लैंगिक समाजीकरण

D. Scaffolding / सहारा देकर सीखना | Gender socialisation / लैंगिक समाजीकरण

Correct answer / सही उत्तर: D. Scaffolding / सहारा देकर सीखना | Gender socialisation / लैंगिक समाजीकरण

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

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MCQ 421 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Scaffolding / सहारा देकर सीखना and Vijnanamaya kosha / विज्ञानमय कोश.

A. Temporary support adjusted to a learner's needs and gradually withdrawn. | Children vary in interests, abilities, experiences and rates of learning.

B. Temporary support adjusted to a learner's needs and gradually withdrawn. | In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Shared values, routines and relationships within a school. | In the Panchakosha framework, the sheath associated with discernment and understanding.

D. In the Panchakosha framework, the sheath associated with discernment and understanding. | Temporary support adjusted to a learner's needs and gradually withdrawn.

Correct answer / सही उत्तर: B. Temporary support adjusted to a learner's needs and gradually withdrawn. | In the Panchakosha framework, the sheath associated with discernment and understanding.

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 422 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Scaffolding / सहारा देकर सीखना and Language development / भाषा विकास.

A. A child begins using longer sentences to explain an event. | A teacher first provides hints for a task and later removes them.

B. A pupil with low vision receives large-print materials. | A child begins using longer sentences to explain an event.

C. A teacher first provides hints for a task and later removes them. | A class discusses and chooses the rules for its reading corner.

D. A teacher first provides hints for a task and later removes them. | A child begins using longer sentences to explain an event.

Correct answer / सही उत्तर: D. A teacher first provides hints for a task and later removes them. | A child begins using longer sentences to explain an event.

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 423 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Scaffolding / सहारा देकर सीखना / Child protection / बाल संरक्षण)

A. Child protection / बाल संरक्षण → Adapting teaching to varied learner needs while pursuing meaningful goals.

B. Scaffolding / सहारा देकर सीखना → Safeguarding children from exploitation, abuse and harm.

C. Scaffolding / सहारा देकर सीखना → Temporary support adjusted to a learner's needs and gradually withdrawn.

D. Differentiated instruction / विभेदित शिक्षण → A setting that removes participation barriers for diverse learners.

Correct answer / सही उत्तर: C. Scaffolding / सहारा देकर सीखना → Temporary support adjusted to a learner's needs and gradually withdrawn.

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 424 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Scaffolding / सहारा देकर सीखना / Psychological safety / मनोवैज्ञानिक सुरक्षा)

A. Scaffolding / सहारा देकर सीखना → A teacher first provides hints for a task and later removes them.

B. Scaffolding / सहारा देकर सीखना → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. Classification / वर्गीकरण → Before discussing plants, a teacher asks what children know from gardening.

D. Psychological safety / मनोवैज्ञानिक सुरक्षा → Children sort leaves by shape and compare groups.

Correct answer / सही उत्तर: A. Scaffolding / सहारा देकर सीखना → A teacher first provides hints for a task and later removes them.

Explanation / व्याख्या

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 425 • CORE PRACTICE · FORM 01

Identify the concept described: The gap between what a learner can do independently and with assistance.

A. Fine motor development / सूक्ष्म गतिक विकास

B. Concept discrimination / अवधारणा विभेदन

C. School culture / विद्यालय संस्कृति

D. Zone of proximal development / निकटस्थ विकास क्षेत्र

Correct answer / सही उत्तर: D. Zone of proximal development / निकटस्थ विकास क्षेत्र

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 426 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil solves a harder puzzle with a peer's guidance.

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Child rights / बाल अधिकार

D. Classification / वर्गीकरण

Correct answer / सही उत्तर: B. Zone of proximal development / निकटस्थ विकास क्षेत्र

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 427 • CORE PRACTICE · FORM 03

Which explanation best defines Zone of proximal development / निकटस्थ विकास क्षेत्र?

A. Interrelated areas of physical, cognitive, language and social-emotional change.

B. Safeguarding children from exploitation, abuse and harm.

C. The gap between what a learner can do independently and with assistance.

D. An atmosphere where learners can ask questions and make mistakes without humiliation.

Correct answer / सही उत्तर: C. The gap between what a learner can do independently and with assistance.

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 428 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Zone of proximal development / निकटस्थ विकास क्षेत्र?

A. A teacher follows the safeguarding procedure after a child discloses abuse.

B. Children encounter stories and games from other countries through digital media.

C. A child pretends a cardboard box is a bus.

D. A pupil solves a harder puzzle with a peer's guidance.

Correct answer / सही उत्तर: D. A pupil solves a harder puzzle with a peer's guidance.

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 429 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The gap between what a learner can do independently and with assistance. (2) Growth in emotional understanding and social relationships.

A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Zone of proximal development / निकटस्थ विकास क्षेत्र | Reasonable accommodation / उचित समायोजन

D. Child agency / बाल सक्रियता | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Correct answer / सही उत्तर: A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Socio-emotional development / सामाजिक-संवेगात्मक विकास

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 430 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil solves a harder puzzle with a peer's guidance. (2) One class explores the same idea through tactile, visual and oral materials.

A. Concept discrimination / अवधारणा विभेदन | Differentiated instruction / विभेदित शिक्षण

B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Differentiated instruction / विभेदित शिक्षण

C. Differentiated instruction / विभेदित शिक्षण | Zone of proximal development / निकटस्थ विकास क्षेत्र

D. Zone of proximal development / निकटस्थ विकास क्षेत्र | Gross motor play / स्थूल गतिक खेल

Correct answer / सही उत्तर: B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Differentiated instruction / विभेदित शिक्षण

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 431 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Zone of proximal development / निकटस्थ विकास क्षेत्र and Buddhi / बुद्धि.

A. The gap between what a learner can do independently and with assistance. | The faculty of discernment and reasoning in Indian perspectives of self.

B. The gap between what a learner can do independently and with assistance. | Planning flexible ways to access, participate in and demonstrate learning.

C. The faculty of discernment and reasoning in Indian perspectives of self. | The gap between what a learner can do independently and with assistance.

D. Actively connecting experiences and ideas to develop understanding. | The faculty of discernment and reasoning in Indian perspectives of self.

Correct answer / सही उत्तर: A. The gap between what a learner can do independently and with assistance. | The faculty of discernment and reasoning in Indian perspectives of self.

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 432 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Zone of proximal development / निकटस्थ विकास क्षेत्र and Inclusive environment / समावेशी वातावरण.

A. Children connect a new idea about floating with objects they have seen in water. | A teacher rearranges furniture so every pupil can access group activities.

B. A pupil solves a harder puzzle with a peer's guidance. | A teacher rearranges furniture so every pupil can access group activities.

C. A teacher rearranges furniture so every pupil can access group activities. | A pupil solves a harder puzzle with a peer's guidance.

D. A pupil solves a harder puzzle with a peer's guidance. | Before discussing plants, a teacher asks what children know from gardening.

Correct answer / सही उत्तर: B. A pupil solves a harder puzzle with a peer's guidance. | A teacher rearranges furniture so every pupil can access group activities.

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 433 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Zone of proximal development / निकटस्थ विकास क्षेत्र / Physical development / शारीरिक विकास)

A. Generalisation / सामान्यीकरण → A plan of tailored goals and supports for an individual learner.

B. Physical development / शारीरिक विकास → Extending a pattern or idea across relevant examples.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → The gap between what a learner can do independently and with assistance.

D. Zone of proximal development / निकटस्थ विकास क्षेत्र → Changes in bodily growth and motor capabilities.

Correct answer / सही उत्तर: C. Zone of proximal development / निकटस्थ विकास क्षेत्र → The gap between what a learner can do independently and with assistance.

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 434 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Zone of proximal development / निकटस्थ विकास क्षेत्र / Vijnanamaya kosha / विज्ञानमय कोश)

A. Vijnanamaya kosha / विज्ञानमय कोश → Children encounter stories and games from other countries through digital media.

B. Globalisation / वैश्वीकरण → A pupil with low vision receives large-print materials.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → A pupil solves a harder puzzle with a peer's guidance.

D. Zone of proximal development / निकटस्थ विकास क्षेत्र → A discussion of thoughtful judgment illustrates this sheath.

Correct answer / सही उत्तर: C. Zone of proximal development / निकटस्थ विकास क्षेत्र → A pupil solves a harder puzzle with a peer's guidance.

Explanation / व्याख्या

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 435 • CORE PRACTICE · FORM 01

Identify the concept described: Learning by watching others and their actions.

A. Language development / भाषा विकास

B. Annamaya kosha / अन्नमय कोश

C. Meaning making / अर्थ निर्माण

D. Observational learning / अवलोकन अधिगम

Correct answer / सही उत्तर: D. Observational learning / अवलोकन अधिगम

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

MCQ 436 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil learns to organise materials by watching a classmate.

A. Generalisation / सामान्यीकरण

B. Vijnanamaya kosha / विज्ञानमय कोश

C. Chitta / चित्त

D. Observational learning / अवलोकन अधिगम

Correct answer / सही उत्तर: D. Observational learning / अवलोकन अधिगम

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.

Application: A pupil learns to organise materials by watching a classmate.

MCQ 437 • CORE PRACTICE · FORM 03

Which explanation best defines Observational learning / अवलोकन अधिगम?

A. Learning by watching others and their actions.

B. Childhood differs across social and cultural contexts.

C. Biologically influenced changes that contribute to readiness for new abilities.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: A. Learning by watching others and their actions.

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.

Application: A pupil learns to organise materials by watching a classmate.

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MCQ 438 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Observational learning / अवलोकन अधिगम?

A. Children agree to alternate turns after disagreeing over a ball.

B. Children sort leaves by shape and compare groups.

C. Pupils hop, run and balance on a marked path.

D. A pupil learns to organise materials by watching a classmate.

Correct answer / सही उत्तर: D. A pupil learns to organise materials by watching a classmate.

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

MCQ 439 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learning by watching others and their actions. (2) Discussing differences to reach a workable agreement.

A. Observational learning / अवलोकन अधिगम | Conflict negotiation / विवाद समाधान

B. Conflict negotiation / विवाद समाधान | Observational learning / अवलोकन अधिगम

C. Observational learning / अवलोकन अधिगम | Developmental domains / विकास के आयाम

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Conflict negotiation / विवाद समाधान

Correct answer / सही उत्तर: A. Observational learning / अवलोकन अधिगम | Conflict negotiation / विवाद समाधान

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 440 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil learns to organise materials by watching a classmate. (2) A teacher rearranges furniture so every pupil can access group activities.

A. Inclusive environment / समावेशी वातावरण | Observational learning / अवलोकन अधिगम

B. Observational learning / अवलोकन अधिगम | Inclusive environment / समावेशी वातावरण

C. Observational learning / अवलोकन अधिगम | Maturation / परिपक्वता

D. Generalisation / सामान्यीकरण | Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: B. Observational learning / अवलोकन अधिगम | Inclusive environment / समावेशी वातावरण

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

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MCQ 441 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Observational learning / अवलोकन अधिगम and Buddhi / बुद्धि.

A. Social messages shape expectations associated with gender. | The faculty of discernment and reasoning in Indian perspectives of self.

B. Learning by watching others and their actions. | The faculty of discernment and reasoning in Indian perspectives of self.

C. The faculty of discernment and reasoning in Indian perspectives of self. | Learning by watching others and their actions.

D. Learning by watching others and their actions. | Shared values, routines and relationships within a school.

Correct answer / सही उत्तर: B. Learning by watching others and their actions. | The faculty of discernment and reasoning in Indian perspectives of self.

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 442 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Observational learning / अवलोकन अधिगम and Child rights / बाल अधिकार.

A. A teacher records changes in a child's height over a year. | A teacher invites pupils to express their views in decisions affecting them.

B. A pupil learns to organise materials by watching a classmate. | A teacher invites pupils to express their views in decisions affecting them.

C. A pupil learns to organise materials by watching a classmate. | Learners link evaporation, clouds and rain using labelled arrows.

D. A teacher invites pupils to express their views in decisions affecting them. | A pupil learns to organise materials by watching a classmate.

Correct answer / सही उत्तर: B. A pupil learns to organise materials by watching a classmate. | A teacher invites pupils to express their views in decisions affecting them.

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 443 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Observational learning / अवलोकन अधिगम / Individual differences / व्यक्तिगत भिन्नताएँ)

A. Observational learning / अवलोकन अधिगम → Learning by watching others and their actions.

B. Vijnanamaya kosha / विज्ञानमय कोश → Discussing differences to reach a workable agreement.

C. Individual differences / व्यक्तिगत भिन्नताएँ → In the Panchakosha framework, the sheath associated with discernment and understanding.

D. Observational learning / अवलोकन अधिगम → Children vary in interests, abilities, experiences and rates of learning.

Correct answer / सही उत्तर: A. Observational learning / अवलोकन अधिगम → Learning by watching others and their actions.

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

MCQ 444 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Observational learning / अवलोकन अधिगम / Buddhi / बुद्धि)

A. Child rights / बाल अधिकार → A teacher documents specific reading goals and accommodations for a child.

B. Observational learning / अवलोकन अधिगम → A pupil learns to organise materials by watching a classmate.

C. Observational learning / अवलोकन अधिगम → A learner weighs alternatives before making a considered decision.

D. Buddhi / बुद्धि → A teacher invites pupils to express their views in decisions affecting them.

Correct answer / सही उत्तर: B. Observational learning / अवलोकन अधिगम → A pupil learns to organise materials by watching a classmate.

Explanation / व्याख्या

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

MCQ 445 • CORE PRACTICE · FORM 01

Identify the concept described: A consequence that increases the likelihood of a behaviour recurring.

A. Chitta / चित्त

B. Reinforcement / पुनर्बलन

C. Free play / मुक्त खेल

D. Socialisation / समाजीकरण

Correct answer / सही उत्तर: B. Reinforcement / पुनर्बलन

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 446 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Specific positive feedback encourages a pupil to continue checking work.

A. Inclusive environment / समावेशी वातावरण

B. Symbolic play / प्रतीकात्मक खेल

C. Generalisation / सामान्यीकरण

D. Reinforcement / पुनर्बलन

Correct answer / सही उत्तर: D. Reinforcement / पुनर्बलन

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.

Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 447 • CORE PRACTICE · FORM 03

Which explanation best defines Reinforcement / पुनर्बलन?

A. Actively connecting experiences and ideas to develop understanding.

B. Planning flexible ways to access, participate in and demonstrate learning.

C. Understandings of childhood vary with history and social expectations.

D. A consequence that increases the likelihood of a behaviour recurring.

Correct answer / सही उत्तर: D. A consequence that increases the likelihood of a behaviour recurring.

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.

Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 448 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Reinforcement / पुनर्बलन?

A. A child discovers a rule for sorting shapes by their properties.

B. A lesson offers spoken, printed and tactile representations.

C. Specific positive feedback encourages a pupil to continue checking work.

D. A child begins using longer sentences to explain an event.

Correct answer / सही उत्तर: C. Specific positive feedback encourages a pupil to continue checking work.

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 449 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A consequence that increases the likelihood of a behaviour recurring. (2) Growth in understanding and expressing meanings through language.

A. Reinforcement / पुनर्बलन | Language development / भाषा विकास

B. Conflict negotiation / विवाद समाधान | Language development / भाषा विकास

C. Language development / भाषा विकास | Reinforcement / पुनर्बलन

D. Reinforcement / पुनर्बलन | Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: A. Reinforcement / पुनर्बलन | Language development / भाषा विकास

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 450 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Specific positive feedback encourages a pupil to continue checking work. (2) A class discusses and chooses the rules for its reading corner.

A. Child agency / बाल सक्रियता | Reinforcement / पुनर्बलन

B. Reinforcement / पुनर्बलन | Child agency / बाल सक्रियता

C. Reinforcement / पुनर्बलन | Language development / भाषा विकास

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Child agency / बाल सक्रियता

Correct answer / सही उत्तर: B. Reinforcement / पुनर्बलन | Child agency / बाल सक्रियता

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 451 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Reinforcement / पुनर्बलन and Annamaya kosha / अन्नमय कोश.

A. A consequence that increases the likelihood of a behaviour recurring. | In the Panchakosha framework, the physical or food-dependent sheath.

B. In the Panchakosha framework, the physical or food-dependent sheath. | A consequence that increases the likelihood of a behaviour recurring.

C. Quantitative increase in physical size or measurable bodily characteristics. | In the Panchakosha framework, the physical or food-dependent sheath.

D. A consequence that increases the likelihood of a behaviour recurring. | A plan of tailored goals and supports for an individual learner.

Correct answer / सही उत्तर: A. A consequence that increases the likelihood of a behaviour recurring. | In the Panchakosha framework, the physical or food-dependent sheath.

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 452 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Reinforcement / पुनर्बलन and Generalisation / सामान्यीकरण.

A. Specific positive feedback encourages a pupil to continue checking work. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

B. Children choose their own pretend shop game and assign roles. | After sorting several triangles, pupils identify their common features.

C. After sorting several triangles, pupils identify their common features. | Specific positive feedback encourages a pupil to continue checking work.

D. Specific positive feedback encourages a pupil to continue checking work. | After sorting several triangles, pupils identify their common features.

Correct answer / सही उत्तर: D. Specific positive feedback encourages a pupil to continue checking work. | After sorting several triangles, pupils identify their common features.

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 453 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Reinforcement / पुनर्बलन / Growth / वृद्धि)

A. Diverse childhoods / विविध बचपन → Improved control of small muscles, especially hands and fingers.

B. Reinforcement / पुनर्बलन → A consequence that increases the likelihood of a behaviour recurring.

C. Reinforcement / पुनर्बलन → Quantitative increase in physical size or measurable bodily characteristics.

D. Growth / वृद्धि → Childhood differs across social and cultural contexts.

Correct answer / सही उत्तर: B. Reinforcement / पुनर्बलन → A consequence that increases the likelihood of a behaviour recurring.

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 454 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Reinforcement / पुनर्बलन / Cooperative play / सहयोगी खेल)

A. Reinforcement / पुनर्बलन → Specific positive feedback encourages a pupil to continue checking work.

B. Reinforcement / पुनर्बलन → A group works together to construct a tower.

C. Cooperative play / सहयोगी खेल → A child gains finer control while cutting paper with scissors.

D. Physical development / शारीरिक विकास → Two pupils use different methods to complete the same task.

Correct answer / सही उत्तर: A. Reinforcement / पुनर्बलन → Specific positive feedback encourages a pupil to continue checking work.

Explanation / व्याख्या

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

Explain Experiential learning / अनुभवात्मक अधिगम and give one classroom example.

Model answer: Learning through experience and reflection. Children grow seeds and discuss what changed each day.

REVISION 07.02

Explain Guided inquiry / निर्देशित अन्वेषण and give one classroom example.

Model answer: Investigating questions with suitable teacher support. A teacher offers prompts while pupils investigate which objects float.

REVISION 07.03

Explain Learner autonomy / शिक्षार्थी स्वायत्तता and give one classroom example.

Model answer: Increasing learners' responsibility and choice in learning. Pupils select a strategy and explain why it works for their task.

REVISION 07.04

Explain Scaffolding / सहारा देकर सीखना and give one classroom example.

Model answer: Temporary support adjusted to a learner's needs and gradually withdrawn. A teacher first provides hints for a task and later removes them.

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REVISION 07.05

Explain Zone of proximal development / निकटस्थ विकास क्षेत्र and give one classroom example.

Model answer: The gap between what a learner can do independently and with assistance. A pupil solves a harder puzzle with a peer's guidance.

REVISION 07.06

Explain Observational learning / अवलोकन अधिगम and give one classroom example.

Model answer: Learning by watching others and their actions. A pupil learns to organise materials by watching a classmate.

REVISION 07.07

Explain Reinforcement / पुनर्बलन and give one classroom example.

Model answer: A consequence that increases the likelihood of a behaviour recurring. Specific positive feedback encourages a pupil to continue checking work.

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CHAPTER 08 • 42 MCQs • 4 REVISION PROMPTS

Learning by Children with Special Needs

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Individualised education plan / व्यक्तिगत शिक्षा योजना

A plan of tailored goals and supports for an individual learner.

Classroom example: A teacher documents specific reading goals and accommodations for a child.

Differentiated instruction / विभेदित शिक्षण

Adapting teaching to varied learner needs while pursuing meaningful goals.

Classroom example: One class explores the same idea through tactile, visual and oral materials.

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Planning flexible ways to access, participate in and demonstrate learning.

Classroom example: A lesson offers spoken, printed and tactile representations.

Reasonable accommodation / उचित समायोजन

An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Classroom example: A pupil with low vision receives large-print materials.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 455 • NEW CLASSROOM APPLICATION

A pupil with low vision joins a map-reading lesson. Which adjustment is appropriate?

A. Lower every learning outcome automatically
B. Ask peers to complete the work for the pupil
C. Exclude the pupil from maps
D. Offer high-contrast or tactile maps and verbal descriptions

Correct answer / सही उत्तर: D. Offer high-contrast or tactile maps and verbal descriptions

Explanation / व्याख्या

Accessible representations preserve participation and meaningful learning goals.

MCQ 456 • NEW CLASSROOM APPLICATION

When a child repeatedly struggles with a task, what is a useful first step?

A. Publicly label the child
B. Remove all challenging work
C. Diagnose a disability from one score
D. Observe the barriers and adapt instruction before drawing conclusions

Correct answer / सही उत्तर: D. Observe the barriers and adapt instruction before drawing conclusions

Explanation / व्याख्या

Evidence-based observation and targeted support avoid premature labelling.

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Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 457 • CORE PRACTICE · FORM 01

Identify the concept described: A plan of tailored goals and supports for an individual learner.

A. Experiential learning / अनुभवात्मक अधिगम

B. Classification / वर्गीकरण

C. Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Peer influence / सहपाठी प्रभाव

Correct answer / सही उत्तर: C. Individualised education plan / व्यक्तिगत शिक्षा योजना

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 458 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher documents specific reading goals and accommodations for a child.

A. Individualised education plan / व्यक्तिगत शिक्षा योजना

B. Diverse childhoods / विविध बचपन

C. Maturation / परिपक्वता

D. Manomaya kosha / मनोमय कोश

Correct answer / सही उत्तर: A. Individualised education plan / व्यक्तिगत शिक्षा योजना

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 459 • CORE PRACTICE · FORM 03

Which explanation best defines Individualised education plan / व्यक्तिगत शिक्षा योजना?

A. A plan of tailored goals and supports for an individual learner.
B. The faculty of discernment and reasoning in Indian perspectives of self.
C. Children's attitudes and actions are shaped by their age-group companions.
D. Grouping objects or ideas by shared attributes.

Correct answer / सही उत्तर: A. A plan of tailored goals and supports for an individual learner.

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 460 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Individualised education plan / व्यक्तिगत शिक्षा योजना?

A. Pupils select a strategy and explain why it works for their task.
B. A teacher documents specific reading goals and accommodations for a child.
C. A past experience leaves an impression that can be recalled later.
D. Daily practices of greeting and listening respectfully influence behaviour.

Correct answer / सही उत्तर: B. A teacher documents specific reading goals and accommodations for a child.

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 461 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A plan of tailored goals and supports for an individual learner. (2) Children have entitlements to protection, participation, development and survival.

A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Child rights / बाल अधिकार

B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Classification / वर्गीकरण

C. Child rights / बाल अधिकार | Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Manomaya kosha / मनोमय कोश | Child rights / बाल अधिकार

Correct answer / सही उत्तर: A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Child rights / बाल अधिकार

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 462 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher documents specific reading goals and accommodations for a child. (2) A teacher rearranges furniture so every pupil can access group activities.

A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Diverse childhoods / विविध बचपन

B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Inclusive environment / समावेशी वातावरण

C. Developmental domains / विकास के आयाम | Inclusive environment / समावेशी वातावरण

D. Inclusive environment / समावेशी वातावरण | Individualised education plan / व्यक्तिगत शिक्षा योजना

Correct answer / सही उत्तर: B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Inclusive environment / समावेशी वातावरण

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 463 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Individualised education plan / व्यक्तिगत शिक्षा योजना and Zone of proximal development / निकटस्थ विकास क्षेत्र.

A. A plan of tailored goals and supports for an individual learner. | The gap between what a learner can do independently and with assistance.

B. A plan of tailored goals and supports for an individual learner. | Social messages shape expectations associated with gender.

C. The gap between what a learner can do independently and with assistance. | A plan of tailored goals and supports for an individual learner.

D. Safeguarding children from exploitation, abuse and harm. | The gap between what a learner can do independently and with assistance.

Correct answer / सही उत्तर: A. A plan of tailored goals and supports for an individual learner. | The gap between what a learner can do independently and with assistance.

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 464 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Individualised education plan / व्यक्तिगत शिक्षा योजना and Psychological safety / मनोवैज्ञानिक सुरक्षा.

A. Children encounter stories and games from other countries through digital media. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

B. A teacher documents specific reading goals and accommodations for a child. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher documents specific reading goals and accommodations for a child. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A teacher documents specific reading goals and accommodations for a child.

Correct answer / सही उत्तर: C. A teacher documents specific reading goals and accommodations for a child. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 465 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Individualised education plan / व्यक्तिगत शिक्षा योजना / Peer influence / सहपाठी प्रभाव)

A. Individualised education plan / व्यक्तिगत शिक्षा योजना → Children's attitudes and actions are shaped by their age-group companions.

B. Peer influence / सहपाठी प्रभाव → A visual representation of relationships among concepts.

C. Concept map / अवधारणा मानचित्र → An atmosphere where learners can ask questions and make mistakes without humiliation.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → A plan of tailored goals and supports for an individual learner.

Correct answer / सही उत्तर: D. Individualised education plan / व्यक्तिगत शिक्षा योजना → A plan of tailored goals and supports for an individual learner.

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 466 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Individualised education plan / व्यक्तिगत शिक्षा योजना / Diverse childhoods / विविध बचपन)

A. Diverse childhoods / विविध बचपन → Pupils select a strategy and explain why it works for their task.

B. Individualised education plan / व्यक्तिगत शिक्षा योजना → Children in a fishing community and an urban neighbourhood experience different daily routines.

C. Learner autonomy / शिक्षार्थी स्वायत्तता → Children agree to alternate turns after disagreeing over a ball.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → A teacher documents specific reading goals and accommodations for a child.

Correct answer / सही उत्तर: D. Individualised education plan / व्यक्तिगत शिक्षा योजना → A teacher documents specific reading goals and accommodations for a child.

Explanation / व्याख्या

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 467 • CORE PRACTICE · FORM 01

Identify the concept described: Adapting teaching to varied learner needs while pursuing meaningful goals.

A. Reinforcement / पुनर्बलन

B. Differentiated instruction / विभेदित शिक्षण

C. Classification / वर्गीकरण

D. Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: B. Differentiated instruction / विभेदित शिक्षण

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 468 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? One class explores the same idea through tactile, visual and oral materials.

A. Child rights / बाल अधिकार

B. Differentiated instruction / विभेदित शिक्षण

C. Maturation / परिपक्वता

D. Generalisation / सामान्यीकरण

Correct answer / सही उत्तर: B. Differentiated instruction / विभेदित शिक्षण

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 469 • CORE PRACTICE · FORM 03

Which explanation best defines Differentiated instruction / विभेदित शिक्षण?

A. Adapting teaching to varied learner needs while pursuing meaningful goals.

B. The gap between what a learner can do independently and with assistance.

C. Changes in bodily growth and motor capabilities.

D. Biologically influenced changes that contribute to readiness for new abilities.

Correct answer / सही उत्तर: A. Adapting teaching to varied learner needs while pursuing meaningful goals.

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 470 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Differentiated instruction / विभेदित शिक्षण?

A. Children choose their own pretend shop game and assign roles.

B. Pupils select a strategy and explain why it works for their task.

C. One class explores the same idea through tactile, visual and oral materials.

D. A class discusses and chooses the rules for its reading corner.

Correct answer / सही उत्तर: C. One class explores the same idea through tactile, visual and oral materials.

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 471 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Adapting teaching to varied learner needs while pursuing meaningful goals. (2) Temporary support adjusted to a learner's needs and gradually withdrawn.

A. Physical development / शारीरिक विकास | Scaffolding / सहारा देकर सीखना

B. Differentiated instruction / विभेदित शिक्षण | Scaffolding / सहारा देकर सीखना

C. Scaffolding / सहारा देकर सीखना | Differentiated instruction / विभेदित शिक्षण

D. Differentiated instruction / विभेदित शिक्षण | Language development / भाषा विकास

Correct answer / सही उत्तर: B. Differentiated instruction / विभेदित शिक्षण | Scaffolding / सहारा देकर सीखना

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 472 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) One class explores the same idea through tactile, visual and oral materials. (2) Specific positive feedback encourages a pupil to continue checking work.

A. Reinforcement / पुनर्बलन | Differentiated instruction / विभेदित शिक्षण

B. Differentiated instruction / विभेदित शिक्षण | Fine motor development / सूक्ष्म गतिक विकास

C. Differentiated instruction / विभेदित शिक्षण | Reinforcement / पुनर्बलन

D. Prior knowledge / पूर्व ज्ञान | Reinforcement / पुनर्बलन

Correct answer / सही उत्तर: C. Differentiated instruction / विभेदित शिक्षण | Reinforcement / पुनर्बलन

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 473 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Differentiated instruction / विभेदित शिक्षण and Meaning making / अर्थ निर्माण.

A. Actively connecting experiences and ideas to develop understanding. | Adapting teaching to varied learner needs while pursuing meaningful goals.

B. An atmosphere where learners can ask questions and make mistakes without humiliation. | Actively connecting experiences and ideas to develop understanding.

C. Adapting teaching to varied learner needs while pursuing meaningful goals. | Using an object or action to represent something else in play.

D. Adapting teaching to varied learner needs while pursuing meaningful goals. | Actively connecting experiences and ideas to develop understanding.

Correct answer / सही उत्तर: D. Adapting teaching to varied learner needs while pursuing meaningful goals. | Actively connecting experiences and ideas to develop understanding.

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 474 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Differentiated instruction / विभेदित शिक्षण and Maturation / परिपक्वता.

A. One class explores the same idea through tactile, visual and oral materials. | A child acquires greater motor control as the nervous system develops.

B. One class explores the same idea through tactile, visual and oral materials. | A teacher rearranges furniture so every pupil can access group activities.

C. Children thread large beads and fold paper. | A child acquires greater motor control as the nervous system develops.

D. A child acquires greater motor control as the nervous system develops. | One class explores the same idea through tactile, visual and oral materials.

Correct answer / सही उत्तर: A. One class explores the same idea through tactile, visual and oral materials. | A child acquires greater motor control as the nervous system develops.

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 475 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Differentiated instruction / विभेदित शिक्षण / Child agency / बाल सक्रियता)

A. Gross motor play / स्थूल गतिक खेल → Learning social norms, values and practices through interaction.

B. Differentiated instruction / विभेदित शिक्षण → Children participate in shaping their own experiences.

C. Child agency / बाल सक्रियता → Play involving large muscle movements.

D. Differentiated instruction / विभेदित शिक्षण → Adapting teaching to varied learner needs while pursuing meaningful goals.

Correct answer / सही उत्तर: D. Differentiated instruction / विभेदित शिक्षण → Adapting teaching to varied learner needs while pursuing meaningful goals.

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 476 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Differentiated instruction / विभेदित शिक्षण / Primary socialisation / प्राथमिक समाजीकरण)

A. Primary socialisation / प्राथमिक समाजीकरण → A teacher records changes in a child's height over a year.

B. Differentiated instruction / विभेदित शिक्षण → A toddler learns family greetings through everyday interaction.

C. Differentiated instruction / विभेदित शिक्षण → One class explores the same idea through tactile, visual and oral materials.

D. Growth / वृद्धि → A learner recognises a friend's distress and responds with empathy.

Correct answer / सही उत्तर: C. Differentiated instruction / विभेदित शिक्षण → One class explores the same idea through tactile, visual and oral materials.

Explanation / व्याख्या

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 477 • CORE PRACTICE · FORM 01

Identify the concept described: Planning flexible ways to access, participate in and demonstrate learning.

A. Panchakosha / पंचकोश

B. Childhood as a social construct / बचपन का सामाजिक निर्माण

C. Zone of proximal development / निकटस्थ विकास क्षेत्र

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Correct answer / सही उत्तर: D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 478 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A lesson offers spoken, printed and tactile representations.

A. School culture / विद्यालय संस्कृति

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Scaffolding / सहारा देकर सीखना

D. Manomaya kosha / मनोमय कोश

Correct answer / सही उत्तर: B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 479 • CORE PRACTICE · FORM 03

Which explanation best defines Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प?

A. Playing with others towards a shared goal.

B. Planning flexible ways to access, participate in and demonstrate learning.

C. Discussing differences to reach a workable agreement.

D. Temporary support adjusted to a learner's needs and gradually withdrawn.

Correct answer / सही उत्तर: B. Planning flexible ways to access, participate in and demonstrate learning.

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 480 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प?

A. A playground activity develops movement, communication and cooperation together.

B. A child learns to take turns by interacting with family and classmates.

C. A past experience leaves an impression that can be recalled later.

D. A lesson offers spoken, printed and tactile representations.

Correct answer / सही उत्तर: D. A lesson offers spoken, printed and tactile representations.

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 481 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Planning flexible ways to access, participate in and demonstrate learning. (2) Interrelated areas of physical, cognitive, language and social-emotional change.

A. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Developmental domains / विकास के आयाम

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Annamaya kosha / अन्नमय कोश

C. Manomaya kosha / मनोमय कोश | Developmental domains / विकास के आयाम

D. Developmental domains / विकास के आयाम | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Correct answer / सही उत्तर: A. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Developmental domains / विकास के आयाम

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 482 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A lesson offers spoken, printed and tactile representations. (2) Children agree to alternate turns after disagreeing over a ball.

A. Buddhi / बुद्धि | Conflict negotiation / विवाद समाधान

B. Conflict negotiation / विवाद समाधान | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Conflict negotiation / विवाद समाधान

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Vijnanamaya kosha / विज्ञानमय कोश

Correct answer / सही उत्तर: C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Conflict negotiation / विवाद समाधान

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 483 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प and Cooperative play / सहयोगी खेल.

A. Planning flexible ways to access, participate in and demonstrate learning. | Playing with others towards a shared goal.

B. Understandings of childhood vary with history and social expectations. | Playing with others towards a shared goal.

C. Playing with others towards a shared goal. | Planning flexible ways to access, participate in and demonstrate learning.

D. Planning flexible ways to access, participate in and demonstrate learning. | Temporary support adjusted to a learner's needs and gradually withdrawn.

Correct answer / सही उत्तर: A. Planning flexible ways to access, participate in and demonstrate learning. | Playing with others towards a shared goal.

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 484 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प and Gross motor play / स्थूल गतिक खेल.

A. A lesson offers spoken, printed and tactile representations. | Before discussing plants, a teacher asks what children know from gardening.

B. A child learns to take turns by interacting with family and classmates. | Pupils hop, run and balance on a marked path.

C. A lesson offers spoken, printed and tactile representations. | Pupils hop, run and balance on a marked path.

D. Pupils hop, run and balance on a marked path. | A lesson offers spoken, printed and tactile representations.

Correct answer / सही उत्तर: C. A lesson offers spoken, printed and tactile representations. | Pupils hop, run and balance on a marked path.

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 485 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प / Growth / वृद्धि)

A. Child protection / बाल संरक्षण → Childhood differs across social and cultural contexts.

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Planning flexible ways to access, participate in and demonstrate learning.

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Quantitative increase in physical size or measurable bodily characteristics.

D. Growth / वृद्धि → Safeguarding children from exploitation, abuse and harm.

Correct answer / सही उत्तर: B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Planning flexible ways to access, participate in and demonstrate learning.

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 486 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प / Conflict negotiation / विवाद समाधान)

A. Primary socialisation / प्राथमिक समाजीकरण → A playground activity develops movement, communication and cooperation together.

B. Conflict negotiation / विवाद समाधान → A toddler learns family greetings through everyday interaction.

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Children agree to alternate turns after disagreeing over a ball.

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A lesson offers spoken, printed and tactile representations.

Correct answer / सही उत्तर: D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A lesson offers spoken, printed and tactile representations.

Explanation / व्याख्या

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 487 • CORE PRACTICE · FORM 01

Identify the concept described: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

A. Reasonable accommodation / उचित समायोजन

B. Cognitive development / संज्ञानात्मक विकास

C. Observational learning / अवलोकन अधिगम

D. Chitta / चित्त

Correct answer / सही उत्तर: A. Reasonable accommodation / उचित समायोजन

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 488 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil with low vision receives large-print materials.

A. Reasonable accommodation / उचित समायोजन

B. Cooperative play / सहयोगी खेल

C. Globalisation / वैश्वीकरण

D. Language development / भाषा विकास

Correct answer / सही उत्तर: A. Reasonable accommodation / उचित समायोजन

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 489 • CORE PRACTICE · FORM 03

Which explanation best defines Reasonable accommodation / उचित समायोजन?

A. Actively connecting experiences and ideas to develop understanding.

B. Play initiated and directed primarily by children.

C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Playing with others towards a shared goal.

Correct answer / सही उत्तर: C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 490 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Reasonable accommodation / उचित समायोजन?

A. A teacher rearranges furniture so every pupil can access group activities.

B. Children choose their own pretend shop game and assign roles.

C. Pupils explain why a circle is not a triangle.

D. A pupil with low vision receives large-print materials.

Correct answer / सही उत्तर: D. A pupil with low vision receives large-print materials.

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 491 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. (2) Play involving large muscle movements.

A. Gross motor play / स्थूल गतिक खेल | Reasonable accommodation / उचित समायोजन

B. Reasonable accommodation / उचित समायोजन | Socio-emotional development / सामाजिक-संवेगात्मक विकास

C. Experiential learning / अनुभवात्मक अधिगम | Gross motor play / स्थूल गतिक खेल

D. Reasonable accommodation / उचित समायोजन | Gross motor play / स्थूल गतिक खेल

Correct answer / सही उत्तर: D. Reasonable accommodation / उचित समायोजन | Gross motor play / स्थूल गतिक खेल

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 492 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil with low vision receives large-print materials. (2) A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

A. Reasonable accommodation / उचित समायोजन | Gross motor play / स्थूल गतिक खेल

B. Psychological safety / मनोवैज्ञानिक सुरक्षा | Reasonable accommodation / उचित समायोजन

C. Reasonable accommodation / उचित समायोजन | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Diverse childhoods / विविध बचपन | Psychological safety / मनोवैज्ञानिक सुरक्षा

Correct answer / सही उत्तर: C. Reasonable accommodation / उचित समायोजन | Psychological safety / मनोवैज्ञानिक सुरक्षा

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 493 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Reasonable accommodation / उचित समायोजन and Maturation / परिपक्वता.

A. Children's attitudes and actions are shaped by their age-group companions. | Biologically influenced changes that contribute to readiness for new abilities.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Biologically influenced changes that contribute to readiness for new abilities.

C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Grouping objects or ideas by shared attributes.

D. Biologically influenced changes that contribute to readiness for new abilities. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Correct answer / सही उत्तर: B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Biologically influenced changes that contribute to readiness for new abilities.

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 494 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Reasonable accommodation / उचित समायोजन and Maturation / परिपक्वता.

A. Specific positive feedback encourages a pupil to continue checking work. | A child acquires greater motor control as the nervous system develops.

B. A pupil with low vision receives large-print materials. | A child acquires greater motor control as the nervous system develops.

C. A pupil with low vision receives large-print materials. | A past experience leaves an impression that can be recalled later.

D. A child acquires greater motor control as the nervous system develops. | A pupil with low vision receives large-print materials.

Correct answer / सही उत्तर: B. A pupil with low vision receives large-print materials. | A child acquires greater motor control as the nervous system develops.

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 495 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Reasonable accommodation / उचित समायोजन / Conflict negotiation / विवाद समाधान)

A. Conflict negotiation / विवाद समाधान → Increasing learners' responsibility and choice in learning.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → Changes in bodily growth and motor capabilities.

C. Reasonable accommodation / उचित समायोजन → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Reasonable accommodation / उचित समायोजन → Discussing differences to reach a workable agreement.

Correct answer / सही उत्तर: C. Reasonable accommodation / उचित समायोजन → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 496 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Reasonable accommodation / उचित समायोजन / Psychological safety / मनोवैज्ञानिक सुरक्षा)

A. Child protection / बाल संरक्षण → Learners link evaporation, clouds and rain using labelled arrows.

B. Psychological safety / मनोवैज्ञानिक सुरक्षा → A teacher follows the safeguarding procedure after a child discloses abuse.

C. Reasonable accommodation / उचित समायोजन → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Reasonable accommodation / उचित समायोजन → A pupil with low vision receives large-print materials.

Correct answer / सही उत्तर: D. Reasonable accommodation / उचित समायोजन → A pupil with low vision receives large-print materials.

Explanation / व्याख्या

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

Explain Individualised education plan / व्यक्तिगत शिक्षा योजना and give one classroom example.

Model answer: A plan of tailored goals and supports for an individual learner. A teacher documents specific reading goals and accommodations for a child.

REVISION 08.02

Explain Differentiated instruction / विभेदित शिक्षण and give one classroom example.

Model answer: Adapting teaching to varied learner needs while pursuing meaningful goals. One class explores the same idea through tactile, visual and oral materials.

REVISION 08.03

Explain Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प and give one classroom example.

Model answer: Planning flexible ways to access, participate in and demonstrate learning. A lesson offers spoken, printed and tactile representations.

REVISION 08.04

Explain Reasonable accommodation / उचित समायोजन and give one classroom example.

Model answer: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. A pupil with low vision receives large-print materials.

GyanTech Guru Ji

CHAPTER 09 • 22 MCQs • 2 REVISION PROMPTS

Learner Friendly Environment

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Inclusive environment / समावेशी वातावरण

A setting that removes participation barriers for diverse learners.

Classroom example: A teacher rearranges furniture so every pupil can access group activities.

Psychological safety / मनोवैज्ञानिक सुरक्षा

An atmosphere where learners can ask questions and make mistakes without humiliation.

Classroom example: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 497 • NEW CLASSROOM APPLICATION

What should a teacher say after a thoughtful but incorrect answer?

A. You are permanently weak in this subject

B. Let's examine how you arrived at that idea

C. Never answer again unless certain

D. Everyone should laugh at this error

Correct answer / सही उत्तर: B. Let's examine how you arrived at that idea

Explanation / व्याख्या

Respectful discussion of mistakes encourages risk-taking and learning.

MCQ 498 • NEW CLASSROOM APPLICATION

Which classroom arrangement supports participation?

A. Materials placed beyond children's reach
B. Clear pathways, reachable resources and flexible seating
C. One fixed seating arrangement regardless of needs
D. A rule that prevents pupils asking for help

Correct answer / सही उत्तर: B. Clear pathways, reachable resources and flexible seating

Explanation / व्याख्या

Accessibility involves physical access as well as social and emotional inclusion.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 499 • CORE PRACTICE · FORM 01

Identify the concept described: A setting that removes participation barriers for diverse learners.

A. Peer influence / सहपाठी प्रभाव
B. Physical development / शारीरिक विकास
C. Zone of proximal development / निकटस्थ विकास क्षेत्र
D. Inclusive environment / समावेशी वातावरण

Correct answer / सही उत्तर: D. Inclusive environment / समावेशी वातावरण

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

GyanTech Guru Ji

MCQ 500 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher rearranges furniture so every pupil can access group activities.

A. Maturation / परिपक्वता

B. Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Inclusive environment / समावेशी वातावरण

D. Classification / वर्गीकरण

Correct answer / सही उत्तर: C. Inclusive environment / समावेशी वातावरण

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 501 • CORE PRACTICE · FORM 03

Which explanation best defines Inclusive environment / समावेशी वातावरण?

A. A setting that removes participation barriers for diverse learners.

B. A visual representation of relationships among concepts.

C. Understandings of childhood vary with history and social expectations.

D. Adapting teaching to varied learner needs while pursuing meaningful goals.

Correct answer / सही उत्तर: A. A setting that removes participation barriers for diverse learners.

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 502 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Inclusive environment / समावेशी वातावरण?

A. After sorting several triangles, pupils identify their common features.

B. Pupils hop, run and balance on a marked path.

C. Children in a fishing community and an urban neighbourhood experience different daily routines.

D. A teacher rearranges furniture so every pupil can access group activities.

Correct answer / सही उत्तर: D. A teacher rearranges furniture so every pupil can access group activities.

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

GyanTech Guru

MCQ 503 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A setting that removes participation barriers for diverse learners. (2) In the Panchakosha framework, the sheath associated with discernment and understanding.

A. Vijnanamaya kosha / विज्ञानमय कोश | Inclusive environment / समावेशी वातावरण

B. Fine motor development / सूक्ष्म गतिक विकास | Vijnanamaya kosha / विज्ञानमय कोश

C. Inclusive environment / समावेशी वातावरण | Vijnanamaya kosha / विज्ञानमय कोश

D. Inclusive environment / समावेशी वातावरण | Reasonable accommodation / उचित समायोजन

Correct answer / सही उत्तर: C. Inclusive environment / समावेशी वातावरण | Vijnanamaya kosha / विज्ञानमय कोश

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 504 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher rearranges furniture so every pupil can access group activities. (2) A teacher first provides hints for a task and later removes them.

A. Inclusive environment / समावेशी वातावरण | Peer influence / सहपाठी प्रभाव

B. Cooperative play / सहयोगी खेल | Scaffolding / सहारा देकर सीखना

C. Scaffolding / सहारा देकर सीखना | Inclusive environment / समावेशी वातावरण

D. Inclusive environment / समावेशी वातावरण | Scaffolding / सहारा देकर सीखना

Correct answer / सही उत्तर: D. Inclusive environment / समावेशी वातावरण | Scaffolding / सहारा देकर सीखना

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

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MCQ 505 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Inclusive environment / समावेशी वातावरण and Individual differences / व्यक्तिगत भिन्नताएँ.

A. Children vary in interests, abilities, experiences and rates of learning. | A setting that removes participation barriers for diverse learners.

B. A setting that removes participation barriers for diverse learners. | Early learning of social practices through close relationships.

C. A five-sheath perspective on holistic human development. | Children vary in interests, abilities, experiences and rates of learning.

D. A setting that removes participation barriers for diverse learners. | Children vary in interests, abilities, experiences and rates of learning.

Correct answer / सही उत्तर: D. A setting that removes participation barriers for diverse learners. | Children vary in interests, abilities, experiences and rates of learning.

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 506 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Inclusive environment / समावेशी वातावरण and Chitta / चित्त.

A. A past experience leaves an impression that can be recalled later. | A teacher rearranges furniture so every pupil can access group activities.

B. A child begins using longer sentences to explain an event. | A past experience leaves an impression that can be recalled later.

C. A teacher rearranges furniture so every pupil can access group activities. | A past experience leaves an impression that can be recalled later.

D. A teacher rearranges furniture so every pupil can access group activities. | A class compares the responsibilities of children in different generations.

Correct answer / सही उत्तर: C. A teacher rearranges furniture so every pupil can access group activities. | A past experience leaves an impression that can be recalled later.

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 507 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Inclusive environment / समावेशी वातावरण / Peer influence / सहपाठी प्रभाव)

A. Concept map / अवधारणा मानचित्र → Children have entitlements to protection, participation, development and survival.

B. Inclusive environment / समावेशी वातावरण → A setting that removes participation barriers for diverse learners.

C. Peer influence / सहपाठी प्रभाव → A visual representation of relationships among concepts.

D. Inclusive environment / समावेशी वातावरण → Children's attitudes and actions are shaped by their age-group companions.

Correct answer / सही उत्तर: B. Inclusive environment / समावेशी वातावरण → A setting that removes participation barriers for diverse learners.

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 508 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Inclusive environment / समावेशी वातावरण / Reinforcement / पुनर्बलन)

A. Reinforcement / पुनर्बलन → A child discovers a rule for sorting shapes by their properties.

B. Inclusive environment / समावेशी वातावरण → Specific positive feedback encourages a pupil to continue checking work.

C. Inclusive environment / समावेशी वातावरण → A teacher rearranges furniture so every pupil can access group activities.

D. Cognitive development / संज्ञानात्मक विकास → A learner recognises a friend's distress and responds with empathy.

Correct answer / सही उत्तर: C. Inclusive environment / समावेशी वातावरण → A teacher rearranges furniture so every pupil can access group activities.

Explanation / व्याख्या

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 509 • CORE PRACTICE · FORM 01

Identify the concept described: An atmosphere where learners can ask questions and make mistakes without humiliation.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा

B. Gross motor play / स्थूल गतिक खेल

C. Physical development / शारीरिक विकास

D. Panchakosha / पंचकोश

Correct answer / सही उत्तर: A. Psychological safety / मनोवैज्ञानिक सुरक्षा

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 510 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा

B. School culture / विद्यालय संस्कृति

C. Prior knowledge / पूर्व ज्ञान

D. Reinforcement / पुनर्बलन

Correct answer / सही उत्तर: A. Psychological safety / मनोवैज्ञानिक सुरक्षा

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 511 • CORE PRACTICE · FORM 03

Which explanation best defines Psychological safety / मनोवैज्ञानिक सुरक्षा?

A. Play involving large muscle movements.

B. An atmosphere where learners can ask questions and make mistakes without humiliation.

C. Learning through experience and reflection.

D. Changes in bodily growth and motor capabilities.

Correct answer / सही उत्तर: B. An atmosphere where learners can ask questions and make mistakes without humiliation.

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 512 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Psychological safety / मनोवैज्ञानिक सुरक्षा?

A. One class explores the same idea through tactile, visual and oral materials.

B. A learner weighs alternatives before making a considered decision.

C. A learner starts cooperating after observing friends share materials.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

Correct answer / सही उत्तर: D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

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MCQ 513 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An atmosphere where learners can ask questions and make mistakes without humiliation. (2) Interrelated areas of physical, cognitive, language and social-emotional change.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Developmental domains / विकास के आयाम

B. Psychological safety / मनोवैज्ञानिक सुरक्षा | Concept map / अवधारणा मानचित्र

C. Developmental domains / विकास के आयाम | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Developmental domains / विकास के आयाम

Correct answer / सही उत्तर: A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Developmental domains / विकास के आयाम

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 514 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. (2) Pupils hop, run and balance on a marked path.

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Gross motor play / स्थूल गतिक खेल | Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Psychological safety / मनोवैज्ञानिक सुरक्षा | Gross motor play / स्थूल गतिक खेल

D. Growth / वृद्धि | Gross motor play / स्थूल गतिक खेल

Correct answer / सही उत्तर: C. Psychological safety / मनोवैज्ञानिक सुरक्षा | Gross motor play / स्थूल गतिक खेल

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 515 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Psychological safety / मनोवैज्ञानिक सुरक्षा and Buddhi / बुद्धि.

A. An atmosphere where learners can ask questions and make mistakes without humiliation. | Interrelated areas of physical, cognitive, language and social-emotional change.

B. A consequence that increases the likelihood of a behaviour recurring. | The faculty of discernment and reasoning in Indian perspectives of self.

C. An atmosphere where learners can ask questions and make mistakes without humiliation. | The faculty of discernment and reasoning in Indian perspectives of self.

D. The faculty of discernment and reasoning in Indian perspectives of self. | An atmosphere where learners can ask questions and make mistakes without humiliation.

Correct answer / सही उत्तर: C. An atmosphere where learners can ask questions and make mistakes without humiliation. | The faculty of discernment and reasoning in Indian perspectives of self.

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 516 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Psychological safety / मनोवैज्ञानिक सुरक्षा and Gross motor play / स्थूल गतिक खेल.

A. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A child begins using longer sentences to explain an event.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | Pupils hop, run and balance on a marked path.

C. Pupils hop, run and balance on a marked path. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Children in a fishing community and an urban neighbourhood experience different daily routines. | Pupils hop, run and balance on a marked path.

Correct answer / सही उत्तर: B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | Pupils hop, run and balance on a marked path.

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 517 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Psychological safety / मनोवैज्ञानिक सुरक्षा / Concept map / अवधारणा मानचित्र)

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A visual representation of relationships among concepts.

B. Concept map / अवधारणा मानचित्र → Children participate in shaping their own experiences.

C. Child agency / बाल सक्रियता → Changes in bodily growth and motor capabilities.

D. Psychological safety / मनोवैज्ञानिक सुरक्षा → An atmosphere where learners can ask questions and make mistakes without humiliation.

Correct answer / सही उत्तर: D. Psychological safety / मनोवैज्ञानिक सुरक्षा → An atmosphere where learners can ask questions and make mistakes without humiliation.

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

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MCQ 518 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Psychological safety / मनोवैज्ञानिक सुरक्षा / Vijnanamaya kosha / विज्ञानमय कोश)

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

B. Cooperative play / सहयोगी खेल → A child pretends a cardboard box is a bus.

C. Psychological safety / मनोवैज्ञानिक सुरक्षा → A discussion of thoughtful judgment illustrates this sheath.

D. Vijnanamaya kosha / विज्ञानमय कोश → A group works together to construct a tower.

Correct answer / सही उत्तर: A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

Explanation / व्याख्या

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

Explain Inclusive environment / समावेशी वातावरण and give one classroom example.

Model answer: A setting that removes participation barriers for diverse learners. A teacher rearranges furniture so every pupil can access group activities.

REVISION 09.02

Explain Psychological safety / मनोवैज्ञानिक सुरक्षा and give one classroom example.

Model answer: An atmosphere where learners can ask questions and make mistakes without humiliation. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

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