

5. Schools should cater to Individual differences to—
 - (a) Narrow the gap between individual students
 - (b) Even out abilities and performance of students
 - (c) Understand why students are able or unable to learn.
 - (d) Make individual students feel exclusive.
6. What kind of support can a school provide to address the individual differences in students?
 - (a) Follow a child-centered curriculum and provide multiple learning opportunities to students.
 - (b) Apply every possible measure to remove the individual differences in students.
 - (c) Refer slow learners to special schools.
 - (d) Follow same level of curriculum for all students.
7. Continuous and Comprehensive Evaluation emphasizes—
 - (a) Continuous testing on a comprehensive scale to ensure learning
 - (b) How learning can be observed, recorded and improved upon
 - (c) Fine-tuning of tests with the teaching
 - (d) Redundancy of the Board Examination
8. School Based Assessment—
 - (a) Dilutes the accountability of Boards of Education
 - (b) Hinders achieving Universal National Standards
 - (c) Helps all students learn more through diagnosis
 - (d) Makes students and teachers non-serious and casual
9. "Readiness for learning" refers to—
 - (a) General ability level of students
 - (b) Present cognitive level of students in the learning continuum
 - (c) Satisfying nature of the act of learning
 - (d) Thorndike's Law of Readiness
10. A teacher has some physically challenged children in her class. Which of the following would be appropriate for her to say?
 - (a) Wheel-chaired bound children may take help of their peers in going to hall
 - (b) Physically inconvenienced children may do an alternative activity in the classroom
 - (c) Mohan why don't you use your crutches to go to the playground
 - (d) Polio afflicted children will now present a song
11. Learning disabilities may occur due to all of the following except—
 - (a) Cerebral dysfunction
 - (b) Emotional disturbance
 - (c) Behavioural disturbance
 - (d) Cultural factors

12. An inclusive school—
 - (a) Is committed to improve the learning outcomes of all students irrespective of their capabilities
 - (b) Differentiate between students and sets less challenging achievement targets for specially abled children
 - (c) Committed particularly to improve the learning outcomes of specially abled students
 - (d) Decides learning needs of students according to their disability
13. Gifted students—
 - (a) Need support not ordinarily provided by the school
 - (b) Can manage their studies without a teacher
 - (c) Can be good models for other students
 - (d) Cannot be learning disabled
14. Giftedness is due to—
 - (a) Genetic makeup
 - (b) Environmental motivation
 - (c) Combination of (1) and (2)
 - (d) Psychosocial factors
15. Which of the following is appropriate for environment conducive to thinking and learning in children?
 - (a) Passive listening for long periods of time
 - (b) Home assignments given frequently
 - (c) Individual tasks done by the learners
 - (d) Allowing students to take some decisions about what to learn and how to learn
16. Learning Disability in motor skills is called—
 - (a) Dyspraxia
 - (b) Dyscalculia
 - (c) Dyslexia
 - (d) Dysphasia
17. Learning Disability—
 - (a) is a stable state
 - (b) is a variable state
 - (c) need not impair functioning
 - (d) does not improve with appropriate input
18. The following are the steps in the process of problem solving except—
 - (a) Identification of a problem
 - (b) Breaking down the problem into smaller parts
 - (c) Explore possible strategies
 - (d) Anticipate outcomes
19. A teacher should—
 - (a) treat errors committed by students as blunders and take serious note of each error
 - (b) measure success as the number of times students avoid making mistakes
 - (c) not correct students while they're trying to communicate ideas
 - (d) focus more on lecturing and provide a foundation for knowledge