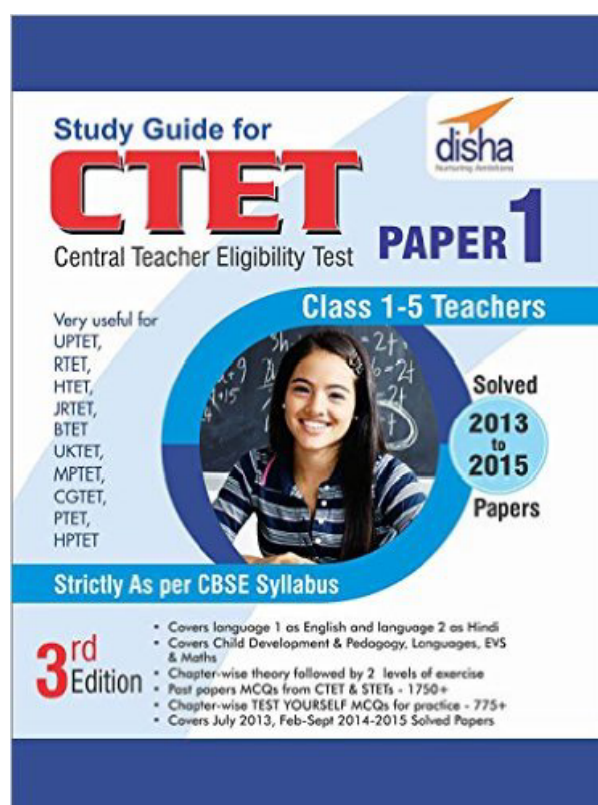




CTET PAST QUESTIONS 2013-15 CHILD DEVELOPMNET & PEDAGOGY

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DIRECTIONS : Answer the following questions by selecting the **most appropriate** option.

1. The following three aspects of intelligence are dealt by Sternberg's triarchic theory **except** [CTET- July-2013-I]
 - (a) componential (b) social
 - (c) experiential (d) contextual
2. Howard Gardner's theory of multiple intelligences emphasizes [CTET- July-2013-I]
 - (a) general intelligence
 - (b) common abilities required in school
 - (c) the unique abilities of each individual
 - (d) conditioning skills in students
3. The sounds *th, ph, ch* are [CTET- July-2013-I]
 - (a) Morphemes (b) Graphemes
 - (c) Lexemes (d) Phonemes
4. "Readiness for learning" refers to [CTET- July-2013-I]
 - (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
5. Learning disabilities may occur due to all of the following except [CTET- July-2013-I]
 - (a) Cerebral dysfunction
 - (b) Emotional disturbance
 - (c) Behavioural disturbance
 - (d) Cultural factors
6. An inclusive school. [CTET- July-2013-I]
 - (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
7. Gifted students [CTET- July-2013-I]
 - (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
8. Giftedness is due to [CTET- July-2013-I]
 - (a) Genetic makeup
 - (b) Environmental motivation
 - (c) Combination of (a) and (b)
 - (d) Psychosocial factors
9. Learning Disability in motor skills is called [CTET- July-2013-I]
 - (a) Dyspraxia (b) Dyscalculia
 - (c) Dyslexia (d) Dysphasia
10. Learning Disability [CTET- July-2013-I]
 - (a) is a stable state
 - (b) is a variable state
 - (c) need not impair functioning
 - (d) does not improve with appropriate input
11. The following are the steps in the process of problem solving except [CTET- July-2013-I]
 - (a) Identification of a problem
 - (b) Breaking down the problem into smaller parts
 - (c) Explore possible strategies
 - (d) Anticipate outcomes
12. Seema is desperate to score A+ grade in an examination. As she enters the examination hall and the examination begins, she becomes extremely nervous. Her feet go cold, her heart starts pounding and she is unable to answer properly. The primary reason for this is that [CTET- July-2013-I]

- (a) she may not be very confident about her preparation
(b) she may be thinking excessively about the result of this examination
(c) invigilator teacher on duty may be her class teacher and she is of very strict nature
(d) she may not be able to deal with sudden emotional outburst
13. Which of the following cognitive verbs are used to analyse the information given ?
[CTET- July-2013-I]
(a) Identify (b) Differentiate
(c) Classify (d) Describe
14. Rajesh is a voracious reader. Apart from studying his course books, he often goes to library and reads books on diverse topics. Rajesh does his project even in the lunch break. He does not need prompting by his teachers or parents to study for tests and seems to truly enjoy learning. He can be best described as a(n) _____.
[CTET- July-2013-I]
(a) fact-centred learner
(b) teacher motivated learner
(c) assessment-centered learner
(d) intrinsically motivated learner
15. Children in pre-primary get satisfaction from being allowed to discover. They become distressed, when they are discouraged. They do so due to their motivation to
[CTET- July-2013-I]
(a) reduce their ignorance
(b) affiliate with the class
(c) create disorder in the class
(d) exercise their power
16. Understanding Human Growth and Development enables a teacher to
[CTET- July-2013-I]
(a) gain control of learners' emotions while teaching.
(b) be clear about teaching diverse learners.
(c) tell students how they can improve their lives.
(d) practice her teaching in an unbiased way.
17. Socialization is [CTET- July-2013-I]
(a) Rapport between teacher and taught
(b) Process of modernization of society
(c) Adaptation of social norms
(d) Change in social norms
18. A teacher wishes to help her students to appreciate multiple views of a situation. She provides her students multiple opportunities to debate on this situation in different groups. According to Vygotsky's perspective, her students will _____ various views and develop multiple perspectives of the situation on their own. [CTET- July-2013-I]
(a) internalize (b) construct
(c) operationalize (d) rationalize
19. Sita has learned to eat rice and dal with her hand. When she is given dal and rice, she mixes rice and dal and starts eating. She has _____ eating rice and dal into her schema for doing things. [CTET- July-2013-I]
(a) Accommodated (b) Assimilated
(c) Appropriated (d) Initiated
20. In the progressive model of education as implemented by CBSE, socialization of children is done in such a way so as to expect them to [CTET- Feb.-2014-I]
(a) give up time-consuming social habits and learn how to score good grades
(b) be an active participant in the group work and learn social skills
(c) prepare themselves to conform to the rules and regulations of society without questioning
(d) accept what they are offered by the school irrespective of their social background
21. Which of the following is based on Vygotsky's sociocultural theory?
[CTET- Feb.-2014-I]
(a) Operant conditioning
(b) Reciprocal teaching
(c) Culture-neutral cognitive development
(d) Insight learning
22. A teacher says to her class, "As individual assignments are designed to help individual students learn more effectively, all students should complete assignments prescribed without any assistance, she is referring to which of the following stages of Kohlberg's moral development? [CTET- Feb.-2014-I]
(a) Conventional stage 4 - law and order
(b) Post-conventional stage 5 - social contract
(c) Pre-conventional stage 1 - punishment avoidance
(d) Pre-conventional stage 2 - individualism and exchange

23. Fourteen-year-old Devika is attempting to develop a sense of herself as a separate, self-governing individual. She is developing
[CTET- Feb.-2014-I]
(a) hatred for rules (b) autonomy
(c) teenage arrogance (d) maturity
24. In context of progressive education, which of the following statements is true according to John Dewey? [CTET- Feb.-2014-I]
(a) There should not be place for democracy in a classroom
(b) Students should be able to solve social problems themselves
(c) Curiosity does not belong to the inherent nature of students rather it is to be cultivated
(d) Students should be observed and not heard in the classroom
25. A disorder related to language comprehension is [CTET- Feb.-2014-I]
(a) apraxia (b) dyslexia
(c) aspeechxia (d) aphasia
26. Following are the critical views about the 'Theory of Multiple Intelligences', *except*. [CTET- Feb.-2014-I]
(a) it is not research-based
(b) different intelligences demand different methods for different students
(c) gifted students usually excel in a single domain
(d) it lacks of empirical support
27. 'Theory of Multiple Intelligences' cannot be legitimized as it [CTET- Feb.-2014-I]
(a) it is not possible to measure different intelligences as there are no specific tests
(b) does not place equal importance on all seven intelligences
(c) is based only on sound empirical studies done by Abraham Maslow throughout his life
(d) is not compatible with general intelligence 'g', which is most important
28. The individual differences of students in a classroom are [CTET- Feb.-2014-I]
(a) disadvantageous as teachers need to control a diverse classroom
(b) detrimental as they lead to student-student conflicts
(c) inexpedient as they reduce the speed of the curriculum transaction to the level of the slowest student
(d) advantageous as they lead teacher to explore a wider pool of cognitive structures
29. Following are the examples of developmental disorder, *except* [CTET- Feb.-2014-I]
(a) autism
(b) cerebral palsy
(c) post-traumatic stress
(d) attention deficit hyperactivity disorder
30. Which of the following is true about gifted learners? [CTET- Feb.-2014-I]
(a) They make everyone else smarter and are essential for collaborative learning
(b) They always lead others and assume extra responsibility in the classroom
(c) They may achieve lower grades due to their heightened sensitivity
(d) Their importance is primarily due to their brainpower
31. Inclusion in schools primarily focuses on [CTET- Feb.-2014-I]
(a) making subtle provisions for special category children
(b) fulfilling the needs of children with disabilities only
(c) meeting the need of the disabled child at the expense of entire class
(d) including the educational needs to illiterate parents in schools
32. The cause of learned helplessness in children is their [CTET- Feb.-2014-I]
(a) acquired behaviour that they will not succeed
(b) callous attitude towards classroom activities
(c) non-compliance with expectations of their parents
(d) moral decision for not taking up studies seriously
33. Which of the following does *not* deter problem solving? [CTET- Feb.-2014-I]
(a) Insight (b) Mental sets
(c) Entrenchment (d) Fixation
34. What kind of errors is common between a learner who is learning his mother tongue and the learner who learns the same language as a second language? [CTET- Feb.-2014-I]
(a) Overgeneralization
(b) Simplification
(c) Developmental
(d) Hypercorrection

35. The stress affects performance in examinations. This fact reflects which of the following relationships? [CTET- Feb.-2014-I]
- Cognition-Emotion
 - Stress-Omission
 - Performance-Anxiety
 - Cognition-Competition
36. Which of the following theorists would be of the option that students study hard for their personal growth and development? [CTET- Feb.-2014-I]
- Bandura
 - Maslow
 - Skinner
 - Piaget
37. Mature students [CTET- Feb.-2014-I]
- believe that emotion has no place in their studies
 - resolve easily all their conflicts with their intellect
 - sometimes need emotional support in their studies
 - do not get upset by studies in difficult situations
38. A child coming to pre-school for the first time cries profusely. After two years when the same child goes to the primary school for the first time, he does not express his tension by crying rather his shoulder and neck muscles become tense. This change in his behaviour can be explained on the basis of which of the following principles? [CTET- Feb.-2014-I]
- Development proceeds in a sequential manner
 - Development is gradual
 - Development is different in different people
 - Development is characterized by differential and integration
39. Which of the following statements is true? [CTET- Feb.-2014-I]
- Genetic makeup impacts responsiveness of an individual to qualities of the environment
 - Adoptive children possess same IQs as their adoptive siblings
 - Experience does not influence brain development
 - Intelligence remains unaffected by the schooling
40. Cognitive development is supported by [CTET- Sept.-2014-I]
- conducting relevant and well-designed tests as frequently as possible
 - presenting activities that reinforce traditional methods
 - Providing a rich and varied environment
 - focusing more on individual activities in comparison to collaboration
41. Human development is [CTET- Sept.-2014-I]
- quantitative
 - qualitative
 - unmeasurable to a certain extent
 - both quantitative and qualitative
42. The nature-nurture debate refers to [CTET- Sept.-2014-I]
- genetics and environment
 - behaviour and environment
 - environment and biology
 - environment and upbringing
43. Which of the following is a passive agency of socialization? [CTET- Sept.-2014-I]
- Health club
 - Family
 - Eco club
 - Public library
44. In Vygotsky's theory, which aspect of development gets neglected [CTET- Sept.-2014-I]
- Social
 - Cultural
 - Biological
 - Linguistic
45. Which of the following stages are involved when infants "THINK" with their eyes, ears and hands? [CTET- Sept.-2014-I]
- Concrete operational stage
 - Pre-operational stage
 - Sensorimotor stage
 - Formal operational stage
46. Ria does not agree with Rishabh about setting up a class picnic. She thinks that the rules can be revised to suit the majority. This kind of peer disagreement, according to Piaget, refers to [CTET- Sept.-2014-I]
- Heteronomous morality
 - Cognitive immaturity
 - Reaction
 - Morality of cooperation
47. Which one of the following is a form of Sternberg's Triarchic Theory of Intelligence? [CTET- Sept.-2014-I]
- Practical Intelligence
 - Experimental Intelligence
 - Resourceful Intelligence
 - Mathematical Intelligence

48. Who developed the first Intelligence test ?
[CTET- Sept.-2014-I]
(a) David Wechsler
(b) Alfred Binet
(c) Charles Edward Spearman
(d) Robert Sternberg
49. Phonological awareness refers to the ability to
[CTET- Sept.-2014-I]
(a) reflect and manipulate the sound structure
(b) speak fluently and accurately
(c) know, understand and write
(d) master the rules of grammar
50. Gender discrimination in a classroom
[CTET- Sept.-2014-I]
(a) Does not affect the performance of the students
(b) May lead to diminished effort or performance of the students
(c) May lead to diminished effort, or performance of the male students
(d) is done more by the male teachers than their female counterparts
51. Girls students [CTET- Sept.-2014-I]
(a) learn questions on mathematics well but face difficulty only when they are asked to reason them out
(b) are as good in mathematics as boys of their age
(c) perform less competently in spatial concepts than boys of their age
(d) possess more linguistic and musical abilities
52. Difficulty in recalling sequence of letters in words and frequent loss of visual memory is associated with [CTET- Sept.-2014-I]
(a) Dyslexia (b) Dyscalculia
(c) Dysgraphia (d) Dyspraxia
53. Fluency, elaboration originality and flexibility are the factors associated with [CTET- Sept.-2014-I]
(a) giftedness (b) talent
(c) divergent thinking (d) acceleration
54. Gifted students may be asked to spend more time on questions dealing with [CTET- Sept.-2014-I]
(a) remembering
(b) understanding
(c) creating
(d) analysing
55. When children learn a concept and use it, practice helps in reducing the errors committed by them. This idea was given by [CTET- Sept.-2014-I]
(a) E.L. Thorndike (b) Jean Piaget
(c) J.B. Watson (d) Lev Vygotsky
56. Which of the following skill is associated with emotional intelligence ?
[CTET- Sept.-2014-I]
(a) Memorising
(b) Motor processing
(c) Envisaging
(d) Empathising
57. The inner force that stimulates and compels a behavioural response and provide specific direction to that response is [CTET- Sept.-2014-I]
(a) Motive (b) Perversance
(c) Emotion (d) Commitment
58. Which term is often used interchangeably with the term "motivation" ?
[CTET- Sept.-2014-I]
(a) Incentive (b) Emotion
(c) Need (d) Inspiration
59. _____ motives deal with the need to reach satisfying feeling states and to obtain personal goals. [CTET- Sept.-2014-I]
(a) Effective
(b) Affective
(c) Preservation-oriented
(d) Safety-oriented
60. Which one of the following is a factor that affects learning positively ?
[CTET- Sept.-2014-I]
(a) Fear of failure
(b) Competition with peers
(c) Meaningful association
(d) Pressure from parents
61. Given below are some statements about boys and girls. According to you, which one of these is true ? [CTET- Feb.-2015-I]
(a) Boys should help in activities outside the home.
(b) Boys should help in household chores.
(c) All boys should be taught Science and girls, Home Science.
(d) Girls should help in household chores.
62. A child's notebook shows errors in writing like reverse images, mirror imaging, etc. Such a child is showing signs of [CTET- Feb.-2015-I]

- (a) Learning disadvantage
(b) Learning disability
(c) Learning difficulty
(d) Learning problem
63. Giftedness from teacher's point of view is a combination of [CTET- Feb.-2015-I]
(a) High Ability - High Creativity - High Commitment
(b) High Motivation - High Commitment - High Talent
(c) High Ability - High Talent - High Commitment
(d) High Talent - High Creativity - High Memory
64. Out-of-the-box' thinking is related to [CTET- Feb.-2015-I]
(a) Consistent Thinking
(b) Memory-based Thinking
(c) Divergent Thinking
(d) Convergent Thinking
65. Giving punishment, verbal or non-verbal, to the children results in [CTET- Feb.-2015-I]
(a) motivating them to work.
(b) protecting the child's image.
(c) improving their scores.
(d) damaging their self-concept.
66. Which one out of the following provides information about the roles and behaviours which are acceptable in a group, during early childhood period? [CTET- Feb.-2015-I]
(a) Siblings and Teachers
(b) Teachers and Peers
(c) Peers and Parents
(d) Parents and Siblings
67. Making students members of a cleanliness community to motivate them for the same, reflects [CTET- Feb.-2015-I]
(a) Socio-cultural conceptions of motivation
(b) Behaviouristic approach to motivation
(c) Humanistic approach to motivation
(d) Cognitive approach to motivation
68. Which of the following age groups falls under later childhood category? [CTET- Feb.-2015-I]
(a) 11 to 18 years (b) 18 to 24 years
(c) Birth to 6 years (d) 6 to 11 years
69. Aarjav says that language development is influenced by one's innate predisposition while Sonali feels that it is because of the environment. This discussion between Aarjav and Sonali is about [CTET- Feb.-2015-I]
(a) Critical and Sensitive feeling
(b) Stability and Instability argument
(c) Continuous and Discontinuous learning
(d) Nature and Nurture debate
70. A teacher, labelled the head of a committee, as 'chairperson' instead of 'chairman'. It indicates that the teacher [CTET- Feb.-2015-I]
(a) follows a more acceptable term
(b) has a good command of language
(c) is using a gender-free language
(d) has gender bias
71. In Lawrence Kohlberg's theory, which level signifies the absence of morality in the true sense? [CTET- Feb.-2015-I]
(a) Level III (b) Level IV
(c) Level I (d) Level II
72. Which one of the following is not correct for the progressive model of socialization of children? [CTET- Feb.-2015-I]
(a) Active participation in the group work and learning social skills.
(b) Children accept what they are offered by the school irrespective of their social backgrounds.
(c) There should be a place for democracy in the classroom.
(d) Socialization is an adoption of social
73. Fitting new information into existing schemes is known as [CTET- Feb.-2015-I]
(a) Accommodation (b) Equilibration
(c) Assimilation (d) Organisation
74. We all differ in terms of our intelligence, motivation, interest, etc. This principle refers to [CTET- Feb.-2015-I]
(a) Individual difference
(b) Theories of Intelligence
(c) Heredity
(d) Environment
75. Students of disadvantaged groups should be taught along with the normal students. It implies [CTET- Feb.-2015-I]
(a) Inclusive Education
(b) Special Education
(c) Integrated Education
(d) Exclusive Education

76. "Anyone can become angry - that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way - that is not easy." This is related to [CTET- Feb.-2015-I]
- Emotional development
 - Social development
 - Cognitive development
 - Physical development
77. Deficiency in the ability to write, associated with impaired handwriting, is a symptom of [CTET- Feb.-2015-I]
- Dysgraphia
 - Dyspraxia
 - Dyscalculia
 - Dyslexia
78. According to Piaget theory, which one out of the following will not influence one's cognitive development ? [CTET- Feb.-2015-I]
- Language
 - Social experiences
 - Maturation
 - Activity
79. Which of these does not imply practical intelligence in the Triarchic theory ? [CTET- Feb.-2015-I]
- Reshaping the environment
 - Thinking practically about oneself only
 - Choosing an environment in which you can succeed
 - Adapting to the environment
80. Which one of the following is **not** a characteristics of gifted children ? [CTET- Sept.-2015-I]
- High self efficacy
 - Below average mental processes
 - Solving problems insightfully
 - Higher order mental processes
81. According to the pre-conventional level of Kohlberg's theory, to which of the following would an individual turn when making a moral decision? [CTET- Sept.-2015-I]
- Personal needs and desires
 - Individual values
 - Family expectations
 - Potential punishment involved
82. Which one of the following is **not** the principle of child development ? [CTET- Sept.-2015-I]
- All areas of development are important.
 - All development results from an interaction of maturation and experience.
 - All development and learning proceed at an equal rate.
 - All development follows a sequence.
83. Which one of the following is related to creativity ? [CTET- Sept.-2015-I]
- Convergent thinking
 - Emotional thinking
 - Egoistic thinking
 - Divergent thinking
84. Which one of the following statements about children would Vygotsky agree with ? [CTET- Sept.-2015-I]
- Children learn when they are offered lucrative rewards.
 - Children's thinking can be understood by conducting laboratory experiments on animals.
 - Children are born 'evil' and need to be controlled through punishment.
 - Children learn through social interaction with peers and adults.
85. Children are : [CTET- Sept.-2015-I]
- adult-like in their thinking and there is a quantitative increase in their thinking as they grow up.
 - like empty vessels in which knowledge given by the adults is filled.
 - passive beings who can produce exact copies of the information transmitted to them.
 - curious beings who use their own logic and abilities to explore the world around them.
86. Which of the following statements about children's errors is correct ? [CTET- Sept.-2015-I]
- Children's errors are part of the learning process.
 - Children commit errors when the teacher is lenient and does not punish them for mistakes.
 - Children's errors are insignificant for the teacher and she should just strike out the mistakes and not pay any attention to them.
 - Children commit errors because they are careless.

87. Suresh generally likes to study alone in a quiet room whereas Madan likes to study in a group with his friends. This is because of difference in their : [CTET- Sept.-2015-I]
- Aptitudes
 - Learning styles
 - Levels of reflectivity
 - Values
88. What is meant by 'nature' in 'nature- nurture' controversy ? [CTET- Sept.-2015-I]
- Biological givens or the hereditary information
 - Temperament of an individual
 - Complex forces of the physical and social world
 - The environment around us
89. Mass Media is becoming a very important agency of socialization. Which one of the following is the most appropriate statement? [CTET- Sept.-2015-I]
- Socialization is done by the parents and the family only.
 - Access to mass media is growing and mass media influences attitudes, values and beliefs.
 - Children cannot directly interact with media.
 - Media is a very good way to advertise and sell products.
90. Which one of the following is the primary agent of socialization ? [CTET- Sept.-2015-I]
- Computer
 - Heredity
 - Political parties
 - Family
91. A child with normal intelligence shows difficulty in reading and comprehending language. It indicates that the child is showing symptoms of: [CTET- Sept.-2015-I]
- Dysgraphia
 - Dyscalculia
 - Dyspraxia
 - Dyslexia
92. The period of infancy is from : [CTET- Sept.-2015-I]
- birth to 2 years
 - birth to 3 years
 - 2 to 3 years
 - birth to 1 year
93. According to Piaget, a child between 2 to 7 years is in the _____ stage of cognitive development. [CTET- Sept.-2015-I]
- Formal operational
 - Concrete operational
 - Sensorimotor
 - Preoperational
94. Development proceeds from _____ to _____. [CTET- Sept.-2015-I]
- complex, hard
 - specific, general
 - simple, easy
 - general, specific
95. When adults adjust to the assistance they provide to facilitate progression of the child from current level of performance to potential level of performance, it is called : [CTET- Sept.-2015-I]
- Scaffolding
 - Participatory learning
 - Collaborative learning
 - Proximal development
96. The process of changing the existing schemas to include new information is called: [CTET- Sept.-2015-I]
- Assimilation
 - Accommodation
 - Egocentrism
 - Adaptation
97. In middle childhood, speech is more _____ rather than _____. [CTET- Sept.-2015-I]
- socialized, egocentric
 - animistic, socialized
 - mature, immature
 - egocentric, socialised
98. The child centred education involves : [CTET- Sept.-2015-I]
- children sitting in a corner.
 - learning in restricted environment.
 - activities that do not include play.
 - hands on activities for kids.
99. Inclusive education assumes that we should change the _____ to fit the _____. [CTET- Sept.-2015-I]
- System /child
 - Environment / family
 - Child / environment
 - Child / system

Hints & Solution

1. (b) Sternberg's three types of intelligence, called the Triarchic Theory, are:
 - **Analytical, or componential, intelligence:** This type of intelligence allows a person to process information effectively and think abstractly. Most tests measure this type of intelligence.
 - **Creative, or experiential, intelligence:** This type of intelligence allows a person to come up with new ideas. People high in creative intelligence can find connections between concepts that seem different and distinct.
 - **Practical, or contextual, intelligence:** This type of intelligence allows a person to find practical solutions to real problems. People with this type of intelligence are often considered "street smart".
2. (c) Howard Gardner's theory of multiple intelligences emphasizes the unique abilities of each individual. Gardner's focus on human potential lies in the fact that people have a unique blend of capabilities and skills (intelligences).
3. (d) A phoneme is a basic unit of a language's phonology, which is combined with other phonemes to form meaningful units such as words or morphemes. Hence, The sounds **th**, **ph**, **ch** are phonemes.
4. (b) Readiness implies a degree of concentration and eagerness. Individuals learn best when they are physically, mentally and emotionally ready to learn, and do not learn well if they see no reason for learning.
5. (d) Except cultural factors, all are learning disabilities.
6. (a) Inclusive schools recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.
7. (a) Gifted students need support that is not provided by the schools to enhance their natural skills.
8. (c) Gifted children, sometimes referred to as children with intellectual giftedness are children with a significantly above average intellectual ability. This above average giftedness can be generic or acquired.
9. (a) Learning disability in motor skills is called Dyspraxia. Dyspraxia is a disorder that affects motor skill development. People with dyspraxia have trouble planning and completing fine motor tasks. This can vary from simple motor tasks such as waving goodbye to more complex tasks like brushing teeth.
10. (b) Learning disability is a variable state.
11. (b) Problem solving is the mental process we follow when we have a goal but can't immediately understand how to achieve it. It's a process that depends on us - how we perceive a problem, what we know about it, and the end-state we want to reach.
Solving a problem involves a number of cognitive activities:
 - ascertaining what the problem really is
 - identifying the true causes of your problem and the opportunities for reaching your goal
 - generating creative solutions to the problem
 - evaluating and choosing the best solution, and
 - implementing the best solution, then monitoring your actions and their results to ensure the problem is solved successfully

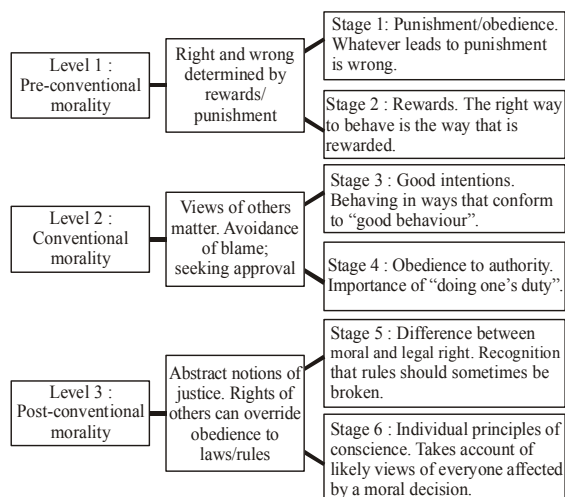
12. (d) The primary reason for Seema that she may not be able to deal with sudden emotional outburst.
13. (b) According to Bloom's Taxonomy of Cognitive Domain:
Differentiate is used as cognitive verbs to analyse the given information.
14. (d) Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards. So, Rajesh can be best described as an intrinsically motivated learner.
15. (a)
16. (b) When a teacher know about the growth and development of children enables him to be clear about teaching diverse learners.
17. (c) The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life.
18. (a)
19. (b)
20. (b) Progressive education finds its roots in present experience, is more democratic in outlook. Most progressive education programmes emphasise in group work and development of social skills.
21. (b) Reciprocal Teaching is a contemporary application of Vygotsky's theories. It is used to improve student's ability to learn from text. In this method teacher and students collaborate in learning and practicing four key skills : summarizing, questioning, clarifying and predicting.
22. (a) Lawrence Kohlberg investigated how children reason about rules that govern their behavior in certain situations. In this question, Kohlberg's conventional level, stage four has been defined. Conventional level -Stage 4 - Law and order orientation: This means to perform one's own duty properly and show respect for authority.
23. (b) Autonomy means, "One who gives oneself one's law". Devika is attempting to develop a sense of herself as a separate, self-governing individual. She is developing autonomy.
24. (b) John Dewey remembered as the "Father of Progressive education," was the most eloquent and influential figure in educational progressivism. Dewey's vision for the school was inextricably tied to his larger vision of the good society wherein each classroom represented a microcosm of the human that constituted the larger community.
25. (d) Aphasia is a disturbance of the comprehension and expression of language caused by dysfunction in the brain. This class of language disorder ranges from having difficulty remembering words to losing the ability to speak, read or write.
26. (c) The theory of multiple intelligences proposed by psychologist Howard Gardner. He proposed eight intelligences. His theory has come under criticism from both psychologists and educators. Gifted students usually excel in a single domain is a view of Gardner's theory, got a criticism.
27. (a) Gardner's theory of Multiple Intelligences has eight different 'intelligences' simply represent talents, personality traits and abilities. There is a lack of specific tests to measure these intelligences.
28. (d) All individuals differ from one another not only in height, weight, colour, appearance, speed of reaction but also in behaviour. The individual differences of students in a class-room are advantageous as they lead teacher to explore a wider pool of cognitive structures and create better academic results.
29. (c) Others are developmental disorder, while post traumatic stress is a environmental disorder.
30. (c) Gifted learners are those who are not only academically talented but also in all the other fields show remarkable performance. Gifted learners demonstrate high level of sensitivity, sometimes they achieve lower grades due to high sensuality.

31. (a) Inclusive education is an approach to educating students with special educational needs. It makes subtle provisions for special category children.
32. (a) 'Learned Helplessness' is a condition in which a person has come to believe that he is helpless in a situation, even when this is untrue. The first person to do research on this topic was Martin 'Seligman'.
33. (a) Only 'insight' enhances problem solving, others fix the mind in a directions and deter problem solving.
34. (c) The sources of second language learning errors are both interlingual and intralingual or development factors while interlingual errors are caused mainly by mother tongue interference, intralingual or developmental errors originate in the following factor: simplification, over generalization, faulty teaching, inadequate learning and false concepts hypothesized.
35. (a) Cognition is defined as combination of processes like attention, memory, problem solving and planning. On the other hand emotions are associated with the feelings that one experiences on various different situations.
Stress → Emotional State (Associated with heart).
Examination → Rational State (Associated with brain).
36. (b) Students study hard for their personal growth and development, means, they need "Self-determination from the humanistic perspective, Abraham Maslow defined the concept of self and personal potential.
37. (c)
38. (d) Human development involves changes. Development is a product of maturity and learning. A child reacts differently the same situation due to maturity and learning and integrates himself.
39. (a) Many traits are inherited, including, eye colour, hair colour, body type, height and skin colour. These genetic makeup imparts the responsiveness of an individual to qualities of the environment.
40. (c) Cognitive development is a field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development.
41. (d) Quantitative development refer to the changes children encounter as they acquire more knowledge and grow physically larger and stronger. An example of quantitative differences would be a child who, after two years, has grown two inches and gained 10 pounds. Growth in height and weight indicates a quantitative difference. Qualitative development refers to the changes in the way children think, behave, and perceive the world differently as they mature. An example of qualitative differences would be a child that at a young age has difficulty understanding the perspectives of others (otherwise known as egocentrism).
42. (a) For years, there has existed a debate about whether nature (biology/genetic make-up) has a predominant role in child development or whether the nurture (the environment in which the child grows up) does. Nature refers to the inherited biological characteristics of an individual, such as their genes. Nurture refers to the influences in the environment that affect a child, such as the social environment of their family and their school.
43. (d)
44. (c) Lev Semyonovich Vygotsky was a Soviet psychologist, the founder of a theory of human cultural and bio-social development commonly referred to as cultural-historical psychology, and leader of the Vygotsky Circle. Vygotsky believed children's thinking is affected by their knowledge of the social community (which is learnt from either technical or psychological cultural tools) and culture. He also suggested that language is the most important tool for gaining this social knowledge; the child can be taught this from other people via language.

45. (c) Sensorimotor stage: from birth to age two. The children experience the world through movement and their five senses. During the sensorimotor stage children are extremely egocentric, meaning they cannot perceive the world from others' viewpoints.
46. (d) Morality of Cooperation was first proposed by Jean Piaget and explains the morality understandings of children between the ages of 10 and 11, who believe that rules are social conventions which can be challenged and modified when concerned parties agree.
47. (a) Robert J. Sternberg proposes three intelligences in human cognition.
- Analytical intelligence is the ability to analyze and evaluate ideas, solve problems and make decisions.
 - Creative intelligence involves going beyond what is given to generate novel and interesting ideas.
 - Practical intelligence is the ability that individuals use to find the best fit between themselves and the demands of the environment.
48. (b) Alfred Binet was a French psychologist who invented the first practical intelligence test, the Binet-Simon scale. His principal goal was to identify students who needed special help in coping with the school curriculum.
49. (a) Phonological awareness refers to an individual's awareness of the phonological structure, or sound structure, of words. Phonological awareness involves the detection and manipulation of sounds at three levels of sound structure: (1) syllables, (2) onsets and rimes, and (3) phonemes.
50. (b) Gender discrimination is prejudice or discrimination based on a person's sex or gender. It has been linked to stereotypes and gender roles, and may include the belief that one sex or gender is intrinsically superior to another.
51. (b)
52. (a) Dyslexia, also known as alexia or developmental reading disorder, is characterized by difficulties when learning to read and with differing language comprehension despite normal intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, language skills and verbal comprehension, or rapid naming of objects.
53. (a) "Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. The gifted tend to demonstrate high reasoning ability, creativity, curiosity, a large vocabulary, and an excellent memory. They can often master concepts with few repetitions. They may also be perfectionistic.
54. (c)
55. (a) Edward Lee "Ted" Thorndike was an American psychologist who spent nearly his entire career at Teachers College, Columbia University. His work on Comparative psychology and the learning (trial and error) process led to the theory of connectionism and helped lay the scientific foundation for modern educational psychology. Trial and error is a fundamental method of solving problems. It is characterised by repeated, varied attempts which are continued until success, or until the agent stops trying.
56. (d) Emotional Intelligence is the measure of an individual's abilities to recognise and manage their emotions, and the emotions of other people, both individually and in groups. Empathy is the ability to see the world as another person, to share and understand another person's feelings, needs, concerns or emotional state.
57. (a) Motivation represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts

- the person to act in a certain way or at least develop an inclination for specific behavior. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because they want a good grade. Both show a similar connection between what we do and why we do it.
58. (c) 59. (b)
60. (c) **Meaningfulness:** The more meaningful something is to you, the easier it will be for you to remember. The less meaningful, the more difficult it will be to remember. By making information more meaningful it becomes easier to remember. There are several ways to make information more meaningful.
Association: You can make information more meaningful by relating it to something you already know. For example, you can use association to help you remember people's names. When you are introduced to someone, associate them with another person you already know who has the same name. Hence, meaningful association is a factor that affects learning positively.
61. (b) Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles as well as biologically through chromosomes, brain structure, and hormonal differences. So boys should help in household chores.
62. (b) Learning disabilities are neurologically-based processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.
63. (a) Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).
64. (c) Thinking outside the box (also thinking out of the box or thinking beyond the box) is a metaphor that means to think differently, unconventionally, or from a new perspective. This phrase often refers to divergent or creative thinking.
65. (d) One's self-concept is a collection of beliefs about oneself that includes elements such as academic performance and gender roles. Punishment damages children's self-concept.
66. (d) 67. (a)
68. (d) Late Childhood extends from the age of 8 years to 11 years, beginning with the child's entry into formal schooling and ending in the advent of puberty. This is the period of excellence and pseudo-maturity. New interests develop for the child and besides some maturity in sex; the child also develops certain amount of physical and mental growth. As regards sex, it remains dormant, but it emerges with great force at the end of this stage.
69. (d) The phrase nature and nurture relates to the relative importance of an individual's innate qualities ("nature" in the sense of nativism or innatism) as compared to an individual's personal experiences ("nurture" in the sense of empiricism or behaviorism) in causing individual differences, especially in behavioral traits.
70. (c) Gender free language is a form of linguistic prescriptivism that aims to eliminate reference to biological gender with regard to terms that describe people.
71. (c) Lawrence Kohlberg was one of the first to research the moral reasoning of adolescent boys and (later, college students) while at the University of

Chicago in 1958 (Evans, 2010). He based his theory on Jean Piaget's three stages of moral development and identified three additional stages of development and revised Piaget's stages. To develop his theory he used a series of hypothetical dilemmas and focused on the process of how individuals make moral judgments and not the content of these decisions.



72. (b)

73. (c) Assimilation is a term referring to another part of the adaptation process initially proposed by Jean Piaget. Through assimilation, we take in new information or experiences and incorporate them into our existing ideas. The process is somewhat subjective, because we tend to modify experience or information somewhat to fit in with our preexisting beliefs

74. (a) Individual differences stand for the variation or deviations among individuals in regard to a single characteristic or number of characteristics.

It is stand for those differences which in their totality distinguish one individual from another. So, we can say that individual differences is the differences among humans that distinguish or separate them from one another and makes one as a single unique individuals.

75. (a) Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students.

76. (a) Emotional development is the growth in the child's ability to distinguish between and to express their emotions in socially acceptable ways and to be able to understand the emotional content of other people communication.

77. (a) Dysgraphia is a deficiency in the ability to write, primarily in terms of coherence. Dysgraphia is a transcription disability, meaning that it is a writing disorder associated with impaired handwriting, orthographic coding, and finger sequencing (the movement of muscles required to write). It often overlaps with other learning disabilities such as speech impairment, attention deficit disorder, or developmental coordination disorder.

78. (c) According to Piaget children do not construct knowledge from social experiences. Children don't have isolated bits of information. Instead, they build and construct knowledge based on their experiences and observations. For example, a child constructs knowledge about animals by interacting with them, observing them, learning how they walk and learning what sounds they make.

79. (b) The Triarchic theory of intelligence was formulated by Robert J. Sternberg, a prominent figure in the research of human intelligence. The theory by itself was groundbreaking in that it was among the first to go against the psychometric approach to intelligence and take a more cognitive approach. Contextual intelligence (later know as practical intelligence) This could be termed "street smarts" and embraces:

- Ability to apply knowledge to the real world
- Ability to shape one's environment; choose an environment

80. (b) Gifted children are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports). Below average mental processes is a characteristic of a child having IQ below 80.
81. (d) Lawrence Kohlberg's stages of moral development constitute an adaptation of a psychological theory originally conceived by the Swiss psychologist Jean Piaget. At the pre-conventional level (most nine-year-olds and younger, some over nine), individuals don't have a personal code of morality. Instead, their moral code is shaped by the standards of adults and the consequences of following or breaking their rules. The child/individual is good in order to avoid being punished. If a person is punished, they must have done wrong.
82. (c) Development continues throughout the life span. While physical growth seems to stop (i.e., height), humans continue to develop socially, emotionally, and intellectually throughout life. Development can proceed at different rates within an individual person. For example, a person may have typical motor (physical) development but delayed cognitive development.
83. (d) Divergent thinking is related to creativity. It is a thought process or method used to generate creative ideas by exploring many possible solutions. It occurs in a spontaneous, free-flowing, 'non-linear' manner, such that many ideas are generated in an emergent cognitive fashion.
84. (d) Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.
85. (d) Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in human and animal species. Curiosity is heavily associated with all aspects of human development, in which derives the process of learning and desire to acquire knowledge and skill.
86. (a)
87. (b) The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. In other words: everyone's different.
88. (a) The nature vs. nurture debate is the scientific, cultural, and philosophical debate about whether human culture, behavior, and personality are caused primarily by nature or nurture. Nature is often defined in this debate as genetic or hormone-based behaviors, while nurture is most commonly defined as environment and experience.
89. (b) The mass media is an agent of socialization. Television shows, movies, popular music, magazines, Web sites, and other aspects of the mass media influence our political views; our tastes in popular culture; our views of women, people of color, and gays; and many other beliefs and practices.
90. (d) Several institutional and other sources of socialization exist and are called agents of socialization. The first of these, the family, is certainly the most important agent of socialization for infants and young children. Parents' values and behavior patterns profoundly influence those of their daughters and sons.

91. (d) Dyslexia, also known as reading disorder, is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads.
92. (a) An infant is the very young offspring of a human. The term infant is typically applied to young children between the ages of 1 month and 12 months; however, definitions may vary between birth and 1 year of age, or even between birth and 2 years of age.
93. (d) According to psychologist Jean Piaget, children progress through a series of four critical stages of cognitive development. Each stage is marked by shifts in how kids understand the world. Through his observations of his children, Piaget developed a stage theory of intellectual development that included four distinct stages:
- The sensorimotor stage, from birth to age 2
 - The preoperational stage, from age 2 to about age 7
 - The concrete operational stage, from age 7 to 11
 - The formal operational stage, which begins in adolescence and spans into adulthood.
94. (d) There is a set of principles that characterizes the pattern and process of growth and development. These principles or characteristics describe typical development as a predictable and orderly process; that is, we can predict how most children will develop and that they will develop at the same rate and at about the same time as other children.
- It moves from a generalized to localized behavior. The newborn infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.
95. (a) Scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.
96. (a) Assimilation is a term referring to another part of the adaptation process initially proposed by Jean Piaget. Through assimilation, we take in new information or experiences and incorporate them into our existing ideas. The process is somewhat subjective, because we tend to modify experience or information somewhat to fit in with our preexisting beliefs.
97. (a)
98. (d) The child centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, child-centered education aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students.
99. (a) Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. Many years ago, special classes were created for students with special needs. Special educators felt that if they could just teach these students separately, in smaller groups, they could help them to catch up. However, the reality is that students in segregated special education classes have fallen further and further behind. Over time, we have learned that inclusive education is a better way to help all students succeed.

CTET Past Questions 2013-15

Child Pedagogy

Directions : Answer the following questions by selecting the **most appropriate** option.

1. In order to avoid gender stereotyping in class, a teacher should [CTET- July-2013-I]
 - (a) try to put both boys and girls in non-traditional roles.
 - (b) appreciate students' good work by saying 'good girl' or 'good boy'.
 - (c) discourage girl from taking part in wrestling.
 - (d) encourage boys to take risk and be bold.
2. Schools should cater to Individual differences to [CTET- July-2013-I]
 - (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.
3. What kind of support can a school provide to address the individual differences in students? [CTET- July-2013-I]
 - (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
4. Continuous and Comprehensive Evaluation emphasizes [CTET- July-2013-I]
 - (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.
5. School Based Assessment . [CTET- July-2013-I]
 - (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 nonserious and casual.
6. A teacher has some physically challenged children in her class. Which of the following would be appropriate for her to say ? [CTET- July-2013-I]
 - (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.
7. Which of the following is appropriate for environment conducive to thinking and learning in children ? [CTET- July-2013-I]
 - (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
8. A teacher should [CTET- July-2013-I]
 - (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

9. Which one of the following is true ?
[CTET- July-2013-I]
- Development and learning are unaffected by socio-cultural contexts.
 - Students learn only in a certain way.
 - Play is significant for cognition and social competence.
 - Questioning by teacher constrains cognitive development.
10. Which one of the following is true about the role of heredity and environment in the development of a child? [CTET- July-2013-I]
- The relative contributions of peers and genes are not additive.
 - Heredity and environment do not operate together.
 - Propensity is related to environment while actual development requires heredity.
 - Both heredity and environment contribute 50% each in the development of a child.
11. A PT teacher wants her students to improve fielding in the game of cricket. Which one of the following strategies will best help his students achieve that goal ?
[CTET- July-2013-I]
- Tell students how important it is for them to learn to field.
 - Explain the logic behind good fielding and rate of success.
 - Demonstrate fielding while students observe.
 - Give students a lot of practice in fielding.
12. School-based assessment was introduced to
[CTET- Feb.-2014-I]
- decentralize the power of Boards of school education in the country
 - ensure the holistic development of all the students
 - motivate teachers to punctiliously record all the activities of students for better interpretation of their progress
 - encourage schools to excel by competing with the other schools in their area
13. Which one of the following is *not* related to other options? [CTET- Feb.-2014-I]
- Organizing question-answer sessions
 - Taking feedback from students on a topic
 - Conducting quiz
 - Modeling the skills of self-assessment
14. Which one of the following questions is correctly matched with its specified domain?
[CTET- Feb.-2014-I]
- Could you group your: Evaluating students on the basis of their achievement in Mathematics?
 - What was the turning: Creating points on the cricket match telecasted last night?
 - Write down a new: Application recipe to cook chicken by using herbs.
 - Determine which of the: Analyzing given measures would most likely lead to achieve best results.
15. Which of the following is the most effective way to convey students from disadvantaged sections that you expect them to participate and succeed? [CTET- Feb.-2014-I]
- Articulate your confidence in their ability to succeed
 - Develop your own interest in the topics to be taught
 - Compare them with other children as frequently as possible to make them realize their goal
 - Emphasize the point that you have high expectation of them
16. Multiple pedagogical techniques, assorted learning material, multiple assessment techniques and varying the complexity and nature of the content are associated with which of the following? [CTET- Feb.-2014-I]
- Universal design for learning
 - Remedial teaching
 - Differentiated instruction
 - Reciprocal teaching
17. If a student is consistently getting lower grades in school, her parents can be advised to help her by [CTET- Feb.-2014-I]
- working in close association with teachers
 - withholding mobile phones, movies, comics and extra time for play
 - narrating her the hardships of life for those who do not possess proper education
 - forcing her to work harder at home

18. A teacher is connecting a text to the previously learnt text and showing children how to summarize it. She is
[CTET- Feb.-2014-I]
 (a) helping children to develop their own strategy to comprehend it
 (b) insinuating that there is no need to go through the entire text
 (c) reinforcing the importance of text from the assessment point of view
 (d) encouraging children to mug it up as effectively as possible.
19. A teacher is trying to counsel a child who is not performing well after an accident. Which one of the following is most appropriate about counseling in schools?
[CTET- Feb.-2014-I]
 (a) It is about the palliative measures for making people comfortable
 (b) It builds self-confidence of people by letting them explore their own thoughts
 (c) It is about giving the best possible advice to students about their future career options
 (d) It can be done only by the professional experts
20. Which of the following would encourage the least a student who wants to become a highly creative theater artist? [CTET- Feb.-2014-I]
 (a) Try to win the State level competition that will ensure you scholarship
 (b) Develop empathetic, amicable and supportive relationships with your peer theater artists
 (c) Devote your time to those theatrical skills that you find most enjoyable
 (d) Read about the performances of the world's best theater artists and try to learn
21. Which of the following factors supports learning in a classroom? [CTET- Feb.-2014-I]
 (a) Increasing the number of tests to motivate children to learn
 (b) Supporting the autonomy of children by the teachers
 (c) Sticking to one particular method of instruction to maintain uniformity
 (d) Increasing the time interval of periods from 40 minutes to 50 minutes
22. Which of the following is an example of learning style? [CTET- Sept.-2014-I]
 (a) Visual (b) Accrual
 (c) Factual (d) Tactual
23. A teacher collects and reads the work of the class, then plans and adjust the next lesson to meet student needs. He/She is doing
[CTET- Sept.-2014-I]
 (a) Assessment of learning
 (b) Assessment as learning
 (c) Assessment for learning
 (d) Assessment at learning
24. Teachers who work under School Based Assessment [CTET- Sept.-2014-I]
 (a) are overburdened as they need to take frequent tests in addition to Monday tests
 (b) need to assign projects work in each subject to individual students
 (c) observe students minutely on a daily basis to assess their values and attitudes
 (d) feel a sense of ownership for the system
25. "How do grades differ from marks?" This question belongs to which of the following classes of question?
[CTET- Sept.-2014-I]
 (a) Divergent (b) Analytic
 (c) Open-ended (d) Problem-solving
26. 'Education-of-all-in-schools-for-all' could be a tagline for which of the following?
[CTET- Sept.-2014-I]
 (a) Cohesive education
 (b) Inclusive education
 (c) Cooperative education
 (d) Exclusive education
27. Learning disabilities in Mathematics can be assessed most appropriately by which of the following tests? [CTET- Sept.-2014-I]
 (a) Aptitude tests
 (b) Diagnostic tests
 (c) Screening tests
 (d) Achievement tests
28. Concept maps are most likely to increase understanding of new concept by
[CTET- Sept.-2014-I]
 (a) Transferring knowledge between content areas
 (b) Focusing attention on specific details
 (c) Prioritizing academic content for study
 (d) Increasing ability to organize information logically

29. According to the theory of social learning of Albert Bandura, which of the following is true? [CTET- Sept.-2014-I]
- Play is essential and should be given priority in school.
 - Modelling is a principal way for children to learn
 - An unresolved crisis can harm a child.
 - Cognitive development is independent of social development
30. Deductive reasoning involves [CTET- Sept.-2014-I]
- reasoning from general to particular
 - reasoning from particular to general
 - active construction and reconstruction of knowledge
 - methods including inquiry learning and heuristics
31. Which one of the following is not a suitable formative assessment task? [CTET- Feb.-2015-I]
- Open-ended questions
 - Project
 - Observation
 - Ranking the students
32. To be an effective teacher it is important to [CTET- Feb.-2015-I]
- emphasize dictating answers from the book.
 - focus on individual learning rather than group activity.
 - avoid disruption caused due to questioning by students.
 - be in touch with each and every child.
33. Teachers need to create a good classroom environment to facilitate children's learning. To create such a learning environment, which one of the given statements is not true? [CTET- Feb.-2015-I]
- Approval of the child's efforts
 - Compliance with teachers
 - Acceptance of the child
 - Positive tone of the teacher
34. Teachers, in order to help learners construct knowledge, need to focus on [CTET- Feb.-2015-I]
- making sure the learner memorises everything
 - scores marks obtained by the learner.
 - involving the learner for active participation.
 - mastering learning of concepts by the learner.
35. According to NCF 2005, errors are important because they [CTET- Feb.-2015-I]
- are an important tool in classifying students into groups of 'passed' and 'failed'.
 - provide a way to the teachers to scold the children.
 - provide an insight into the child's thinking and help to identify solutions.
 - provide space for removing some children from the class.
36. The assessment of students can be used by teachers in teaching to develop insight into [CTET- Feb.-2015-I]
- identifying the students who need to be promoted to the higher class.
 - not promoting those students who do not meet school standards.
 - changing the teaching approach according to the learners' need.
 - creating groups of 'bright' and 'weak' students in the class.
37. Learning experiences should be planned in a manner so as to make learning meaningful. Which of the given learning experiences does not facilitate meaningful learning for the children? [CTET- Feb.-2015-I]
- Repetition based on mere recall of content
 - Formulating questions on content
 - Discussion and debate on the topic
 - Presentation on the topic
38. The teacher noticed that Pushpa cannot solve a problem on her own. However, she does so in the presence of adult or peer guidance. This guidance is called [CTET- Feb.-2015-I]
- Lateralization
 - Pre-operational thinking
 - Zone of proximal development
 - Scaffolding
39. Continuous and Comprehensive Evaluation is essential for [CTET- Feb.-2015-I]
- fine tuning of test with the teaching
 - diluting the accountability of the Board of Education
 - correcting less-frequent errors more than more-frequent errors
 - understanding how learning can be observed, recorded and improved upon

40. In learning, assessment is essential for
[CTET- Feb.-2015-I]
- Grades and Marks
 - Screening test
 - Motivation
 - Fostering of the purpose of segregation and ranking'
41. Children have the potential to create knowledge and make meaning. From this perspective the role of a teacher is that of a :
[CTET- Sept.-2015-I]
- Communicator and Lecturer
 - Facilitator
 - Director
 - Negotiator
42. Regarding learners' individual differences, the teacher should : [CTET- Sept.-2015-I]
- solve the problems based on deductive method
 - most of the time use algorithms.
 - provide facts to students to memorize them.
 - provide a variety of learning situations.
43. Which one of the following would be the most effective way of conducting assessment? [CTET- Sept.-2015-I]
- Assessment is an inbuilt process in teaching learning.
 - Assessment should be done twice in an academic session - at the beginning and at the end.
 - Assessment should be done by an external agency and not by the teacher.
 - Assessment should be at the end of the session.
44. A teacher needs to ensure that all learners in her class feel accepted and valued. To do this, the teacher should : [CTET- Sept.-2015-I]
- look down upon children from 'disadvantaged' background so that they feel they have to work harder.
 - find out students who speak 'good' English and are from 'rich' backgrounds and present them as role models.
 - get to know the social and cultural background of her students and encourage diverse opinions in the class.
 - make strict rules and punish children who do not follow them.
45. India has a lot of linguistic diversity. In this context, what is the most appropriate statement about multi-lingual classrooms at primary level especially class I and II ?
[CTET- Sept.-2015-I]
- The schools should admit only those students whose mother tongue is the same as the language of instruction.
 - The teacher should respect all languages and encourage children to communicate in all of them.
 - The teacher should ignore children who use their mother tongue in the class.
 - Students should be penalized for using their mother tongue or local language.
46. How children learn ? Which one of the following is **not** true with respect to this statement ? [CTET- Sept.-2015-I]
- Children learn when they are cognitively ready.
 - Children learn in a number of ways.
 - Children learn as they are naturally motivated.
 - Children learn in class only.
47. Which one of the following strategies should a primary school teacher adopt to motivate her students ? [CTET- Sept.-2015-I]
- Use incentives, rewards and punishment as motivating factors for each activity.
 - Help children set goals as per their interests and support them in working towards the same.
 - Set standard goals for the entire class and have rigid parameters to assess achievement of those goals.
 - Encourage competition for marks amongst individual student.
48. Giving children group work is an effective pedagogic strategy since : [CTET- Sept.-2015-I]
- it allows some children to dominate the others in small groups.
 - children learn from each other and support each other in the learning process.
 - children will be able to do their work quickly.
 - it helps to reduce the teacher's work.
49. The class teacher observed Raghav in her class playing melodious self-composed music on his keyboard. The class teacher thought that Raghav seemed to be high in _____ intelligence. [CTET- Sept.-2015-I]
- bodily-kinesthetic
 - musical
 - linguistic
 - spatial
50. When a teacher considers boys as naturally better at mathematics than girls, it shows that the teacher is : [CTET- Sept.-2015-I]
- gender biased
 - moralistic
 - right-minded
 - ethical

Hints & Solution

1. (a) In order to avoid gender stereotyping in class, a teacher should try to put both boys and girls in non-traditional roles because quality, retention and achievement are essential elements of an education strategy designed to ensure that boys and girls maximize their full potential. As the Gender Equality in Education Framework indicates, that boys and girls receive the maximum benefit from their education.
 2. (c) The aim of education is to enable each student to attain all-round development. To achieve this, students should be provided with suitable assistance and guidance in accordance with their abilities and learning needs. In view of these, catering for individual differences is intended neither to narrow the gap between individuals nor to even out their abilities and performance. It should aim for understanding why students are able or unable to learn well and finding appropriate ways to help them learn better.
 3. (a) To address the needs of students, teachers should provide them with a variety of learning opportunities for effective learning, such as using diversified resources rather than focusing only on textbooks, and making use of a spectrum of intelligences and multi-sensory experiences to tap the different potential of students. Schools can adopt different modes of assessment to find out the strengths and weaknesses of students before deciding on the appropriate curriculum, and learning and teaching strategies for them.
 4. (b) In this scheme the term 'continuous' is meant to emphasize that evaluation of identified aspects of students' 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session.
- The second term 'comprehensive' means that the scheme attempts to cover both the Scholastic and the Co-Scholastic aspects of students' growth and development.
5. (c) School Based Assessment helps all students learn more in a pressure-free environment and reflect the standard and ability of students.
 6. (c) A teacher must have encouraged the physically challenged children in her class. So, option (c) is the appropriate way to say her physically challenged children.
 7. (d) Allowing students to take some decisions about what to learn and how to learn is appropriate for environment conducive to thinking and learning in children.
 8. (c) A teacher should not correct students while they are trying to communicate ideas. The teacher should encourage students and not to intimidate them.
 9. (c) 10. (a) 11. (d)
 12. (b) Assessment is a process of obtaining information about students' learning and making value judgements about their progress. These assessments ensure the holistic and all around development of all the students.
 13. (d) Others are related to assessments techniques.
 14. (d) According to Benjamin Bloom there are six levels of cognition: Knowledge, Comprehension, Application, Analysis, Synthesis (creation) and Evaluation. Analyzing is breaking down information into component parts.
 15. (a) Some sections of the population are socially and educationally backward due to socio-cultural and economic reasons. This is the biggest challenge for a teacher to create a positive self-image in these groups.
 16. (c) Differentiated instruction aims high and sets out to challenge every students to excel by using multiple pedagogical techniques, assorted learning material, multiple assessment techniques.

17. (a) If a student is consistently getting lower grades in school, her parents should work in close association with teachers because only teachers may give them the progress report of the student.
18. (a) 19. (b)
20. (a) Except option (a) others will enhance more his creativity and his relationship with theater artists.
21. (b) Autonomy refers to the capacity to make decision independently, to manage one's life tasks without depending on others for assistance, so autonomy supports learning.
22. (a) Visual learning is a teaching and learning style in which ideas, concepts, data, and other information are associated with images and techniques. It is one of the three basic types of learning styles in the widely used in education.
23. (c) In classrooms where assessment for learning is practiced, students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.
24. (d)
25. (b) Analytical Method is critical to solving the sustainability problem because it appears that current processes are inadequate.
26. (b) Inclusive in education is also an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all of teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.
27. (b) Diagnostic tests measure students' understanding of a subject area or skills base. Teachers typically administer diagnostics for reading and math skills, using the results to provide remedial instruction or place students within appropriately leveled classes.
28. (d) A concept map is a way of representing relationships between ideas, images, or words in the same way that a sentence diagram represents the grammar of a sentence, a road map represents the locations of highways and towns, and a circuit diagram represents the workings of an electrical appliance. In a concept map, each word or phrase connects to another, and links back to the original idea, word, or phrase. Concept maps are a way to develop logical thinking and study skills by revealing connections and helping students see how individual ideas form a larger whole.
29. (c) In social learning theory Albert Bandura (1977) states behavior is learned from the environment through the process of observational learning or modelling. In his famous Bobo doll experiment, Bandura demonstrated that children learn and imitate behaviors they have observed in other people. The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed.
30. (a) Deductive reasoning is the process of reasoning from one or more statements (premises) to reach a logically certain conclusion. Deductive reasoning links premises with conclusions. In deductive reasoning, a conclusion is reached reductively by applying general rules that hold over the entirety of a closed domain of discourse, narrowing the range under consideration until only the conclusion is left.
31. (d) 32. (d)
33. (b) Compliance is the act or process of doing what you have been asked or ordered to do so it should be avoided to create a good classroom environment.
34. (c) Teachers, in order to help learners construct knowledge, need to focus on involving the learner for active participation. Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to

- create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints.
35. (c) 36. (c)
37. (a) Meaningful learning refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). Hence, repetition based on mere recall of content can't facilitate meaningful learning.
38. (d) In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.
39. (d) Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately.
40. (c) Research showed that student motivation is positively related to student involvement in the assessment process. When teachers provide students the opportunity to participate in student directed learning, students are more motivated to master the material instead of engaging in rote memorization, leading to a deeper understanding of content.
41. (b) Teachers impart knowledge or skill through instruction while facilitators create an environment where students acquire knowledge by doing activities themselves.
42. (d) Individual differences stand for the variation or deviations among individuals in regard to a single characteristic or number of characteristics. So regarding learners's individual differences, the teacher should provide a variety of learning situation.
43. (a) Assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole.
44. (c) The knowledge about students' language, culture, values, family, and home environments will help teachers to better support their students in the classroom and to receive more support from home.
45. (b) A multilingual class is a class where the learners speak a variety of first languages. In multilingual classroom the teacher should respect all languages and encourage children to communicate in all of them.
46. (d)
47. (b) In a primary school a teacher should help children set goals as per their interests and support them in working towards the same as interest is a feeling or emotion that causes attention to focus on an object, event, or process.
48. (b) Group work is a form of cooperative learning. It aims to cater for individual differences, develop students' knowledge, generic skills (e.g. communication skills, collaborative skills, critical thinking skills) and attitudes.
49. (b) People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.
50. (a) Gender discrimination is prejudice or discrimination based on a person's sex or gender.