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150 + CDP Practice Questions (NISHTHA 3.0)

Which of the following scenarios is not involved in the Word problems related to addition and Subtraction?

- A. **Classification of objects**
- B. Combination of two or more objects
- C. increase or decrease of same quantity
- D. Comparison of objects

Which of the following is not a correct way of assessment

- A. **A test based on memorisation**
- B. A subjective test according to the learning levels of children
- C. Use of self-assessment
- D. Use of audio-visual tool for assessment

Numbers are used to communicate the size of a group of objects.

- A. Ordinal numbers
- B. **Cardinal numbers**
- C. Nominal numbers
- D. All of the above

Which of the following does not involve the ordering a collection of objects according to the given rule.

- A. Seriation
- B. Arrangement
- C. **Classification**
- D. Patterning

How many times should we add 4 to get 16

- A. Sixty four times
- B. Twenty times
- C. Sixteen times
- D. **Four times**

Which of the following is not a type and utility of numbers;

- Nominal Numbers
- Ordinal Numbers
- **Aesthetic Numbers**
- Cardinal Numbers

Essential requirement to classify objects is to:

- A. Read the names of the shapes
- B. **Identify the objects by their characteristics**
- C. Know the name of the objects
- D. Recite the name of the objects

For building upon the understanding of one-to-one correspondence, children do not need to understand the meaning of

- A. many and few
- B. as many as
- C. **numeration**
- D. more than/ less than

Which of the following is not an objective of making a child proficient in numeracy in the foundational years?

- A. It helps in achieving learning outcomes in later stages
- B. It helps in developing logical thinking and reasoning in daily life
- C. It helps them in dealing with numbers
- D. **It helps them to do fast calculations**

Which of the following is not a component of foundational numeracy:

- A. Data Handling
- B. **Memorizing number names**
- C. Patterns
- D. Mathematical Communications

The ability to immediately perceive the cardinality of a collection, usually not more than four or five elements without counting is called as

- A. Classification
- B. Conservation
- C. Seriation
- D. **Subitization**

What is the right sequence to teach numbers:

1. Opportunities for Counting
2. Writing numerals
3. Reading numerals
4. Developing number sense

- A. 1,2,3,4
- B. **1,4,3,2**
- C. 1,4,2,3
- D. 2,1,3,4

What is subitising?

- A. Ability to recite number names up to ten
- B. Ability to count
- C. Ability to discriminate between objects
- D. **Ability to identify the number of objects by simply looking at them and without actually counting each object.**

Which of the following is not a component of Data Handling?

- A. Representation of Data
- B. Interpretation of Data
- C. **Construction of Data**
- D. Collection of Data

What are numerals?

- A. Value of numbers
- B. Size of numbers
- C. Number names
- D. **Symbols for numbers**

_____Number are used to describe the position of an object when they are arranged in a specific order.

- A. **Ordinal Number**
- B. Cardinal Number
- C. Aesthetic Number
- D. Nominal Number

When does a child is said not to acquire understanding of shapes and space?

- A. **When he/she crams the names of shapes like cube, cuboid, sphere, etc. without understanding**
- B. When he/she explores and communicates association between an object and its shape
- C. When he/she observes the objects in the environment and their geometrical attributes
- D. When he/she uses own vocabulary to describe space and the shapes

Which of the following is the most appropriate strategy to teach shapes at a foundational stage?

- A. Shapes at foundational stage should be limited to the recognition of simple basic shapes
- B. Development of extensive vocabulary of shapes need to be the primary objective at foundational stage
- C. **Children should be given ample opportunities to develop intuitive understanding of shapes**
- D. Teacher should introduce by giving clear definition of simple shapes

Which of the following pairs are not complementary to each other?

- A. Multiplication and Division
- B. Addition and Multiplication
- C. Addition and Subtraction
- D. **Subtraction and Multiplication**

In order to ensure strong FLN the children should be assessed-

- A. through question paper which have more questions from the textbooks
- B. through weekly and monthly tests
- C. **continuously through formative/adaptive methods**
- D. Annually by state/district authority

Which of the following is the most crucial aspect of learning multiplication?

- A. **Understanding multiplication as finding "how many times"**
- B. Recall of tables and their recitation
- C. Memorization of multiplication facts
- D. learning the multiplication algorithm and solving sums

Child should be able to seriate objects before learning numbers, because seriation is:

- A. not related to counting
- B. **related with ordination or placing numbers in order**
- C. needed for operations on numbers
- D. about reciting number names

Which of the following is not a dimension of assessments of mathematics learning?

- A. Communication
- B. **Procedural knowledge**
- C. Disposition towards mathematics
- D. Mathematical reasoning

What should be the appropriate sequence in learning/understanding multiplication?

- i. Applying distributive law of multiplication w.r.t. addition
- ii. Understanding the meaning of multiplication
- iii. Learning the algorithm of multiplication
- iv. Understanding and using the language of multiplication

- A. **ii, iv, i, iii**
- B. iv, ii, iii, i
- C. iv, iii, i, ii
- D. i, ii, iii, iv

Seema has 12 roses. Shifa has 15 roses. Who has more and by how much?' What subtraction context has been used in the above word problem?

- A. What left
- B. Complementary addition
- C. Take away
- D. **Comparison**

Which is of the following is not true:

- A. All squares are rectangles
- B. All squares are parallelograms

- C. All rectangles are parallelograms
- D. **All rectangles are squares**

Which of the following pre- school teachers should avoid?

- A. Include items in the classroom and at home that promote mathematical thinking
- B. **Ask children to write numbers before number sense**
- C. Building on everyday activities of children
- D. Use language focused on mathematical concepts

The concept of 'zero' can be introduced best through which of the following operations?

- A. **Subtraction**
- B. Division
- C. Multiplication
- D. Addition

During the learning of Mathematics at early stages, a child is not expected to-

- A. Use the vocabulary for understanding of space and shapes
- B. Learn Counting before number sense
- C. **Learn Conventions needed for Mathematical techniques**
- D. Think mathematically and taking decisions with reasoning

Which of the following is not a pedagogical process to enhance foundational Numeracy skill:

- A. Using poems, rhymes, stories, riddles in mathematics
- B. Use of manipulative
- C. Instruction in home language
- D. **Giving lots of practise questions**

Which of the following does not involve one to one correspondence?

- A. Matching
- B. Mapping
- C. **Grouping**
- D. Pairing

The process by which information is exchanged between individuals through mathematical symbols, signs, diagrams, graphs is known as

- A. first language learning

- B. language acquisition
- C. mathematical Language
- D. **mathematical communication**

Which of the following is not a mathematical process?

- A. Visualization
- B. Estimation
- C. Spatial understanding
- D. **Rote Memorization**

Which of the following is not a key skill to develop under Number sense

- A. **Recitation of number names**
- B. Applications of basic operations in daily life
- C. Comparison of numbers like bigger than/smaller than
- D. Fundamental operations like addition/subtraction

Which of the following is not a pre number skill:

- A. **knowing numerals**
- B. seriation
- C. classification
- D. one to one correspondence

Activities on matching or pairing of objects will help in the development of which pre-number skill

- A. Classification
- B. Counting on
- C. Seriation
- D. **One to one correspondence**

Putting together things that have some characteristics in common enhances the competence of

- A. mathematical communication
- B. number sense
- C. **classification**
- D. seriation

Which of the following should not be an approach for teaching measurement?

- A. **Directly introducing standard units of measurements by the teacher and their conversions**

- B. Let children figure out their own units for measurement
- C. Provide opportunities to use language of comparison
- D. Children in activities and other experiences that involve measurement

During the process of counting, a child

- A. classifies into two groups
- B. recites number names in order
- C. **writes number names**
- D. points object one at a time

Which of the following activities is best suited for the development of spatial understanding among children?

- A. Drawing numbers on a number line
- B. Noting the time of sunset
- C. **Drawing the front view of a bottle**
- D. Memorizing definitions for each basic shape

The role of a pedagogical leader is to

- A. provide misinformation to parents
- B. **coach teachers on various pedagogical practices for children**
- C. discipline children
- D. assess children in order to grade them

To maintain the morning arrival period to school, which strategy must be adopted by teacher of first grade?

- A. **Establishing routine arrival tasks for children, such as group reading, so that they are encouraged to come on time**
- B. Send late comers to school heads' office
- C. System of earning or losing points on the basis of arrival time
- D. Do not say anything to children

School Development Plan is a school-based activity that is carried out by the school leader

- A. collaboratively with students, teachers, parents
- B. collectively with teachers
- C. **collaboratively with students, teachers, parents, community and SMC members**
- D. independently

Pedagogical leadership positively impacts

- A. well-being of the school leader
- B. teacher behaviour
- C. **learning competencies of children**
- D. building of school boundary wall

School leadership can

- A. bring discipline to school
- B. support in teacher management
- C. help in day-to-day management of school
- D. **build strong foundational learning competencies among children**

A school leader can engage children of 3-6 years of age group through

- A. scientific experiments
- B. demonstration method
- C. lecture method
- D. **play-based pedagogies**

Which skill can be considered as a "gateway skill" that marks the entry of a child into the formal schooling processes?

- A. Foundational mathematical skills
- B. **Foundational literacy and numeracy skills**
- C. Foundational speaking skills
- D. Foundational reading and writing skills

The involvement type of 'communicating' includes

- A. **discussing children' portfolio with parents on a regular basis**
- B. believing that parents cannot support children' learning
- C. not talking to parents
- D. informing parents that their children are not able to perform

Which of the following is not included in the involvement type of 'learning at home'?

- A. Help parents understand about their children' learning needs, interests and strengths
- B. **Discriminate parents if they are illiterate**
- C. Teachers to discuss with parents on how they can create a learning environment at home
- D. Share with parents a list of activities they can do at home to support learning

Which of these pedagogies is not relevant for children of 3-9 years of age group?

- A. Toy based
- B. Play way
- C. Activity based
- D. **Socrates dialogue**

Which of these concepts is not relevant to leading FLN in schools?

- A. Coaching of teachers on pedagogies relevant for 3-9 years of age group
- B. Children become motivated learners
- C. Enabling effective usage of culturally responsive learning resources
- D. **Not communicating with community and parents**

Grade 3 is an important learning stage for children as it signifies shift from

- A. 'learn to write' to 'read to learn'
- B. **"learn to read" to "read to learn"**
- C. 'learn to read' to 'read to write'
- D. 'learn to write' to 'read to write'

How schools cannot involve varied families in child education?

- A. By addressing families' requirements
- B. By trusting associations with families
- C. share information and responsibility with families
- D. **By just giving homework to students**

Which of these is not a type of involvement between school-family-community?

- A. **Participating**
- B. Parenting
- C. Communicating
- D. Volunteering

Which of the following is not a characteristic of an adaptive leader?

- A. Exerting influence
- B. Leading through difficult and multi- dimensional
- C. **Not listening to people**
- D. Building trust

Which of the following statement about vision is not true?

- A. Vision statement must reflect a futuristic intent

- B. **Vision does not have any specified time frame**
- C. Vision must be value driven
- D. Vision must communicate a direction

What must be the correct attitude of a leader while dealing with children of 3-9 years of age group?

- A. discriminatory attitude
- B. rigid behaviour
- C. strict demeanour
- D. **a positive and flexible mindset**

Which of these is essential for school development plan in the context of FLN?

- A. Professional development of staff
- B. Technological upgradation of school
- C. Administrative tasks
- D. **Planning for the developmental needs of children of 3-9 years of age group**

Which of the following classroom practices would be developmentally appropriate for children of foundational age?

- A. Beginning each day with a half-hour circle time
- B. Providing regular differences in routine
- C. **Introducing new concepts gradually**
- D. Introducing difficult words each day

What must be the relationship between the adult and the child in the context of FLN?

- A. Teacher-student
- B. **Fear-free and joyous**
- C. One of discipline
- D. Maintaining emotional distance

Pedagogical leaders must ensure that in all school processes the

- A. teacher is at the centre
- B. **child is at the centre**
- C. principal is at the centre
- D. school is at the centre

A school leader must organize assessment of children of 3-9 years of age group for

- A. categorizing them

- B. grading them
- C. **assessing their strengths, needs and interests**
- D. detaining them according to rank

Which of these is not true for transformational leadership?

- A. Professional development of teachers
- B. Motivating teachers
- C. **Financial management**
- D. Creating a shared vision

One of the features of collaborative leadership is

- A. socio-emotional development of children
- B. **creation of mutual trust and respect among stakeholders**
- C. literacy and numeracy development
- D. cognitive development of children

Children's ability to reason and to apply simple numerical concepts in daily life can be considered as part of

- A. **foundational numeracy**
- B. foundational measurement
- C. foundational listening
- D. foundational literacy

Attribute of a school leader which is not suitable for foundational stage learning

- A. flexible mindset
- B. keeping the child at the center
- C. **authoritative**
- D. building trust

Which of these is not part of the framework on pedagogical leadership?

- A. **Leading experimentation in science laboratories**
- B. Enabling learning-teaching processes
- C. Networking with stakeholders
- D. Defining vision and curricular goals

The concept of foundational literacy and numeracy applies to children of

- A. 6-14 years of age group
- B. 3-10 years of age group
- C. **3-9 years of age group**

D. 5-13 years of age group

Teachers must introduce new information and relate it with what children

- A. are resistant to learn
- B. are not willing to know
- C. **already know**
- D. do not know

One of the appropriate strategies for assessment of learning of children of 3-9 years of age group would be through

- A. collective quantitative information
- B. monthly tests
- C. **observation of children on their multiple activities**
- D. asking children to adhere to set routine

A child writes with his / her left hand and is comfortable doing things with it, she/he must be

- A. send to seek medical help
- B. **encourage his/her preference**
- C. made to write with the right hand
- D. discouraged

Which of the following is not the developmental goal of FLN?

- A. **Children become effective readers**
- B. Children become effective communicators
- C. Children maintain health and wellbeing
- D. Children become involved learners and connect with immediate environment

Ability to read a text with accuracy, speed, expression and comprehension that allows children to make meaning from text, refers to

- A. oral language development
- B. decoding
- C. **reading fluency**
- D. reading comprehension

Which model for School Leadership for Strengthening FLN is not appropriate-

- A. **academic leadership**
- B. collaborative leadership
- C. adaptive leadership

D. collaborative leadership

Collaborative processes with stakeholders can encourage

- A. reading habits of children
- B. creativity among students
- C. punctuality among teachers
- D. **shared accountability for student learning outcomes**

Leaders who believe in effective school-parent engagement are more likely to state that

- A. only English-speaking parents can help their children
- B. **all parents can support their children**
- C. poor parents cannot support their children
- D. only few parents can support their children

How can the school leader build effective relations with pre-school teachers?

- A. Sharing school account details
- B. Asking teachers to follow a strict routine
- C. **Discussing and planning with teachers around developmental needs of children**
- D. Encouraging teachers to teach children of 3-6 years of age

In which model of leadership, one talks about designing school processes based on cultural and linguistic background of children

- A. academic leadership
- B. **context-specific leadership**
- C. strategic leadership
- D. innovative leadership

Identify the term which can be understood as the adding up of learning gap in a child's progression in school

- A. aggregate learning deficit
- B. aggregate reading deficit
- C. cumulative writing deficit
- D. **cumulative learning deficit**

Pedagogical Leadership is a comprehensive field of expertise wherein a leader needs to possess

- A. deep understanding of teaching subjects of primary class

- B. **in-depth knowledge of pedagogies useful for children of 3-9 years of age**
- C. deep understanding of experimental models
- D. deep knowledge of transaction pedagogies for children of 6-14 years of age

By definition, the 360-report is-

- A. Holistic and two-dimensional
- B. Holistic and one-dimensional
- C. Holistic and three-dimensional
- D. **Holistic and multidimensional**

We encourage children at the foundational stage to learn FLN by-

- A. Activity worksheets
- B. Toys and Games
- C. **Play based, activity based, concrete experiences and through toys/games.**
- D. Children's literature

Which is NOT a part of the portfolio?

- A. **Answering in the class**
- B. Worksheets
- C. Photographs
- D. Drawing

The teachers need to use or model literate/mathematical behaviour while-

- A. Writing a teacher's diary
- B. Talking to parents
- C. **Giving instructions for activities**
- D. Giving home assignment

What is the age group for young children coming to Foundation and Preparatory Stage?

- A. **3-11 years**
- B. 3-4 years
- C. 3-5 years
- D. 3-8 years

The child-centred timely assessment would help children in getting ready for school, and-

- A. Develop them into healthy, fit and literate individuals.
- B. Develop them into god fearing human beings.
- C. Develop them into literate individuals.
- D. **Develop them into healthy, cognitively and emotionally competent individuals.**

The 360-degree report card will include-

- A. Only the academic aspects.
- B. The creative and psycho-social aspect.
- C. **All aspects of the personality of a child.**
- D. The literacy and numeracy aspects.

Foundation literacy and numeracy training should include-

- A. Only preschool teachers
- B. Preschool and grade 1 and 2 teachers
- C. **Preschool and all primary teachers**
- D. Preschool and grade 1 teachers only

Parents can promote and enhance foundational literacy at home by ensuring-

- A. **Age-appropriate graded story books, toys and manipulatives**
- B. D-I-Y toys
- C. Availability of plenty of manipulatives
- D. Arranging circle time

The ultimate goal behind integrating toy-based pedagogy in teaching-learning processes of foundational literacy and numeracy is to-

- A. Help children think critically, creatively, communicate, enjoy the developmentally appropriate books, express critically, and solve problems.
- B. Help children think critically, creatively, communicate, enjoy the high graded books, express freely, and solve problems.
- C. **Help children think critically, creatively, communicate, enjoy the developmentally appropriate books express freely, and solve problems.**
- D. Help children think critically, creatively, communicate, enjoy the developmentally inappropriate books, express freely, and solve problems.

Which of the following is not an FLN activity?

- A. **Keeps the pencil to the designated box**
- B. Listen to the story and talk about the story.
- C. Use mathematical vocabulary
- D. Follow directions during class activities.

Toy telephones and talking books are tech aided toys that largely boost-

- A. Emotional development
- B. Writing skills
- C. **Language and communication skills**
- D. Numeracy skills

Children come from diverse backgrounds and various types of observation provide a genuine detailed data on which the teacher can-

- A. Reflect and talk to parents about the children's performance.
- B. Reflect and keep all the work samples in the portfolio.
- C. **Reflect and develop appropriate plans to bring improvement in child's literacy and numeracy proficiency level.**
- D. Reflect and talk to children about their performance.

A child is touching and counting each object given in a row, the teacher is observing the child's progress in –

- A. **Foundational numeracy**
- B. Fine motor skills
- C. Foundational literacy
- D. Social-emotional development

The assessment information helps the teacher to decide and plan the FLN content to –

- A. Write the anecdote and compile in the portfolio.
- B. **Teach and guide children's learning using the appropriate pedagogy with careful observation.**
- C. Write the teacher's diary and report to the headmaster of the school.
- D. Teach and guide children's learning using the 21st century skills with careful observation.

The classroom library or literacy area does not have the following-

- A. Writing area
- B. Book making area
- C. Reading or book area
- D. **Block building**

According to the New Education Policy – 2020 (NEP – 2020) the progress card of all children for school-based assessment, which the school must communicate to the parents, will be-

- A. Creative in nature
- B. Progressive in nature
- C. **Holistic in nature**
- D. Futuristic in nature

The following is not the method for observing children and collecting authentic information-

- A. Anecdotes
- B. Rating scale
- C. **Talking to the fellow teacher**
- D. Checklist

Which of the following is not correct for using rubric as an assessment tool?

- A. Criteria of assessment
- B. **Opportunity to a teacher to pass/fail the child**
- C. Data for assessment
- D. Description of a task to be accomplished

While a child is engaged in keeping the toys in a row from biggest to smallest, the teacher is actually observing a child's progress in-

- A. Problem solving under foundational numeracy
- B. Counting skill under foundational numeracy
- C. Pattern making under foundational numeracy
- D. **Ordering skill under foundational numeracy**

Assessment for Foundation Literacy and Numeracy helps to ensure:

- A. Creative skill of children
- B. Weak areas in FLN
- C. **Early identification of learning disabilities and potential abilities**

D. Problem areas in FLN

The teacher should not force the second language-

- A. If the child comes from a different language background
- B. If the child speaks English
- C. **If the child is not comfortable**
- D. If the child speaks Hindi

Pretend to read is an activity for-

- A. **Foundational literacy**
- B. Foundational creativity
- C. Foundational listening
- D. Foundational communication

When the teacher is asking a child to show the front and back cover of the story book, the teacher is observing and assessing the progress in-

- A. Foundational EVS
- B. Foundational numeracy
- C. **Foundational literacy**
- D. Foundational fine motor skills

The HPC card will be an important link between home and school and will be accompanied by regular parent-teacher meetings (PTMs) in order to-

- A. Actively involve parents and Sarpanch in the children's holistic education and development.
- B. Connect with Sarpanch and community in the children's holistic education.
- C. Involve siblings of families in the children's holistic education and development.
- D. **Actively involve parents/families in their children's holistic education and development.**

The teacher should be positive for-

- A. **Every child's learning**
- B. Child with learning disabilities
- C. Physically disabled child's learning
- D. Every girl child's learning

The indicators of a HPC include the-

- A. **21st century skills such as Critical Thinking, Problem Solving, Creativity, Communication and Collaboration.#**
- B. 21st century skills such as Critical Thinking, Problem Solving, Creativity, Communication, Construction and Collaboration.
- C. The 21st century skills such as Critical Thinking, Consumer, Problem Solving, Creativity, Communication, and Collaboration.
- D. The 21st century skills such as Critical Thinking, Change management, Problem Solving, Creativity, Communication, Collaboration.

The teacher collects the best of the children's work in FLN and keeps it in the file folder as evidence of learning. The folder is called as-

- A. Progress Report
- B. Art Folder
- C. Attendance Record
- D. **Portfolio**

The assessments done should necessarily be communicated to the parents at-

- A. **Appropriate predetermined intervals**
- B. The end of each theme or project
- C. The end of the academic year
- D. The end of six months

The purpose of assessment in FLN is to-

- A. Provide teachers working at the primary school stage with education information about the children's learning level for literacy and numeracy
- B. Provide teachers working at the foundational stage with abstract information about the children's learning level for literacy and numeracy.
- C. Provide teachers working at the Balvatika stage with some information about the children's learning level for literacy and numeracy.
- D. **Provide teachers working at the foundational stage with concrete information about the children's learning level for literacy and numeracy.**

Working and fixing puzzles is an activity for foundational numeracy, but also indicates-

- A. Scribbling abilities
- B. **Fine motor abilities**
- C. Colouring abilities
- D. Writing skills

Including humour and fun in the teaching-learning strategies make learning-

- A. Challenging and confusing
- B. Complex and confusing
- C. Funny
- D. **Easy and motivating with better understanding**

The 360-degree report card will include-

- A. **All aspects of the personality of a child.**
- B. The creative and psycho-social aspect.
- C. Only the academic aspects.
- D. The literacy and numeracy aspects.

The math or manipulative area would provide teachers a crude assessment about children's-

- A. Writing Skills
- B. Music Sense
- C. Handling materials
- D. **Cognitive development**

Which of the following statements regarding multilingual education is not true?

- A. Students learn the best in a language that they are the most familiar with.
- B. The longer the first language is used in the teaching and learning processes, the better are the outcomes of learning.
- C. Teachers and students make use of mixed languages.
- D. **Inclusion of variety of languages in the classroom negatively impacts students learning**

In which situations, is a link language used?

- A. When people from the same linguistic community live together.
- B. **When various linguistic communities live together.**
- C. When the language of any one community is made as a medium of instruction.
- D. When the language of any one community is considered to be the standard.

According to UDISE, how many languages are used as a medium of instruction in Indian schools?

- A. 33
- B. **36**
- C. 30

D. 39

What kind of language do we use in our day-to-day life?

- A. Pure language
- B. Standard language
- C. National language
- D. **Mixed language**

The researcher scientist Wolff argues:

- A. **Language is not everything in education, but without language, everything is nothing in education.**
- B. Even mathematics and science teachers are fundamentally language teachers.
- C. Reading and writing swim in the ocean of oral language skills.
- D. When children learn languages, they are studying one out of many subjects.

For the success of the Foundational Literacy and Numeracy (FLN) mission, it is necessary to-

- A. **Making use of languages that are familiar to children**
- B. Introduce English from grade 1
- C. Conduct examinations every week
- D. Emphasizing on general knowledge

National Education Policy, 2020 mentions in terms of multilingualism:

- A. As far as possible, the medium of instruction should be English until grade 8.
- B. **As far as possible, the medium of instruction until grade 5 should be a language that is familiar to children.**
- C. As far as possible, the medium of instruction should be state's language until grade 5.
- D. As far as possible, children should be able to choose the medium of instruction in grade 8.

Kamala lives in the Kota district of Rajasthan and speaks Hadoti at home. She has joined grade 1 after a delay of 4 months; today is her first day at school. What will you do so that she feels comfortable in the classroom?

- A. I will sing some English action songs with her and ask her to remember them.
- B. **I will informally chit-chat with her in Hadoti.**
- C. I will speak with her in Hindi from the very first day, so that she is able to understand all the subjects being taught in school
- D. I will ask Kamala to catch up on all the class work that she has missed.

Which of the following is not a key principle of teaching a second language?

- A. Focusing on developing L2 based vocabulary from the beginning
- B. To make L2 simple, comprehensible, interesting, and meaningful for children.
- C. **Using L2 vocabulary for writing from the beginning years.**
- D. Giving maximum exposure to students in L2.

Multilingualism means-

- A. Teaching in Hindi and English medium
- B. Knowledge of one's language as well as English
- C. Having knowledge and use of one language by a person
- D. **Use of two or more languages by a person**

Who has proposed the "Common Underlying Proficiency" hypothesis of language learning?

- A. Halliday
- B. **Jim Cummins**
- C. Vygotsky
- D. Piaget

Kamala ji wants to teach Hindi to grade 2 students. Which of the following strategies should she use?

- A. Practice and repetition of long and complex Hindi sentences
- B. Speaking only in Hindi language and not allowing children to speak in their home languages
- C. **Use of Hindi language as per the level of comprehension by students**
- D. Maximum writing practice in Hindi given to students

Which one of the following is the best statement to summarize the learning of this course-

- A. As far as possible, one should avoid using children's languages in the class.
- B. Children should be assessed only in English.
- C. **In areas where children's language cannot be used as medium of instruction right away, it should be used strategically and extensively in**
- D. Medium of instruction in schools from grade 1 to grade 10 must be children's mother tongue, at all costs.

Which of the following is NOT an example of mixed language use?

- A. **The teacher speaks in L2 and the children answer in L2.**
- B. Children speak in L1 and the teacher answers in L2.
- C. Children switch between L1 and L2
- D. Children speak in L2 and the teacher answers in L1.

Choose the incorrect statement-

- A. In foundational grades, children must be taught the unfamiliar school language by taking help of their home languages.
- B. A solid foundation of first language skills helps a child in learning other languages.
- C. **By learning through the mother tongue, children find it difficult to understand all the subjects.**
- D. When children learn how to think in their own language, they can use those skills easily to other languages.

Census of India (2011) established that:

- A. **Most people speak more than one language.**
- B. Most people can speak only their mother tongue.
- C. Only 7% of the people can speak in English, as and when needed.
- D. Only 7% of the people can speak two languages.

Choose a myth related to language teaching:

- A. In multilingual education, children's languages are also used in the pedagogy of teaching unfamiliar (L2) languages
- B. Children's home language provides a solid foundation for learning other languages
- C. Using home language boosts children's self-confidence
- D. **The earlier children are given textbooks to read in an unfamiliar language, the sooner they will learn that language**

Choose the incorrect sentence:

- A. When children learn thinking skills in one language, they can transfer those skills easily to other languages as well as solid foundation in the first language helps a child to learn other languages.
- B. **Children struggle to learn other languages if they learn through mother tongue.**
- C. Children's home languages must be used to scaffold the learning of school's unfamiliar

D. Language in the foundational years of schooling

The language that is used formally in textbooks, teaching learning materials, and teaching practice is called —

- A. Teacher's language
- B. Mother tongue
- C. Home language
- D. **Medium of instruction**

Which of the following is true —

- A. Development of proficiency in one language hinders development in other languages
- B. **Proficiency in various languages is developed in an interdependent fashion**
- C. Solid grasp of one's mother tongue makes it difficult to learn a second language
- D. Learning through one's mother tongue for a prolonged period leaves no time to learn other languages

Who amongst the following children will struggle the most while learning?

- A. **Ramesh, who speaks Bhojpuri in his family and community and studies in an English medium school**
- B. Shabana, who speaks English at home, and attending an English medium school
- C. Deepak, whose home language is Santhali; he gets some exposure to Hindi in the marketplace and studies in a Hindi medium school
- D. Kamala, who speaks Wagdi at home, and her classroom makes use of Hindi-Wagadi mixed language

Language of communication used by Adivasi communities working in the tea plantations of Assam can be called as —

- A. State language
- B. Assamese (Axomia) language
- C. Standard language
- D. **Link language**

Which of the following strategies on L2 teaching are not effective in foundational years?

- A. Emphasis on developing foundational L2 vocabulary
- B. **Rote learning of the varnamala and lessons from the textbook**

- C. Learning environment free from fear and stress that allows each child to speak comfortably
- D. Simple oral discussions and activities in L2 at the level of children's comprehension

By the term 'First Language'(L1), one means:

- A. Link language
- B. Standard language of the school
- C. Academic language
- D. **Language that the child understands**

Creative knowledge can be constructed by traversing the bridge of —

- A. Standard Language
- B. **Familiar Language**
- C. National Language
- D. Unfamiliar Language

According to the Census of India (2011), how many different mother tongues are spoken in India?

- A. 1569
- B. 1269
- C. **1369**
- D. 1469

Why do about 25% of children in elementary school face a severe learning disadvantage in foundational years?

- A. Schools being far away from children's homes.
- B. Caregiver refusal to send children to schools.
- C. **Language used in school and at home are different.**
- D. Lack of basic necessary facilities in school.

What does National Education Policy 2020 say about the use of mother tongues?

- A. After grade 5, only the language used in school must be used inside classrooms.
- B. Due to multilingual education, children are not able to fully participate in the teaching-learning process.
- C. Beginning instruction to children in reading and writing should be done through the school language.
- D. **Young children learn the best through their mother tongue.**

Which of the following is not a key feature of Multilingual Education?

- A. Ample use of children's languages in the classroom
- B. **Dominance of one language over others in the classroom**
- C. Use mixed languages
- D. Equal respect to all languages

Which of the following is not a benefit of Multilingual Education?

- A. Better understanding of all subjects
- B. **Learning how to read and write in English from grade 1**
- C. Higher learning outcomes
- D. Developing self-confidence

Which of the following statements regarding multilingual education is true?

- A. When a new language is introduced as a medium of instruction, children's languages must cease to be used.
- B. **Children's languages are used as scaffolds for learning new/unfamiliar languages.**
- C. New and unfamiliar languages should be made the medium of instruction as early as possible.
- D. Multilingual education strategies are employed only in the context of language education.

Which of the following statements does not feature in National Education Policy 2020?

- A. Learning how to read and write must begin in children's home languages.
- B. Young children learn the best through their mother tongues.
- C. Children should be taught in their mother tongues till at least grade 5.
- D. **If children are taught through their mother tongues, they do not have adequate time in school to learn other languages.**

Which language is effective for the creation of knowledge?

- A. National Language
- B. Official Language
- C. **Familiar Language**
- D. Standard Language

Who does not face any learning disadvantages due to language used in schools?

- A. Children from the Scheduled Tribes studying in hindi medium schools
- B. **Children who study in English medium schools have ample exposure to English at home**

- C. Children whose languages have well-developed script and literature, but which are not available in schools as a medium of instruction.
- D. Children living near interstate borders, who must learn in a language different from their home language

What is the objective of introducing the story of the 'Warli painter' in this course?

- A. To showcase one's proficiency in the Hindi language.
- B. **To point out one's ability to speak in more than one language, as per need.**
- C. To tell about Warli communities.
- D. To talk about the art gallery of the painter.

In the foundational years of learning, medium of instruction should be children's home language because-

- A. Language is an important subjects.
- B. Languages are scoring subjects.
- C. **Language is the basis of learning and comprehension of all subjects.**
- D. It is impossible to memorize anything's without language.

Studies on the Ethiopian model of language in education show that –

- A. **Children studying through their mother tongues performed better in all academic subjects.**
- B. Use of academic language in teaching right from foundational grades helped children perform better in all the subjects.
- C. By learning through English in foundational grades, children were able to perform better in science.
- D. Children could performed better in mathematics by learning through their mother tongue

"It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups" –which document is this statement recorded in?

- A. RTE 2009
- B. **The Indian Constitution**
- C. National Education Policy 2020
- D. NCF 2005

Making use of L1 in teaching-

- A. **helps in better learning of all the subjects.**

- B. results in children feeling frustrated.
- C. creates difficulties for children to understand academic concepts.
- D. improves rote learning ability of children.

“Learning process must gradually move from the familiar to the unfamiliar”. This idea can be found in:

- A. NEP-1985
- B. **NCF-2005**
- C. NEP-2000
- D. RTE-2009



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