

CBSE **CTET**

CENTRAL TEACHER ELIGIBILITY TEST

Strictly Based on CBSE Syllabus and NCTE regulations

Paper – I (Class I-V) PRIMARY COURSE

Covering :-

- **PREVIOUS PAPERS (SOLVED)**
- **MODEL PAPERS**
- **3000 MCQs on**
 - **Child Development and Pedagogy**
 - **Language-I (English)**
 - **Language-II (Hindi)**
 - **General Maths**
 - **Environmental Studies**
- **EXPLANATORY ANSWERS**
- **SYNOPSIS ON ALL SECTIONS**



Central Teacher's Eligibility Test

CTET

Solved Paper 2013
Paper I Class-(I to V)

Part-I Child Development and Pedagogy

1. Which of the following cognitive verbs are used to analyse the information given?
(1) Describe (2) Identity
(3) Difference (4) Classify
- Ans.** Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.
- Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.
- Verbs analyse, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
2. Rajesh is a voracious reader. Apart from studying the course books, he often goes to library and read 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 texts and seems to truly enjoy learning. He can be best described as a (n)
- (1) internally motivated learner
(2) fact- centred learner
(3) teacher motivated learner
(4) measurement -centred learner
- Ans.** Internal desires to perform a particular task are called intrinsic motivation. Intrinsically motivated learners do certain activities because it gives them pleasure, develops a particular skill, or it's morally the right thing to do. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. ' Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. On the other hand, extrinsically motivated students may have to be bribed to perform the same tasks.

3. Which is the incorrect way to support the language development?
- (1) Letting the child talk uninterruptedly on a topic
 - (2) Disapproving the use of their own language
 - (3) Supporting initiation taken by children
 - (4) Providing opportunities for using language
4. Understanding of human knowledge and development enables teacher to
- (1) practice her teaching in an unbiased way
 - (2) gain control of learners emotions while teaching
 - (3) be clear about teaching diverse learners
 - (4) tell students how they can improve their lives
- Ans.** Understanding human growth and development enables a teacher to be clear about teaching diverse learners.
5. Which one of the following is true?
- (1) Questioning by teacher obstructive cognitive development
 - (2) Development and learning are unaffected by social-cultural contexts
 - (3) Students learn only in a certain way
 - (4) Play is significant for cognitive and social competence
- Ans.** Only one statement is true that is 'Play is significant for cognitive and social competence'. Questioning by teacher is good for the cognitive development of the learners. Development and learning are affected by socio-cultural connects. Students learn in different ways.
6. Which one of the following is true about the role of heredity and environment in the development of a child?
- (1) Both heredity and environment are contributed 50%-50% in the development of a child
 - (2) The relative contributions of adult and genes are not additive
 - (3) Heredity and environment are not operate together
 - (4) None of the above
7. Socialization is
- (1) change in social norms
 - (2) rapport between teacher and taught
 - (3) process of modernization of society
 - (4) adaptation of social norms
8. A PT teacher wants her students improve fielding in the game of cricket. Which one of the following strategies- will best help his students achieve that goal?
- (1) Give students a lot of practice in fielding
 - (2) Tell students how important it is for them to learn to field
 - (3) Explain the logic behind good fielding and rate of success
 - (4) Demonstrate fielding while students observe
- Ans.** In games and sport it is absolutely true that only practice makes a man perfect, this is why to be perfect in any game the player should certainly do perfect practice. This principle of learning is called learning by doing.
9. 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.

- (1) rationalize (2) internalize
(3) construct (4) operationalize

Ans. Vygotsky's theory is one of the foundations of internalize. According to this theory Social interaction plays a fundamental role in the process of cognitive development.

10. 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 haseating rice and dal into schema for doing things.

- (1) initiated (2) accommodated
(3) assimilated (4) appropriated

11. The following three aspects of intelligence are dealt by Sternberg's triarchic theory except

- (1) contextual (2) componential
(3) social (4) experiential

Ans. Sternberg's triarchic Theory of Human Intelligence subsumes both Spearman's g and underlying information processing components. His triarchic theory includes three facts or sub-theories

- Analytical (componential)
- Creative (experiential)
- Practical (contextual)

Sternberg's theory builds on his earlier componential approach for reasoning. His theory is mostly based on observing Yale graduate students. Sternberg believes that if intelligence is properly defined and measured it will translate to real-life success.

12. Howard Gardner's theory of multiple intelligences emphasizes

- (1) conditioning skills in students

- (2) general intelligence
(3) common abilities required in school
(4) the unique abilities of each individual

Ans. The theory of multiple intelligences was proposed by Howard Gardner in his book 'Frames of Mind'. The Theory of Multiple Intelligences. Gardner articulated seven criteria for a behaviour to be considered an intelligence. These were that the intelligences showed

- Potential for brain isolation by brain damage.
- Place in evolutionary history
- Presence of core operations
- Susceptibility to encoding (symbolic expression)
- A distinct developmental progression
- The existence of savants, prodigies and other exceptional people
- Support from experimental psychology and psychometric findings

Gardner choose eight abilities that he held to meet these criteria spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. He later suggested that existential and intelligence may also be worthy of inclusion.

13. The sounds th, ph, ch are

- (1) phonemes (2) morphemes
(3) graphemes (4) lexemes

Ans. A phoneme is a basic unit of a languages phonology, which is combined with other phonemes to form meaningful units such as words or morphemes. The phoneme can be described as "The smallest contrastive linguistic unit which may bring about a change of meaning". In this way the difference in meaning between

the English words kill and kiss is a result of the exchange of the phoneme /l/ for the phoneme /s/. Two words that differ in meaning through a contrast of a single phoneme are called minimal pairs.

In linguistics, a morpheme is the smallest grammatical unit in a language. The field of study dedicated to morphemes is called morphology. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. Every word comprises one or more morphemes. e.g., “Unbreakable” comprises three morphemes: un- (a bound morpheme signifying “not”), -break- (the root, a free morpheme), and -able (a morpheme signifying “can be done”).

A grapheme is the, smallest semantically distinguishing unit in a written language, analogous to the phonemes of spoken languages. A grapheme may or may not carry meaning by itself, and may or may not correspond to a single phoneme. Graphemes include alphabetic letters, typographic ligatures, Chinese characters, numerical digits, punctuation marks, and other individual symbols of any of the world’s writing systems.

A lexeme is an abstract unit of morphological analysis in linguistics, that roughly corresponds to a set of forms taken by a single word. For example, in the English language, run, runs, ran and running are forms of the same lexeme, conventionally written as run.

14. In order to avoid gender stereotyping in class, a teacher should
- (1) encourage boys to take risk and be bold

- (2) try to put both boys and girls in non-traditional roles
- (3) appreciate students’ good work by saying ‘good girl or ‘good boy’
- (4) discourage girl from taking part in wrestling.

Ans. Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups. Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are perpetuating gender stereotyping. In order to avoid gender stereotyping in class, a teacher should try to put both the boys and girls in non-traditional roles.

15. Schools should cater to individual differences to
- (1) make individual students feel exclusive
 - (2) narrow the gap between individual students
 - (3) even out abilities and performance of students
 - (4) understand why students are able or unable to learn

Ans. Individual differences are the variations from one person to another on variables such as self esteem rate of cognitive development or degree of agreeableness. Individual differences have been most often studied in the area of personality development. Psychologists have collected vast amounts of data on how people vary from one another in terms of their traits. School should cater to individual differences to understand why students are able or unable to learn.

16. What kind of support can a school provide to address the individual differences in students?

- (1) Follow same level of curriculum for all students
- (2) Follow a child-centered curriculum and provide multiple learning opportunities to students
- (3) Apply every possible measure to remove the individual differences in students
- (4) Refer slow learners to special schools

Ans.In order to support the individual differences in students a school should follow a child-centered curriculum and provide multiple learning opportunities to students.

17. Continuous and Comprehensive Evaluation emphasizes

- (1) redundancy of the board examination
- (2) continuous testing on a comprehensive scale to ensure learning
- (3) how learning can be observed, recorded and improved upon
- (4) fine -tuning of tests with the teaching

18. School Based Assessment

- (1) makes students and teachers non-serious and casual
- (2) dilutes the accountability of Boards of Education
- (3) hinders achieving Universal National Standards
- (4) helps all students learn more through diagnosis

Ans.School Based Evaluation has the following characteristics.

- Is broader, more comprehensive and continuous than traditional system.

- Aims primarily to help learners for systematic learning and development.
- Takes care of the needs of the learner as responsible citizens of the future.
- Is more transparent, futuristic and provides more scope for association among learners, teachers and parents.

19. 'Readiness for learning' refers to

- (1) Thomdike's law of readiness
- (2) general ability level of students
- (3) present cognitive level of students in the learning continuum
- (4) satisfying nature of the act of learning

20. A teacher has some physically challenged children in her class. Which of the following would be appropriate for her to say?

- (1) Polio afflicted children will now present a song
- (2) Wheel-chaired bound children may take help of their peers in going to hall
- (3) Physically inconvenienced children may do an alternative activity in the classroom
- (4) Mohan why don't you use your crutches to go to the playground.

Ans.It is better to encourage the physical challenged children.

21. Learning disabilities may occur due to all of the following except

- (1) cultural factors
- (2) cerebral dysfunction
- (3) emotional disturbance
- (4) behavioural disturbance

Ans.The causes for learning disabilities are not well understood, and sometimes there is no apparent cause for a learning disability. However, some causes of neurological impairments include.

Heredity Learning disabilities often run in the family. Children with learning disabilities are likely to have parents or other relatives with similar difficulties.

Problems during pregnancy and birth Learning disabilities can result from anomalies in the developing brain, illness or injury, fetal exposure to alcohol or drugs, low birth weight, oxygen deprivation, or by premature or prolonged labor. Accidents after birth Learning disabilities can also be caused by head injuries, malnutrition, or by toxic exposure (such as heavy metals or pesticides). Learning disabilities may not occur due to cultural factors. It may occur due to cerebral dysfunction, emotional disturbance and behavioural disturbance.

22. An inclusive school

- (1) decides learning needs of students according to their disability
- (2) is committed to improve the learning outcomes of all students irrespective of their capabilities
- (3) differentiate between students and sets less challenging achievement targets for specially abled children
- (4) committed particularly to improve the learning outcomes of specially abled students

Ans.Inclusive education is about the full participation and achievement of all learners. In fully inclusive schools, children and young people with special education needs are engaged and achieving through being present, participating and learning.

23. Gifted students

- (1) cannot be learning disabled
- (2) need support not ordinarily provided by the school

(3) can manage their studies without a teacher

(4) can be good models for other students

Ans.Generally, gifted individuals learn more quickly, deeply, and broadly than their peers. Gifted children may learn to read early and operate at the same level as normal children who are significantly older. 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 physically and emotionally sensitive, perfectionistic, and may frequently question authority. Gifted students need support ordinarily not provided by the school.

24. Giftedness is due to

- (1) psychosocial factors
- (2) genetic makeup
- (3) environmental motivation
- (4) combination of (2) and (3)

Ans.Giftedness is due to combination of genetic makeup and environmental motivation.

25. Which of the following is appropriate for environment conducive to thinking and learning in children?

- (1) Allowing students to take some decisions about what to learn and how to learn?
- (2) Passive listening for long periods of time
- (3) Home assignments given sequentially
- (4) Individual tasks done by the learners

26. Learning Disability in motor skills is called

- (1) Dysphasia
- (2) Dyspraxia
- (3) Dyscalculia
- (4) Dyslexia

Ans. A motor skill is a learned sequence of movements that combine to produce a smooth, efficient action in order to master a particular task. Generally, motor skills are divided into two categories; fine motor and gross motor. Many factors influence motor skill development including birth weight, body build, parenting style, ethnicity, nutrition, personality, social class, and birth order.

Dyspraxia, a type of developmental co-ordination disorder (DCD), is a disability that affects movement and co-ordination. Although the exact causes of dyspraxia in children are unknown, it is thought to be caused by a disruption in the way messages from the brain are transmitted to the body. Dyspraxia is characterised by difficulty in planning smooth, co-ordinated movements. This leads to clumsiness and lack of co-ordination. Often, it can lead to problems with language, perception and thought. Dysphasia is a partial or complete impairment of the ability to communicate resulting from brain injury. Dyscalculia (also called math disability or numlexia) is a specific learning disability involving innate difficulty in learning or comprehending arithmetic.

Other disorders

Dyslexia is a very broad term defining a learning disability that impairs a person's fluency or comprehension accuracy in being able to read, and which can manifest itself as a difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, language skills/verbal comprehension, and/ or rapid naming. A child suffering from dyslexia cannot distinguish between 'saw' and 'was', 'nuclear' and 'unclear'.

Dysgraphia is a learning disability that affects writing, which requires a complex set of motor and information processing skills. Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting, and putting thoughts on paper. It is a biologically based disorder with genetic and brain bases.

Dysthymia is a chronic type of depression in which a person's moods are regularly low. It is also known as neurotic depression.

27. Learning disability

- (1) does not improve with appropriate input
- (2) is a stable state
- (3) is a variable state
- (4) need not impair functioning

Ans. Learning Disability is a variable state.

28. The following are the steps in the process of problem solving except

- (1) anticipate outcomes
- (2) identification of a problem
- (3) breaking down the problem into smaller parts
- (4) explore possible strategies

29. A teacher should

- (1) focus more on lecturing and provide a foundation for knowledge
- (2) treat errors committed by students as blunders and take serious note of each error
- (3) measure success as the number of times students avoid making mistakes
- (4) not correct students while they are trying to communicate ideas

30. 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
- (1) she may not be able to deal with sudden emotional outburst
 - (2) she may not be very confident about her preparation
 - (3) she may be thinking excessively about the result of this examination
 - (4) invigilator teacher on duty may be her class teacher and she is of very strict nature
- Ans.**A sudden and violent expression of emotion is called emotional outburst.

Part-II Mathematics

31. Which of the following questions is open ended?
- (1) What is 7 more than $\frac{2}{7}$?
 - (2) Write the numbers 25, 71, 19, 9, 8, 17, 85 in ascending order
 - (3) Which is more? $\frac{1}{3}$ or $\frac{7}{5}$
 - (4) Write any four numbers greater than 2, 7,
- Ans.**According to options
- (1) Required number $\frac{2}{7}$ 7

$$\frac{2}{7} \quad \frac{49}{7} \quad \frac{51}{7}$$
 - (2) Ascending order 8, 9, 17, 19, 25, 71, 85
 - (3) $\frac{1}{3}$ $\frac{5}{15}$, $\frac{7}{5}$ $\frac{21}{15}$
 $\frac{21}{15}$ $\frac{5}{15}$ $\frac{7}{5}$ $\frac{1}{3}$
 - (4) Required numbers 2.8 or 2.9 or 3.0, 3.5 etc.
 There can be so many numbers which are greater than 2.7.
32. The most appropriate tool to expose the students of Class II to plane figures, its vertices and edges is
- (1) blackboard surface
 - (2) geo board
 - (3) nets of 3D solids
 - (4) cubes
33. Following is a problem from text book of Class V
 "There are 4 poles of measure 105 cm, 215 cm, 150 cm and 235 cm respectively. If they have to be cut into pieces of equal length, what is the maximum length of each piece?"
 This question is asked to
- (1) give practice of word problems based on HCF and LCM
 - (2) test knowledge of factors and multiples
 - (3) check the skill of finding HCF
 - (4) enhance problem solving skills using learnt concepts
- Ans.**Maximum length of each piece
 HCF of (105, 215, 150, 235) 5 cm
34. Following is a problem from textbook of Class III
 "Which mathematical operation will be used to solve the following problem?
 A milkman sold 1410 L of milk in 10 days. How many litres of milk did he sell in a

day?" Which competence of Bloom's cognitive domain is referred in the above question?

- (1) Synthesis (2) Knowledge
- (3) Comprehension
- (4) Analysis

35. Rashid is studying in class V. He can classify various types of triangles in different

categories but has difficulty in understanding the abstract proof for the sum of three angles in a triangle to be always 180. According to Piaget Cognitive Theory, Rashid is at

- (1) Pre-operational stage
- (2) Concrete operational stage
- (3) Formal operational stage
- (4) Sensori motor stage

36. According to NCF 2005

"Developing children's abilities for Mathematization is the main goal of Mathematics education. The narrow aim of school Mathematics is to develop 'useful' capabilities." Here mathematization refers develop child's abilities

- (1) to develop the child's resources to think and reason mathematically, to pursue assumptions to their logical conclusion and to handle abstraction
- (2) in performing all number operations efficiently including of finding square root and cube root
- (3) to formulate theorems of Geometry and their proof Independently
- (4) to translate word problems into linear equations

37. The highlights of a good textbook are that

I. They contain numerous exercises to give rigorous practice.

II. All concepts can be introduced through situations.

III. Only solved examples are included.

IV. They must be thick and heavy.

- (1) II and IV (2) III and II
- (3) III and IV (4) I and III

38. NCF 2005 emphasizes that

- (1) Maths shall be taught to selective students
- (2) succeeding in Mathematics should be mandatory for every child
- (3) students should be tested first for their logico mathematical ability
- (4) Maths curriculum shall be separate for low achievers

39. The difference between the smallest common multiple and biggest common factor of 5, 10 and 35 is

- (1) 75 (2) 30
- (3) 35 (4) 65

Ans. Smallest common multiple of 5, 10 and 35 70

Biggest common factor of 5, 10 and 35 5
Required difference 70 - 5 = 65

40. The number of factors of 105 is

- (1) 8 (2) 3
- (3) 4 (4) 5

Ans. Factors of 105 3 5 7
Number of factors 3

41. If the time now is 2:17 pm, what will be the time 11 h and 59 min from now?

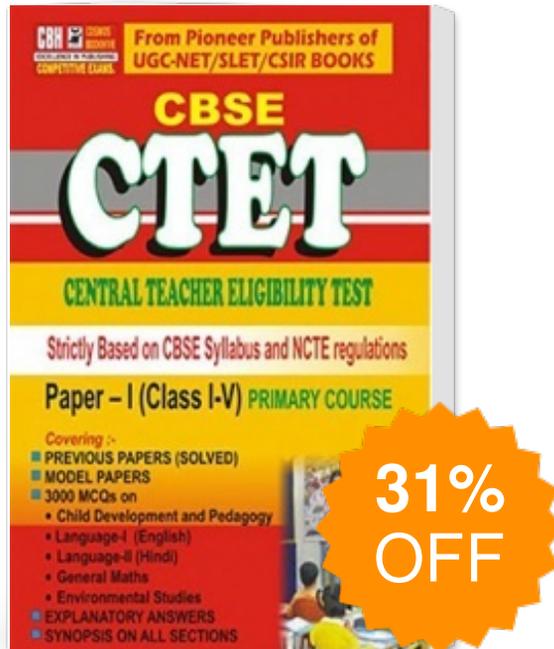
- (1) 2:17 am (2) 11:57 am
- (3) 9:59 am (4) 2:16 am

Ans. Present time 2:17 pm

Time after 11 hour 59 min

- (2) 11h(17 59) min (13) h(76) min
- (13)h (1h16 min) 14 h 16 min
- 2:16 am

CTET Paper I Primary Level English For Class 1 to 5



Publisher : **Cosmos Bookhive**

Author : **R K Pandey**

Type the URL : <http://www.kopykitab.com/product/8554>



Get this eBook