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PEDAGOGY

Instructional Planning (Study Material)

What is Pedagogy?

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community – it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Why is it important?

Pedagogy is the “how” the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences.

What are the methods of teaching?

A **teaching method** comprises the principles and **methods** used for instruction. Commonly used **teaching methods** may include class participation, demonstration, recitation, memorization, or combinations of these.

Pedagogic strategy

Definition: |Pedagogic Strategies can be defined at 3 levels:

1. General instructional designs
2. Designs applied to a teaching/learning unit (e.g. a lesson or a course module)
3. Pedagogic methods that are part of a wider design (e.g. of a pedagogic strategy as defined here) and that we discuss elsewhere.

Important notice: Schneider doesn't feel very sure how to distinguish pedagogic strategies from what he calls instructional design models. Here is a provisional distinction:

1. Pedagogic strategies refer to a general abstract teaching method. They can influence instructional design models.
2. Instructional design models refer to more precise instructional designs (based on some more explicit teaching and learning goals). A model can (but must not) implement several kinds of pedagogic strategies and methods.

Alternative entry points:

1. Instructional design models (It might be good idea to merge at some point these articles, but then it's sometimes a good idea to look at a similar problem with different instrumentation ...)
2. Teaching style (models that focus on the classroom teacher)

Types of Pedagogic Strategies:

Definitions of pedagogic strategies draw often from several fields.

Firstly pedagogic strategies (at least the ones discussed in instructional design) are based on general learning theoretical concepts, e.g. Behaviorism, Cognitivism, Constructionism, Constructivism, Socio-constructivism, Situated learning, etc. Learning theorists often also address pedagogical issues. There is an overlap between theories that explain how people learn and how one could bring people to learn. This is particularly true regarding larger families of thought like constructivism.

Second, design of strategies draws a lot from general pedagogical theory, but also from specialized research (disciplinary didactics, school vs. vocational training etc.).

Third, educational technology has been a driving force to develop new strategies, with the basic assumption that educational technologies can facilitate pedagogical scenarios.

Ruth Clark four instructional architectures:

According to Merrill (2002), Ruth Clark (1998) suggests four different instructional architectures (*receptive, directive, guided discovery, and exploratory*) that he calls instructional style.

In the context of educational technology:

1. **Receptive instruction** is characterized by a lecture or an Internet site where the student is merely provided with information.
2. **Directive instruction** is characterized by a computer-based tutorial where information is presented, the student responds, feedback is provided and this tutorial learning cycle is repeated.
3. **Guided Discovery** is characterized by a computer simulation that allows the student to manipulate some device or environment.
4. **Exploratory instruction** is characterized by an open learning environment in which the student is provided a rich, networked database of information, examples, demonstrations, and exercises from which the student can select whatever is appropriate to their current needs and mental models.

CONTENT COMPREHENSION STRATEGIES

When we focus on the appropriate pedagogical approaches for teaching/learning subject matter content in the curriculum for English Learners, it is important to remember that:

1. Learning in subject areas requires different comprehension skills:
 - (a) Technical vocabulary
 - (b) Limited contextual cues
 - (c) Time periods and sequencing of events
 - (d) Structural texts: graphs, symbols, maps, diagrams
 - (e) Higher readability level texts
 - (f) Expository material vs. story structure

We can also help our students build strategies for developing content vocabulary:

- (a) Direct, concrete experiences. (Rich experiences yield rich vocabulary.)
- (b) Visual experiences (videos, films, pictures, photos, dictionaries)
- (c) Understanding context in which words appear (multiple meanings, cultural differences).
- (d) Word studies (dictionaries, word banks, semantic maps)

Pedagogy (Instructional Planning)

- (e) Teach content and language (obligatory and compatible language).
- (f) Create own graphic formats, and label parts and describe functions.
- (g) Use content vocabulary in daily writings (journals, logs).

We can, however, teach our students strategies for using material beyond students' reading level:

- (a) Tape-record selected passages.
- (b) Read aloud passages (teacher, aide, peer, volunteer).
- (c) Provide concrete background experiences prior to reading text.
- (d) Direct students to read for certain purpose (chunking material).
- (e) Use questioning and teacher guidance (study guides).
- (f) Organize information by main ideas.
- (g) Model how to learn from text: skim, scan, browse, and tab pages.
- (h) Model how ideas and text are bound together: format and reference guides.
- (i) Describe graphic formats: graphs, time lines, charts, tables, and diagrams.
- (j) Consult with peers.

Explain text structures in content materials:

- (a) Cause and effect (reasons with results; actions with consequences) Cues: because, therefore, since, however
- (b) Compare/contrast (likenesses and differences between people, places, events, objects, concepts) Cues: but, also/in addition, nevertheless, in contrast
- (c) Time order (sequential relationships of ideas over time) Cues: before, after, then, follow/following, at last
- (d) Simple listing (events and facts)

Questions & Questioning Strategies:

Teacher questions can serve a variety of purposes:

- (a) Classroom Management
- (b) Concept Reinforcement
- (c) Thinking Stimulation
- (d) Interest Generation n Mind-Set Development

Productive questions help teachers build a bridge between learning activities and student thinking. According to Mary Lee Martens (1999), productive questions help learners:

- (a) Focus their attention on significant details, events, and processes.
- (b) Become more precise while making observations.
- (c) Analyze, classify, categorize, and evaluate.
- (d) Explore properties/characteristics/features of the unfamiliar.
- (e) Make predictions.
- (f) Plan and implement responses to problems or dilemmas.
- (g) Think about experiences and construct ideas that make sense to them.

The questions that we ask, how we ask them, and how we teach students to ask their own questions can significantly increase English Learner engagement, as well as their language and academic learning. Certain types of questions, for example, can encourage up to a 40% increase in divergent responses from students. Divergent thinking is a critical factor in problem-solving and for learning that demands creativity. The quality and nature of the questions posed also impacts the quality of verbal interaction among students and between students and teacher.

Instructional Planning – MCQs

Write the correct answer:

1. The word 'administration' as the _____ root 'minister' suggests means service, i.e., work dedicated to the good of others:
 - (a) Arabic (b) Latin
 - (c) Urdu (d) Persian
2. "Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities" defines:
 - (a) Russell T. Gregg
 - (b) S.M. Diweker
 - (c) Raymond E. Miles
 - (d) None of these
3. "The striking difference between the administration of education and that of other business lies in the fact that the former is a human process very much influenced and controlled by various factors such as the philosophical, psychological, sociological, historical and political in the words of _____"
 - (a) Raymond E. Miles
 - (b) Russel T. Gregg
 - (c) S.M. Diwekar
 - (d) None of these
4. According to Lazarsfield, all administrators are faced with the tasks:
 - (a) The administrator must fulfil the goals of the organization
 - (b) The administrator must make use of little people in fulfilling these goals not as if they were machines but rather in a way enthuse their initiative and creativity
 - (c) The administrator must also face the humanitarian aspects of the job. He should make the people who work for him. This

is 'moral' the idea that under suitable conditions people will do better work than they will under unsuitable conditions. The administrator must try to build in his organization provisions for innovations, for change and for development. In a changing world, people must adapt themselves to changing conditions.

5. (e) All of the above
A good administration is one which exhibits human activity at its best. The ingredients of good administration are:
 - (a) Associated performance
 - (b) Organized purpose
 - (c) Creativity
 - (d) Achievement
 - (e) All of the above
6. (e) All of the above
The fundamental purpose is to bring students and teachers together under such conditions as well successfully promote the end of education. The major purposes are:
 - (a) To frame well defined policies and programmes that teaching learning situations resultantly growth and development of human beings.
 - (b) To make use of appropriate materials to bring about the effective development of human qualities.
 - (c) To execute the programmes and activities of the organization so that its objectives may be achieved.
 - (d) To assure the growth of children and adults and all the people involved in the management.
 - (e) All of the above

Achievement Goals means:

- (a) Educational Administration is not a goal in itself. It is the means to achieve goals.
- (b) The administrative setup should see that human material resources are economically used to achieve maximum benefit.
- (c) Both (a) & (b)
- (d) None of these

Educational Economy means:

- (a) Educational Administration is not a goal in itself. It is the means to achieve goals.
- (b) The administrative setup should see that human material resources are economically used to achieve maximum benefit.
- (c) Both (a) & (b)
- (d) None of these

From the standpoint of economic development law many factors are of basic importance:

- (a) Natural resources
- (b) Physical capital
- (c) Human resources
- (d) All of the above

10. _____ considered administration is to plan, to organise, to command, to coordinate and control education:

- (a) Raymond E. Miles
- (b) Russel T. Gregg
- (c) S.M. Diwekar
- (d) Fayol

11. Communicating is a process by which directing information, ideas, explanations and questions are transmitted from person to person, or from group to group. There are three channels of communication process:

- (a) Upward Communication from teachers to the principals district officials and the directorate, etc.
- (b) Horizontal communication which runs along the same level of workers and enables the

colleagues to be conversant with activities of the organization. Downward Communication, where the flow of communication ideas, suggestions and commands, is from senior officers to their juniors.

(d) All of the above

12. Principles of Democratic Administration are:

- (a) Principle of Sharing Responsibility
- (b) Principle of Equality
- (c) Principle of Freedom
- (d) Principle of Justice
- (e) Principle of Recognition of Individual Effort
- (f) Principle of Planning
- (g) Principle of Flexibility
- (h) Principle of Dynamism
- (i) Principle of Human Relations
- (j) Principle of Maintenance of Standards of Efficiency
- (k) Principle of Leadership
- (l) Principle of Appreciation
- (m) Principle of Evaluation
- (n) Principle of Research
- (o) All of the above

13. Types of Educational Administration are:

- (a) Autocratic (b) Democratic
- (c) Laissez-Faire
- (d) All of the above

14. Nearer to us in time and better known to most of us are the ideas and concepts that underlay the establishment of the reputed civil services of Europe and Great Britain in the nineteenth century. Two key notions provided the essential rationale for civil services are:

- (a) The idea that administration is an activity that can be studied and taught separately from the content of what is being

16. _____ believed that a trained administrative group was essential for improving the operations of organizations which were becoming increasingly complex. He defined administration in terms of five functions: planning, organizing, commanding, coordinating and controlling:
- Max Weber
 - Fayol
 - May Parkar Follett
 - None of these
17. A _____ Sociologist, Max Weber, produced some of the most useful, durable and brilliant works on administrative system it seemed promising at that time and has since proved indispensable bureaucracy:
- British
 - American
 - German
 - None of these
18. According to _____, the bureaucratic apparatus should be very impersonal, minimising irrational, personal and emotional factors, and leaving bureaucratic personnel free to work with a minimum of friction or confusion:
- Max Weber
 - Fayol
 - May Parkar Follett
 - None of these
19. Luther Gulick and _____ stand out among many scholars who attempted to synthesise what is now known as the classical formulation of principles, which would be useful developing good functional organizations.
- Max Weber
 - Fayol
 - Lyndall Orwick
 - None of these
20. _____ was the first to document that successful groups tend to have people in them who play two key roles; it is necessary for someone to keep the group focused on accomplishing its task and, at the same time, it is necessary for every successful group to have someone to see that the group pays attention to maintaining productive human relations within the group:
- Raymond E. Miles
 - Russel T. Gregg
 - S.M. Diwekar
 - Robert Bales
21. Unlike informal human social systems, the school systems and schools may be classified as follows:
- They are specifically goal oriented.
 - The work to be done so as to achieve goals is divided into sub-tasks and assigned as official duties to establish positions in the organisations. These positions are arranged hierarchically in the formal organization and authority relationships are clearly established.
 - General and impersonal organisational rules govern to large extent, what people do in their official capacity and also to a large extent, shape and delimit the interpersonal interactions of people in the organizations.
 - All of the above
22. In the years _____, there was a great out pouring of theorising and research in educational administration which explored public school systems and schools:
- 1955 – 1965
 - 1955 – 1970
 - 1955 – 1975
 - None of these
23. HRM stands for:
- Health Resources Management
 - Human Resources Management
 - Health Research Management
24. (d) None of these
Educational Planning is the exercise of foresight in determining the policies, priorities and costs of an
- Economic System
 - Political System
 - Educational System
 - None of these
25. _____ is the process of preparing as set of decisions directed at achieving predetermined goals:
- Educational Administration
 - Educational Finance
 - Educational Planning
 - None of these
26. "Educational Planning as a purposeful preparation culminating over a decision which serves as the basis for subsequent action". Who said about educational planning?
- Stephen J. Knezewich
 - Zewig
 - Dickinsons
 - None of these
27. _____ is a natural process of setting clear objectives and choosing the most sufficient and effective means of perceiving them through practical action:
- Political Planning
 - Economic Planning
 - Educational Planning
 - None of these
28. Who said "Successful Educational Plan is one that does not remain on paper but is carried out speedily and efficiently":
- V.I. Griffiths
 - Stephen J. Knezewich
 - Zewig
 - Dickinsons
29. _____ is goal oriented and intelligent activity to arrive at decisions which result in the actual course of action:
- Planning
 - Strategies

- (c) Activity
 (d) None of these
30. "Planning is considered as an essential arrangement of defined aims to achieve the centralized economy". Who said this?
 (a) Stephen J. Knezewich
 (b) Zewig (c) Dickinsons
 (d) None of these
31. "Planning may be sufficiently defined as any attempt to organise resources for the attainment of chosen ends". Who said this?
 (a) Stephen J. Knezewich
 (b) Zewig
 (c) Dickinsons (d) Gregory
32. "Planning refers to an organization which is connected with production, distribution and consumption". Who said this?
 (a) Stephen J. Knezewich
 (b) Zewig (c) Dickinsons
 (d) None of these
33. Following the view of American Association of School Administrators, planning involves:
 (a) Including the definition and classification of purposes and scope
 (b) Investigating several conditions affecting the achievement of purpose.
 (c) Analysing to ascertain the meaning of the fact and to forecast effects of possible courses of action on achievement of purposes
 (d) Making decision to set the courses of enterprise as revealed the processes of purposes, defining, investigation and analysis.
 (e) All of the above
34. A comprehensive educational planning includes:
 (a) Universalisation of elementary

- (b) education
 (c) Eradication of illiteracy
 (d) Strengthening of vocational education
 (e) Women, Teachers, Adult Education
 (f) Higher Education and National Policy on Education
 (g) All of the above
35. Planning is of vital importance in:
 (a) Education (b) Organization
 (c) Administration and Business Planning
 (d) All of the above
36. _____ provides direction to educational and national development:
 (a) Planning (b) Strategies
 (c) Goal
 (d) None of these
37. _____ is a social activity such as education because it involves the growth of a nation's human resources:
 (a) Strategies
 (b) Goal (c) Planning
 (d) None of these
38. Pakistan like other developing country, needs educational planning because of the reasons:
 (a) Developing nations should make an intensive effort to develop and go higher in all educational fields
 (b) It is necessary to plan educational system from a scratch to provide strong foundations for future growth. Universalization of primary education is one such example.
 (c) Wise planning gives like to maximum achievement
 (d) Because of a wide gap between needs and resources, educational planning has to based on cost benefit.
 (e) In order to improve manpower, education has to be given to

- priority in planning. Careful planning has to be done.
 (d) All of the above
39. What are the major characteristics of educational planning?
 (a) Efficiency (b) Complexity
 (c) Creativity (d) All of these
40. Efficiency means:
 (a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
 (b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
 (c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
41. Complexity means:
 (a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
 (b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
 (c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
42. Creativity means:
 (a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
 (b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
 (c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
 (d) None of these
43. What are the major approaches of educational planning?
 (a) Macro (b) Micro
 (c) Grassroots (d) All of these
44. What is Macro approach of educational planning?
 (a) Overall planning and includes factors like total number of schools to be opened, their location, money needed, teachers needs.
 (b) It starts from the bottom and is drawn from a realistic situation.
 (c) It is a planning for a small community or a village which takes into account the needs of the locality while planning for education.
 (d) None of these
45. What is Micro approach of educational planning?
 (a) Overall planning includes all

- factors like total number of schools to be opened, their location, money needed, teachers needs.
- (b) It starts from the bottom and is drawn from a realistic situation.
- (c) It is a planning for a small community or a village, which takes into account the needs of the locality while planning for education.
- (d) None of these
46. What are the types of 'Educational Planning'?
- (a) Individual Plan
 - (b) Group Plan
 - (c) Short-term Plan
 - (d) Long-term Plan
 - (e) All of the above
47. Individual Plan means:
- (a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.
 - (b) This is responsible for only a particular part of the total plan and deals in detail about it.
 - (c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.
 - (d) This is a perspective plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.

48. Group Plan means:

- (a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan. This is responsible for only a particular part of the total plan and deals in detail about it.
- (b) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.
- (c) This is a perspective plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.
- (d) None of these

49. Short-term Plan means:

- (a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.
- (b) This is responsible for only a particular part of the total plan and deals in detail about it.
- (c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.
- (d) This is a perspective-plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term

- plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.
50. (e) None of these
- What are the major goals of 'Educational Planning'?
- (a) Education for international understanding
 - (b) Education for equalization of educational opportunities, irrespective of sex
 - (c) Abolition of any form of discrimination on the basis of caste, creed
 - (d) Education for cultural, social and economic development of the country
 - (e) All of the above
51. In _____ the Hartog Committee pointed out that primary education was ineffective as there was a good deal of wastage and stagnation:
- (a) 1928
 - (b) 1929
 - (c) 1930
 - (d) 1931
52. In _____ when Lord Macaulay wrote his famous minutes, he had in mind the production of class of persons Indian in blood and in colour but English in taste, opinion, morals and intellect:
- (a) 1833
 - (b) 1834
 - (c) 1835
 - (d) 1836
53. Social Demands Approach is:
- (a) To estimate what proportion of this age group is likely to reach particular levels
 - (b) To estimate what proportion of this age group is likely to reach particular levels of school
- (c) leaving attainments not considered relevant for entry into higher education.
- To estimate what proportion of those qualified will apply for admission to higher education.
- To decide what proportion of these applicants should be given places.
- To assume the length or duration of the study.
- All of the above
54. Manpower Approach is:
- (a) Analysis of existing system of education and employment.
 - (b) The main functions and principles in preparing the perspective plan in education in the light of manpower needs.
 - (c) Some difficulties regarding the Manpower approach.
 - (d) All of the above
55. H.M. Phillips, Director Analysis Division, Social Sciences Department, UNESCO has enumerated the procedure for planning:
- (a) Projections have to be made of the future size and demographic composition of the population for a period of fifteen to twenty years. If possible, the school and university age groups should be on a year-by-year basis.
 - (b) On the basis of the data this obtained, a social standard or social minimum of education may be postulated. This may be taken as compulsory schooling for every child for a certain period of years.
 - (c) The next requirement is to study the long-term plan or the best possible long-term projection of the economic bi-sectors and sub-sectors.
 - (d) The level of economic activity

has to be analyzed to establish the manpower requirements which flow from these sectors.

- (e) The occupational data is obtained needs to be translated into its educational component.
- (f) There should be provision for changes, made by students in mid stream another forms of turnover; education in excess of demand to the extent that education is failed in which the existence of supply creates demand, additional facilities for formal education required to meet other national objectives and consumption patterns not already taken into account adult education and literacy campaign.
- (g) Quantitative changes required at different educational levels to meet the estimated demand should then be assessed. This involves translating the total educational demand into the outputs required from different levels of the educational system, viz.; primary, secondary, post secondary, university.
- (h) It will be necessary to make an estimate for buildings and teacher training requirements.
- (i) The degree of efficiency to be expected from the educational system in the pedagogia and social environment, and the affectivity of the content of the curricula and selection criteria for different educational levels should be assessed.
- (j) The unit costs of different types of educational facilities will then have to be assessed.
- (k) These costs need to be studied in terms of the availability of

further resources in competition with other expenditure required for the educational plan.

Another desirable step will be to reconcile the education program development programme. This reconciliation requires that the education programme is not so high in real cost as to be inconsistent with the achievement of other targets in the development programme, and the physical capacity of education industry is such that all education requirements of the final overall development programme can be met.

(m) Finally, it will also be necessary to study the incentives or other measures required to guide students to the desired studies and the school leavers to the desired occupations, which requires planning of wage structure and prestige of the different occupations.

- (n) All of the above
56. According to Sir John Sargent, it should be determined by which main criteria:
- (a) Does the educational plan equip the ordinary man or woman, boy or girl, to make an adequate contribution to play an effective part in the scheme for the uplift of society to which he or she belongs?
 - (b) Is it capable of picking out from the multitude those who have the ability to render outstanding service to the state, particularly, during the formative period?
 - (c) Both (a) & (b)
 - (d) None of these

57. The process of plan formulation is:

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- (a) At the very outset the planning commission (or its secretariat, the planning and development division) invites the provincial governments to formulate their development priorities and major development initiatives that they would like to adopt in their province during the next plan period. This provides time to the provincial government to carry on detailed exercises at their level.
- (b) Simultaneously, the planning commission constitutes a large number of technical group in major planning areas of special concern. For example, for the ninth five year plan, technical groups were constituted in the fields of primary education, technical education and higher education in the sector of education and training. These technical groups consist of officials working in concerned federal and provincial departments, qualified personnel working in universities, technical field and experts from the private sector. The terms of reference of these technical groups were requested to suggest policies measures that should be adopted in that sector during the next plan period.
- (c) Concurrently the various sections of the planning commission carry out detailed analysis of national provincial statistics pertaining to their sector and chalk out a strategy for correcting current imbalances and deficiencies.
- (d) On the receipt of the reports of the technical groups and

proposals of the provincial governments and concerned federal ministries a series of meeting are held with concerned departments of the provincial governments and federal ministries both individually and collectively, to enlarge the area of agreement.

(e) The planning commission then prepares a draft plan, which is circulated to provincial governments, federal ministries, professional organizations, and the media. A second round of consultations begins to reduce the area of disagreement.

(f) The draft plan is then considered by the federal cabinet in the light of the summary prepared by the planning commission. The summary brings out the point of view of the dissenting provinces/ministries.

(g) The draft plans as amended by the Federal Cabinet is then submitted to the National Economic Council for final approval. The provinces being represented in the NEC by Chief Minister, present their points of view for decision. The plan as approved by the NEC is finally published as the official five year plan.

(h) All of the above

58. The important generalizations can be made about plan formulation in Pakistan:

- (a) That plan formulation in Pakistan is a centralized activity.
- (b) That the provincial governments are fully involved within the framework of a centralized system.

- (c) That the planning departments at the provincial level are in touch with realities in the ground through consultations with the line departments.
- (d) That elected representatives are involved in the planning process only at ministerial level.
- (e) All of the above
59. DDWP stands for:
 (a) Departmental Development Working Party
 (b) Departmental Divisional Working Party
 (c) Department Women Party Development
 (d) None of these
60. CDWP stands for:
 (a) Central Development Working Party
 (b) Chemical Development Working Party
 (c) Central Department Working Party
 (d) None of these
61. ECNEC stands for:
 (a) Executive Committee of the National Economic Council
 (b) Executive Committee of the North Education Council
 (c) Economic Committee of the National Education Center
 (d) None of these
62. The Administrative machinery for Educational Planning is:
 (a) Planning and Development Division Education Section
 (b) Planning and Development Department Education Section
 (c) Ministry of Education Planning Wing
 (d) Provincial Department of Education Planning Sections
 (e) District Councils - District Education Officer Concerned
 (f) All of the above

63. What are the major activities performed at different stages of planning:
 (a) Stage - I (Pre-planning)
 (b) Stage - II (Planning)
 (c) Stage -III (Plan Formulation & Detailing)
 (d) Stage - IV (Implementation, Monitoring & Feedback)
 (e) Stage - V (Evaluation)
 (f) All of the above
64. Pre-planning means:
 (a) Establishing Planning Organization and Structure
 (b) Creation of Information Data Network
 (c) Defining Objectives for Various Levels (National, Regional, Provincial)
 (d) All of the above
65. Planning means:
 (a) Discrepancy analysis matching actual output of the system with desired objectives both qualitatively and quantitatively and findings deviations.
 (b) Stipulating policies to remove deviations.
 (c) Estimating resource needs and availability.
 (d) Establishing priorities to suit resource position.
 (e) Establishing alternate approaches.
 (f) Feasibility testing of some key areas.
 (g) All of the above
66. Plan Formulation & Detailing means:
 (a) Establish broad parameters of the plan to achieve objectives (What. When. Why?)
 (b) Programming (breaking plan into broad action area).
 (c) Projects identification and formulation grouping of activities to suit unit of

- implementation details of agency, costs, time schedules, finance, manpower needs.
 (d) Spatial distribution
 (e) All of the above
67. Implementation, Monitoring & Feedback means:
 (a) Defining administrative framework and procedures.
 (b) Defining allocation of task duties
 (c) Establishment communication channels
 (d) Acquistion of resources
 (e) Actual implementation exaction
 (f) Establishing control points for monitoring
 (g) Finding deviations during implementation and taking corrective actions
 (h) All of the above
68. Evaluation means:
 (a) Establishing criteria for end-of-the project evaluation and time frame
 (b) Designing instruments and methodologies for evaluation
 (c) Identifying discrepancies between actual performance and expected performance
 (d) Providing basis for corrective measures and re-planning in next cycle
 (e) All of the above
69. The National Economic Council has approved the following sanctioning powers of various authorities for the implementation of the Five Year Plan:
 (a) Federal Ministries through the departmental working Party.
 (b) Central Development Working Party.
 (c) ECNEC
 (d) Provincial Governments through the Provincial Development Working Parties.
70. The sanctioning powers of the authorities except the VDWP and ECNEC are subject to the following conditions:
 (a) The authority must set up a proper planning and monitoring unit and a Development Working Party on which the Ministry of Finance be represented.
 (b) If the Ministry of Finance does not agree with the decision of the Development Working Party the scheme shall be submitted to the CDWP, ECNEC.
 (c) Copies of all schemes on the agenda shall be supplied to the Planning and Development Division at least ten days before the meeting. The Planning and Development Division shall have a right to attend the meeting of the Development Working Party and express their views on the PC-1.
 (d) A copy of the scheme finally approved by the Development Working Party will be promptly furnished to the Planning and Development Division and the Ministry of Finance (Development Wing).
 (e) All of the above
71. The Provincial Government in turn delegates some of their powers to other agencies. For example the Government of Punjab has delegated powers as under:

- (a) Department working parties of various provincial departments headed by the provincial secretary can approve projects costing upto Rs.6.000 million (Non-Recurring).
- (b) Divisional Department Working Parties headed by the Divisional Commissions can approve schemes costing upto Rs.3.500 million. The Divisional DWPs can only approve schemes relating to school education. A Director Planning has been nominated by the Punjab Development Board to assist each Divisional DEP.
- (c) Zila Council headed by the Chairman can approve schemes costing upto Rs.1500 million. The Provincial Development Board has placed the services of a Deputy Director Planning at each Zila Council.
- (d) All of the above
72. Eliot and Mosier in their book 'Organization of Planning for Education' mention the following phases of educational planning:
- To start objectives tentatively based upon educational needs.
 - To determine the present status of education in the particular community.
 - To formulate a specific programme of objectives for the school.
 - To determine a course of action necessary to attain the objectives.
 - Necessary to obtain the average goals
 - To conduct constant appraisals for the effectiveness of the programme.
 - Re-planning as appraisals
- indicate this to be necessary or desirable.
73. ✓(h) All of the above
- What are the major aspects of educational planning?
- Objective
 - Resources
 - Approaches
 - Evaluation
 - Research
 - All of the above
74. Environment helps man to:
- Build his personality
 - Succeed in life
 - Develop his potentials
 - All of the above
75. An individual is the product of:
- Heredity only
 - Environment only
 - Interaction between heredity and environment
 - None of the above
76. The surroundings of the individual are called his:
- Environment
 - Identity
 - Heredity
 - Way of thinking
77. ✓(a) The unhealthy environment:
- Can suppress good heredity
 - Cannot suppress good heredity
 - Can suppress but cannot extinguish
 - None of the above
78. Healthy environment and training:
- Can turn a dull child into an intelligent one
 - Cannot turn a dull into an intelligent one
 - Can turn a dull child into a gifted one
 - None of the above
79. It is much more defensible to say that a person acts intelligently than to say that he has:
- Patience
 - Confidence
 - Intelligence
 - Power
80. The term "intelligent behaviour" is a

description of behaviour under certain conditions. We can generally agree on what behaviour is intelligent even though we might never agree about the existence of some mysterious "intelligence" within the:

- (a) Individual
- (b) Organization
- (c) Society
- (d) State

In order to accept the conclusions of those research workers who tend to place considerable emphasis upon the inheritance factor, one would need to know a great deal more concerning the possible effect upon behaviour of conditions and influences:

- (a) Intellectual
- (b) Environmental

- (c) Basic
- (d) Behavioural

If an individual is to engage in activities involving the higher processes, the constitutional capacity to do so must be present:

- (a) Mental
- (b) Experimental

- (c) Intellectual
- (d) Psychological

Rate and limits of development tend to follow a _____ pattern; i.e. the slower the maturational rate is the sooner its limit is reached:

- (a) Technical
- (b) Constant

- (c) Smooth
- (d) Particular

Mental defect usually is more easily discovered during _____ than mental superiority:

- (a) School age
- (b) College life

- (c) Childhood
- (d) Developing age

Regardless of the inherited capacities of a _____ the environmental influences by which he is surrounded and which act as stimulating forces of intellectual activity also need to be of the best:

- (a) Teacher
- (b) Child

(c) Person

(d) An educationist administrator, teacher, or student of education should accept test results as the only measure of an individual's degree of ability to learn:

- (a) Best
- (b) Poor
- (c) No
- (d) One

A child may be born with a high degree of potential ability to act intelligently, but unless he is stimulated through _____ to exercise that capacity he may appear to be relatively dull or retarded:

- (a) Training
- (b) Measurement

- (c) Learning
- (d) Questioning

Effects of environment are such factors of change in an individual which leave impression on a fertilized cell:

- (a) Genetically
- (b) Before the birth of child

- (c) At the time of adolescence
- (d) None of the above

The significant effects of environment are manifested:

- (a) Before the birth of child
- (b) After the birth of child

- (c) At the time of adolescence
- (d) None of the above

Learning of culture and language is a process associated with:

- (a) Environment
- (b) Heredity

- (c) Law of similarity
- (d) Law of modification

Studies have been made concerning the effect of nursery school and kindergarten attendance, upon the mental ability of _____ children:

- (a) Young
- (b) Average-minded

- (c) Feeble-minded
- (d) Dull

Investigations have been conducted to

- discover the effect of enriched school offerings upon the intelligence of school children:
- Model
 - Elementary
 - Primary
 - High
93. Testing techniques are not yet sufficiently perfected and the problems involved in determining the effect of environment upon intelligence still are so complicated that it is _____ to arrive at any specific or definite conclusions in the matter:
- Simple
 - Essential
 - Difficult
 - Challenging
94. On the average, the growth of the mental ability of any individual is fairly regular in rate, and the degree of _____ from age period to age period is relatively constant:
- Success
 - Intelligence
 - Patience
 - Emotions
95. The education process is mainly affected by:
- Social conditions
 - Economic conditions
 - Both (a) and (b)
 - None of the above
96. The children requiring more attention are those who:
- Cannot find favorable environment at home
 - Are emotionally disturbed
 - Have to face the cruelty of stepness
 - All of the above
97. The gifted children:
- Exhibit extraordinary performance
 - Question to know
 - Solve their problems easily
 - All of the above
98. Effective teaching requires the:
- Keen interest of the teacher to the studies of the students
 - Use of appropriate method of

- teaching
- (c) Solution of the problems of students
- (d) All of the above
99. Output of various body organs and change in their mutual interaction is called:
- Development
 - Growth
 - Environment
 - Heredity
100. In the case of _____ growth, the rate is more rapid during the early years and then levels off gradually until intellectual maturity is reached:
- Total
 - Mental
 - Rapid
 - Physical
101. In general growth in intelligence continues at a more rapid rate and reaches a greater height for the bright than for the great mass of individuals considered average or:
- Non-average
 - Normal
 - Dull
 - Poor
102. The growth rate of the slow or retarded and feeble minded progresses more _____ and reaches its limit sooner and at a lower level than do the others:
- Defectly
 - Confidently
 - Slowly
 - Rapidly
103. Contrary to popular opinion, boys and girls tend to show little if any differences in intelligence as measured _____ by tests of ability:
- Mental
 - Cooperation
 - Superior
 - Normal
104. Home conditions, degree of interest, emotional attitudes, health and other factors may affect individual _____ during the taking of an intelligence test or in learning achievement:
- Approach
 - Success
 - Difference

- (d) Classification
105. It is a recognized fact that demonstrated achievement in school learning does not always parallel degree of intelligence as determined by the _____ of intelligence tests:
- Learners
 - Examiners
 - Users
 - Administration
106. The results of all tests, may be affected by many factors inherent in the testing conditions, the child's background of _____ and other favourable or unfavourable elements:
- Experience
 - Intelligence
 - Leadership
 - Life
107. It should be realized that the results of intelligence tests combined with other techniques available for the evaluation of learning success can help a _____ to discover what the child can learn and how quickly he can learn:
- Critic
 - Administrator
 - Psychologist
 - Teacher
108. Test construction began with Alfred Binet's attempt to devise an instrument of measurement that could be used for the discovery of feeble-minded children in:
- French Schools
 - German Schools
 - American Schools
 - English Schools
109. When the first Binet-Simon test appeared with revisions in 1908 and 1911? This was an individual test of performance, and its scores were interpreted in terms of mental age:
- 1900
 - 1905
 - 1906
 - 1907
110. American revisions and adaptations of the Binet test were published by Goddard (1911), Kuhlmann (1912), and Terman (1916). The last was

- revised in _____ by Terman and Merrill:
- 1925
 - 1927
 - 1937
 - 1935
111. Complete understanding on the part of the child concerning the meaning of the question or problem and cooperative response are needed if the results of the tests are to be:
- Revised
 - Reliable
 - Proved
 - Carefully handled
112. The testing of the intelligence of individuals in groups rather than size began in _____ during World War I with the use of the Army Beta Tests for illiterates and non-English speaking servicemen:
- America
 - England
 - Greece
 - France
113. During the years 1918 to _____ may psychologists, led by Terman and Otis, constructed group tests that were patterned upon the Army Alpha and were intended for use with school children:
- 1920
 - 1921
 - 1923
 - 1925
114. The duration of B.S. Ed. Program is:
- 1 Year
 - 2 Years
 - 3 Years
 - 4 Years
115. The fields of 'composing' and 'designing' largely depend on:
- Computer
 - Mass media
 - Experts
 - Publishing institutes
116. During the _____ of an individual test, the tester must be objective in his manner and alert to the behaviour of the child tested as the latter responds to specific questions or attempts to carry out suggested directions:
- Measurement
 - Research
 - Administration
 - Learning

117. The entire testing procedure should be quiet and dignified, and aimed at reducing to tension or fear that may be present among the persons to be:
 (a) Guided (b) Tested
 (c) Judged (d) Assumed
118. The training and progress of women require:
 (a) Education
 (b) Institutes for home economics education
 (c) Welfare programs for women
 (d) All of the above
119. In Pakistan, the teachers training is conducted in the:
 (a) Colleges of education
 (b) Elementary colleges
 (c) Institutes of Education and Research
 (d) All of the above
120. The most important element of education system is:
 (a) Aims of education
 (b) Curriculum
 (c) Instructional strategy
 (d) Examination
121. Which of the following education is considered obligator by Islam?
 (a) Religious and worldly education
 (b) Religious education
 (c) Worldly education
 (d) Only modern education
122. Many of the intelligence tests now in use are based on materials similar to those included in the:
 (a) Army Alpha Test
 (b) Army Intelligence Test
 (c) Army Beta Test
 (d) Army Arranged Test
123. In some tests, the items are arranged according to the type of material included. In others, the various types of material are thrown together so that the items are scaled according to degree of:

- (a) Intelligence (b) Testing
 (c) Difficulty (d) Success
124. Which tests usually are referred to as tests of abstract intelligence?
 (a) Grade (b) Language
 (c) Ability
 (d) Administration
125. If the physical differences are of intensive nature, then:
 (a) Special schools should be established
 (b) Special curriculum should be developed
 (c) Special teachers should be appointed
 (d) All of the above
126. The children having Intelligence Quotient of 140 or more are called:
 (a) Gifted (b) Intelligent
 (c) Average
 (d) None of these
127. The IQ of mentally backward children is less than:
 (a) 50 (b) 60
 (c) 70 (d) 80
128. Non-language or performance tests are useful in measuring the degree of mental alertness of persons who for one reason or another, may have difficulty in reading the language:
 (a) Difficult (b) Focal
 (c) Urdu (d) English
129. Some psychologists claim that performance test are likely to offer a better measurement of mental abilities apart from learning than do the tests:
 (a) Behaviour (b) Learning
 (c) Language (d) Difficult
130. Tests on the lower age and grade level include much picture material, deal will simple relationship, and require relatively little time to:
 (a) Solve (b) Administer
 (c) Acquire (d) Assume

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131. Because of the likelihood that a young child's responses will be variable, his scores on successive tests probably will:
 (a) Fluctuate (b) Constant
 (c) Uncertain (d) Clear
132. If tests are well-administered to a child at age of three or four and again at age _____, the chances are good that there will be a fair amount of agreement between success performance on the two age levels:
 (a) Eleven or Twelve
 (b) Nine or Ten
 (c) Seven or Eight
 (d) Six or Seven
133. The educated individuals cause:
 (a) Economic growth
 (b) Increase in national products
 (c) Fulfillment of economic needs
 (d) All of the above
134. Physically weak children are:
 (a) Ridiculed
 (b) Victims of inferiority complex
 (c) Poor in educational achievement
 (d) All of the above
135. The intelligent students:
 (a) Participate in the educative process actively
 (b) Can only perform simple tasks
 (c) Can solve their problems
 (d) Both (a) and (c)
136. In Pakistan, the levels of general education are:
 (a) Two (b) Three
 (c) Four (d) Five
137. Tests on late elementary school, high school, and college levels increase in difficulty from level to level and demand greater ability to deal with more material that becomes gradually more:
 (a) Simple (b) Difficult
 (c) Abstract (d) Useless
138. A foreign-language-speaking child

who has not gained a sufficient command of English to make the meaning of the test questions clear to him should have administered to him a performance test or a non-language test, such as the revised:

- (a) Army Attitude Test
 (b) Army Directive Test
 (c) Army Alpha Test
 (d) Army Beta Test
139. The concept of mental age as introduced by _____ is a helpful technique in the interpretation of raw test scores:
 (a) Binet (b) Goddard
 (c) Terman (d) Merrill
140. In order to facilitate the estimating of the rate of mental development of any one individual, the ratio between mental age and _____ age can be determined and reported as the intelligence quotient or I.Q.
 (a) Pure
 (b) Chronological
 (c) Active (d) Agreed
141. The intelligence quotient as a means of estimating the degree of mental development has great value if it is interpreted wisely as one indication of a learner's probable future success in:
 (a) Teaching (b) Training
 (c) Learning (d) College life
142. The intelligence quotient as a measure of prediction is most useful during the middle and upper grades of elementary school and:
 (a) College years
 (b) High School years
 (c) Maturity years
 (d) Training years
143. As an individual approaches maturity, the value of the intelligence quotient chronological age to accept as indicative of:
 (a) Maturity (b) Aptitude
 (c) Experience (d) Information

144. Many psychologists use _____ as the age of assumed maturity, there is no assurance as yet that this age is correct:
 (a) 16 (b) 18
 (c) 19 (d) 21
145. There is some disagreement among school people concerning the extent to which the mental ability of an individual should be considered in an evaluation of achievement in learning materials suited to his:
 (a) Ability level
 (b) Aptitude level
 (c) Mental level
 (d) Intelligence level
146. What may be considered to be qualities which all individuals possess in varying degrees?
 (a) Aptitudes (b) Activities
 (c) Experiment
 (d) Training
147. Aptitude is a characteristic or a quality which is one aspect of an individual's whole:
 (a) Life (b) Approach
 (c) Exercise (d) Personality
148. The basic qualification for admission in a medical college is:
 (a) F.Sc (b) F.A.
 (c) I.Com (d) I.C.S.
149. Fatima Jinnah Medical College is situated in:
 (a) Multan (b) Karachi
 (c) Lahore (d) Faisalabad
150. The industrial progress of a country requires:
 (a) Medical education
 (b) Engineering education
 (c) Law education
 (d) Commerce education
151. The duration of bachelor degree of engineering education is:
 (a) 3 Years (b) 4 Years
 (c) 5 Years (d) 6 Years
152. Civil, electrical and mechanical

- faculties are concerned with:
 (a) General education
 (b) Engineering education
 (c) Modern education
 (d) Economic education
153. The physical differences are:
 (a) Learned (b) Inborn
 (c) Unlearned
 (d) Inborn and unlearned
154. Which of the following features is not concerned with the physical standard:
 (a) Height and Weight
 (b) Skin color
 (c) Artistic approach
 (d) Bone structure
155. Physically handicapped children are:
 (a) Rebellious (b) Truant
 (c) Abnormal (d) All of these
156. In Pakistan, the duration of master degree from B.A. is:
 (a) 2 Years (b) 3 Years
 (c) 4 Years (d) 5 Years
157. As per Islam, the ultimate reality can be accessed through:
 (a) Revelation (b) Intuition
 (c) Reason (d) Experience
158. The world leadership depends on:
 (a) International tolerance
 (b) Knowledge and technology
 (c) Strengthening of defense
 (d) Sea boundaries
159. Tests for the purpose of discovering specific aptitudes have been constructed in large numbers and in various:
 (a) Areas (b) Countries
 (c) Societies (d) Statements
160. For many vocations, "aptitude" represents a complex of abilities that is very difficult to reduce to objective:
 (a) Measurement
 (b) Consideration
 (c) Mechanism
 (d) Result
161. During the second half of the _____ century, as a result of laboratory

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experiments and simple tests administered to children, it was discovered that individuals differ in the accuracy and speed of their responses when they are tested in simple functions:

- (a) 20th (b) 19th
 (c) 18th (d) 17th

162. Which aspect of development is most important:
 (a) Physical development
 (b) Cognitive development
 (c) Emotional development
 (d) All aspects are equally important

163. The pace of development of different aspects is:
 (a) Equal (b) Not equal
 (c) Not measurable
 (d) Both (a) and (c)

164. Which aspect of female development becomes faster after 10 years of age:
 (a) Physical (b) Cognitive
 (c) Social (d) Emotional

165. The subject individual differences have widened the scope of:
 (a) Sociology
 (b) Psychology
 (c) Medicine (d) Ethics

166. The individual differences are seen in the:
 (a) Spontaneous activity
 (b) Pace learning
 (c) Direction of motivation
 (d) All of the above

167. The individual differences refer to:
 (a) Differentiation of abilities in the individual
 (b) Religious differences
 (c) Political differences
 (d) Academic differences

168. During the late _____ tests were developed for the purpose of measuring single abilities, such as spread of movement, sensation (visual auditory etc.) time:

- (a) 1850s (b) 1900s
 (c) 1800s (d) 1950s

169. Cattell has been given credit for introducing the term mental:

- (a) Texts (b) Approach
 (c) Exercise (d) Ability

170. By _____, Ebbinghaus had succeeded in devising tests through the use of which could be determined with some degree of accuracy the extent to which individuals differ in ability to memorize:

- (a) 1780 (b) 1800
 (c) 1820 (d) 1880

171. _____ psychologist, Alfred Binet, concluded that intelligence is more than the sum of isolated functions and intelligent behaviour should be evaluated in terms of activities that combine various items:

- (a) American (b) French
 (c) British (d) Russian

172. The fact that intelligence is a concept rather than a power or a thing that can be observed caused _____ when a definition of it is attempted:

- (a) Belief (b) Sensation
 (c) Confusion (d) Difficulty

173. Which behaviour can be evidenced in a great many different ways, depending upon the situation in which a person finds himself?

- (a) Intelligent behaviour
 (b) Responding behaviour
 (c) Effective behaviour
 (d) Associated behaviour

174. The behaviour that results from the degree of successful functioning of this elusive combination of the elements of mental capacity would seem to give a _____ of an individual's intelligence:

- (a) Fact (b) Measure
 (c) Definition (d) Answer

175. In order to determine aims of education in Pakistan, basic ideas of:

- (a) Communism should be known
(b) Islamic ideology must be known
(c) Western democracy should be known
(d) Modern economic system should be known
176. Islamic welfare state is a state in which there is:
(a) A rule of God
(b) Equality
(c) Tolerance (d) All of above
177. Which of the following field is included in the circle of Islamic ideology?
(a) Education (b) Economic
(c) Ethics (d) All of above
178. The pivot of aims of education in Pakistan is:
(a) Worship of God
(b) Belief in oneness of God
(c) Both (a) and (b)
(d) Economic training
179. The most important aim of education in Pakistan is:
(a) Securing the Divine will
(b) Recognizing God
(c) Developing hereafter thoughtfulness
(d) All of the above
180. In Pakistani society, preference will be given to:
(a) Education and training of the individuals
(b) Development of faculties of the individuals
(c) Economic training of the individuals
(d) Development of cognitive faculties of the individuals
181. This is an aim of education that an educated should be able to:
(a) Live like a true Muslim
(b) Differentiate between lawful and unlawful
(c) Follow the true path

182. (d) All of the above
183. The educative process should enable an individual to:
(a) Recognize God
(b) Understand the superiority of God
(c) Consider himself answerable to God
(d) All of the above
184. In development an important role is played by:
(a) Heredity
(b) Environment
(c) Both (a) and (b)
(d) None of the above
185. The individuals possessing limited abilities:
(a) Live simple life
(b) Search for living opportunities
(c) Are not creative
(d) None of the above
186. Better development can only ensured by:
(a) Good heredity
(b) Good environment
(c) Both (a) and (b)
(d) Good heredity and unhealthy environment
187. Development is:
(a) A continuous process
(b) An organized process
(c) A creative process
(d) All of the above
188. Every step of personality development is:
(a) Creative (b) Physical
(c) Emotional
(d) None of these
189. The motto of an educated person should be:
(a) Preaching of Islam
(b) Sacrifice for the nation
(c) Adopting the right path
(d) All of the above
190. Education always depends on the:
(a) Political objectives of society
- (b) Life philosophy of society
(c) Elements of society
(d) Temporary aims of society
191. The process of education ranges from:
(a) Birth to death
(b) Childhood to adulthood
(c) Adulthood to old age
(d) Adolescence to maturation
192. Differences in general intellectual capacity must include a consideration of the so-called higher mental processes, although exactly what these are has not been fully agreed upon by:
(a) Psychologist
(b) Administrators
(c) Critics (d) Learners
193. Interest in the interpretation of intelligence and in the construction tests for the measurement of intelligence can high during the quarter of the twenty century:
(a) Fourth (b) Second
(c) Third (d) First
194. So varied were the concepts of intelligence, as these were started by psychologists working in this field, that a symposium was held in _____ as an attempt to reach agreement concerning what intelligence really is:
(a) 1911 (b) 1914
(c) 1921 (d) 1927
195. Terman, _____ psychologist introduced the Binet test for general use in differentiating between degrees of brightness and dullness:
(a) American (b) English
(c) Spanish (d) Italian
196. Thorndike's concept of it as the "power of good responses from the point of view of truth or fact." Thorndike further emphasized _____ aspects of intelligence:
(a) 2 (b) 3
197. The elements or actions that are evidences of _____ ability include facility in the use of numbers, language efficiency, speed of perception, facility in memorizing, comprehending imagination:
(a) Describing (b) Normal
(c) Learning (d) Explaining
198. Development is formal study of changes:
(a) Physical (b) Cognitive
(c) Social and emotional
(d) All of the above
199. Study of development is useful for the:
(a) Parents (b) Teachers
(c) Educational administration
(d) All of the above
200. Development is a formal study of those changes which take place due to:
(a) Experiences (b) Incidents
(c) Rearing
(d) All of the above
201. Which of the following trait is not associated with development:
(a) Development is a complicated process
(b) Development is an integrated process
(c) Development includes observable changes
(d) Development is a continuous process
202. Development causes different changes:
(a) Positive (b) Negative
(c) Both positive and negative
(d) Neutral
203. Growth refers to:
(a) Increase in height and weight
(b) Increase in size
(c) Strengthening of human skeleton
(d) All of the above

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203. Maturation refers to that stage of the development when an organism:
 (a) Starts performing instinctive functions
 (b) Starts effecting other organisms
 (c) Completes training
 (d) Enables to perform social functions
204. According to Spearman, an _____ statistician, intelligence consists of general ability that works in conjunction with special abilities:
 (a) Italian (b) English
 (c) American (d) Australian
205. Language tests such as those commonly used in attempts as measuring the intelligence of children deal mainly with _____ intelligence:
 (a) Inherited (b) Total
 (c) Social (d) Abstract
206. "Give me a child and I will move him as you desire" this was said by:
 (a) Freud (b) Skinner
 (c) Watson (d) Pavlov
207. The colleges of education are concerned with:
 (a) Special education
 (b) Teacher training
 (c) Educational planning
 (d) All of the above
208. In order to get admission in M. ed. Program:
 (a) B.Ed. is the basic requirement
 (b) Graduation is the basic requirement
 (c) M.A. is the basic requirement
 (d) None of the above
209. Which tests do not directly measure future accomplishment and measure present performance?
 (a) Basic (b) Progressive
 (c) Aptitude (d) Scientific
210. Many factors combine to determine what a person may be expected to do in the future, especially in the achievement of educational or success:
 (a) Technical (b) Qualitative
 (c) Basic (d) Vocational
211. Test of ability to learn and of power in reasoning are important as predictors of the kind of learning situations into which a learner should be:
 (a) Treated (b) Guided
 (c) Directed (d) Tested
212. The degree of general ability in problem solving in the specific area for which one may have an aptitude varies with types of occupations:
 (a) Different (b) Basic
 (c) Complex (d) Particular
213. Considerable attention is being given today to the relationship that exists between vocational interest and vocational:
 (a) Aptitude (b) Training
 (c) Success (d) Behaviour
214. Young people as well as their parents tend to become interested in one particular occupation, regardless of personal aptitude, because of the financial rewards that are attached to the favoured:
 (a) Occupation (b) People
 (c) Activity (d) Interest
215. Aptitude probably includes both inborn capacity and the effects of conditions:
 (a) Particular
 (b) Occupational
 (c) Environmental
 (d) Economic
216. A global human society must be:
 (a) Free of all prejudices
 (b) Aware of mass media importance
 (c) Believer in one God
 (d) Free of geographical boundaries
217. Environment refers to all those circumstances:

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- Pedagogy (Instructional Planning)
- (a) Which take place in the life of an individual
 (b) Which direct the way of life of an individual
 (c) Which affect the life of an individual
 (d) All of the above
218. The differences in aptitude occur because of:
 (a) Heredity
 (b) Environment
 (c) Economic conditions
 (d) All of the above
219. The dull students:
 (a) Require special attention
 (b) Cannot get advantage of educational opportunities
 (c) Do not succeed socially
 (d) Cannot earn livelihood
220. If the teacher focuses the intelligent students while teaching:
 (a) Average students will lose interest in teaching process
 (b) Border line student will lose interest in teaching process
 (c) Both (a) and (b)
 (d) None of the above
221. Social values are transmitted to the next generation through:
 (a) General education
 (b) Professional education
 (c) Industrial education
 (d) Medical Education
222. Survival of the Education Policy depends upon:
 (a) Managing education system
 (b) Extends its boundaries
 (c) Produces employment opportunities
 (d) Establishes the institutions
223. The cultural needs can be fulfilled through:
 (a) General education
 (b) Professional education
 (c) Law education
 (d) Moral education
224. Teachers of _____ seem to be in rather general agreement that there is a present no one test that measures aptitude in artistic performance:
 (a) Mathematics
 (b) Art
 (c) Language (d) Science
225. In any situation, in school or out of school, where is required, social understanding, emotional stability, and drives to action and other personal factors are as significant to successful achievement as is degree of mental ability:
 (a) Competence
 (b) Consideration
 (c) Objectivity
 (d) Measurement.
226. A consideration of _____ measurement should develop an attitude of fair-minded appreciation of its value:
 (a) Vocabulary (b) Mental
 (c) Definite (d) Individual
227. Many tests have been devised to measure manual dexterity and aptitude:
 (a) Economical (b) Modern
 (c) Social (d) Mechanical
228. The knowledge of individual differences is essential so that:
 (a) Everybody should perform duty according to his abilities
 (b) Everybody can get harmony with the society
 (c) Statistical facts of the state should be known
 (d) Both (a) and (b)
229. In order to improve the learning processes:
 (a) The individual differences must be considered
 (b) Learning process should be planned adequately
 (c) Modern methods of teaching must be adopted

230. (d) All of the above
 In the same family, there may be:
 (a) Some intelligent children
 (b) Some dull children
 (c) Children of the same intelligence
 (d) Both (a) and (b)
231. The hereditary differences are also called:
 (a) Inborn differences
 (b) Environment difference
 (c) Learned difference
 (d) Observable difference
232. Observable differences among individuals of all ages in ability to meet challenging situations are recognized by parents, teachers employers, other adults, and even:
 (a) Biologists
 (b) Administrators
 (c) Children
 (d) Psychologists
233. Whether a person is skilled in an activity, appears to possess accurate information in this specific field of knowledge, or is able to solve a practical problem is evidenced to a greater or less degree in his daily:
 (a) Routine (b) Behaviour
 (c) Meetings (d) Work
234. On the basis of _____ performance, a person is requested or permitted to assume certain responsibilities or he is denied participation in a particular activity:
 (a) Particular (b) Best
 (c) Future (d) Past
235. The formulation and progress of society is to:
 (a) Lead the world
 (b) Establish world peace
 (c) Make the world progressive
 (d) All of the above
236. From cultural point of view, the aim of education is to:
 (a) Make the individual aware of
237. his/her rights and duties
 Promote political understanding
 Create the sense of unity of mankind
 (d) All of the above
238. A balanced society can be established by means of:
 (a) Economic development
 (b) Education
 (c) Democracy (d) Communism
239. An important aim of education is to produce an understanding of:
 (a) National issues in an individual
 (b) Political insight in an individual
 (c) Environment in an individual
 (d) All of the above
240. The increased interest among _____ and occupational leaders in the field of aptitude discovery is indicative of the recognized need of trying to place the right person in the right job:
 (a) Modern (b) Successful
 (c) Classical (d) Educational
241. A battery of test known as the Pre-Engineering Inventory consists of a comprehensive list of objective tests intended to measure ability for the study of:
 (a) Engineering
 (b) Science (c) Technology
 (d) Difficult subjects
242. In the past, it was assumed that everyone who appeared unable to respond as others did, especially a _____ was said to be feeble minded:
 (a) Young man
 (b) Child
 (c) Teacher (d) Intellectual
243. Differences among _____ were recognized, but such differences were ascribed, more often than not to laziness or unwillingness to learn:
 (a) Citizens (b) Students
 (c) Individuals (d) Learners
244. The attempting of any valid

- conclusion concerning the consistent behaviour of an individual, however, may be a long and costly process, especially of past performance is to be accepted as a guarantee of what can be expected in the way of future:
 (a) Success (b) Work
 (c) Performance
 (d) Discussion
245. Competence in any area depends upon interest in the activity and needed skills and information; but more than these is needed the _____ ability to acquire satisfactory degree of competence:
 (a) Total (b) Physical
 (c) Potential (d) Intellectual
246. _____ in any area or on any level is conditioned by the learner's readiness to learn:
 (a) Guidance (b) Learning
 (c) Research (d) Training
247. Many characteristics or traits are general for various specific fields of:
 (a) Learning (b) Guidance
 (c) Aptitudes (d) Activities
248. Some aptitudes are forms of special ability that adapt themselves to training towards anyone of various fields:
 (a) Psychological
 (b) Research
 (c) Occupational
 (d) Academic
249. Some progress has been made in the construction and use of measuring techniques aimed at the discovery of:
 (a) Judgment (b) Aptitudes
 (c) Techniques (d) Intelligence
250. The most credible source of knowledge in Islam is:
 (a) Sense (b) Experience
 (c) Revelation (d) Intuition
251. The individual differences are:
 (a) Apparent (b) Hidden
 (c) Learned
 (d) All of the above
252. A teacher should:
- (a) Not expect the same response from different students
 (b) Consider the difference in earning abilities of students
 (c) Should keep in mind the individual difference
 (d) All of the above
253. The emotionally disturbed children:
 (a) Are not balanced
 (b) Become irritated soon
 (c) Are disappointed
 (d) All of the above
254. In order to maintain emotional health of the children:
 (a) They should be taught to control their emotions
 (b) They should be provided emotional training
 (c) Their emotions should be respected
 (d) All of the above
255. If children are allowed to choose subjects according to their aptitude:
 (a) They develop interest in education
 (b) They start creating problem for their parents
 (c) They becomes problematic for their parents
 (d) Both (a) and (b)
256. In order to make education useful for all the children:
 (a) The aptitude of the students must be honored
 (b) All students should not be treated as possessing equal abilities
 (c) Their abilities should be given importance
 (d) All of the above
- As per Islam, all sources of knowledge except revelation are of:
 (a) Probable nature
 (b) Speculative nature
 (c) Incredible nature
 (d) All of the above

PEDAGOGY

Learning Strategies (Study Material)

Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Some of the more prominent strategies are outlined below. For more information about the use of these and other pedagogical approaches, contact the Program in Support of Teaching and Learning.

Lecture: For many years the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990):

1. Fit the lecture to the audience
2. Focus your topic – remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience – notice their feedback
9. Be enthusiastic – you don't have to be an entertainer but you should be excited by your topic. (from Cashin, 1990, pp. 60-61)

Case Method: Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning

1.	(b)	2.	(a)	3.	(c)	4.	(e)	5.	(e)	6.	(e)	7.	(a)	8.	(b)
9.	(d)	10.	(d)	11.	(d)	12.	(o)	13.	(d)	14.	(c)	15.	(e)	16.	(b)
17.	(c)	18.	(a)	19.	(c)	20.	(d)	21.	(e)	22.	(c)	23.	(b)	24.	(c)
25.	(c)	26.	(a)	27.	(c)	28.	(a)	29.	(a)	30.	(b)	31.	(d)	32.	(c)
33.	(e)	34.	(f)	35.	(d)	36.	(a)	37.	(c)	38.	(f)	39.	(d)	40.	(b)
41.	(a)	42.	(c)	43.	(d)	44.	(a)	45.	(b)	46.	(e)	47.	(b)	48.	(a)
49.	(c)	50.	(e)	51.	(b)	52.	(c)	53.	(f)	54.	(d)	55.	(n)	56.	(c)
57.	(h)	58.	(e)	59.	(a)	60.	(a)	61.	(a)	62.	(f)	63.	(f)	64.	(d)
65.	(g)	66.	(e)	67.	(h)	68.	(e)	69.	(h)	70.	(e)	71.	(d)	72.	(h)
73.	(f)	74.	(d)	75.	(c)	76.	(d)	77.	(c)	78.	(a)	79.	(c)	80.	(b)
81.	(b)	82.	(c)	83.	(b)	84.	(c)	85.	(b)	86.	(c)	87.	(c)	88.	(b)
89.	(b)	90.	(a)	91.	(a)	92.	(b)	93.	(c)	94.	(b)	95.	(c)	96.	(d)
97.	(d)	98.	(d)	99.	(a)	100.	(d)	101.	(b)	102.	(c)	103.	(a)	104.	(b)
105.	(d)	106.	(a)	107.	(d)	108.	(a)	109.	(b)	110.	(c)	111.	(b)	112.	(a)
113.	(d)	114.	(c)	115.	(a)	116.	(c)	117.	(b)	118.	(d)	119.	(d)	120.	(a)
121.	(a)	122.	(a)	123.	(c)	124.	(b)	125.	(d)	126.	(a)	127.	(c)	128.	(d)
129.	(c)	130.	(b)	131.	(a)	132.	(d)	133.	(d)	134.	(d)	135.	(d)	136.	(b)
137.	(c)	138.	(d)	139.	(a)	140.	(b)	141.	(c)	142.	(b)	143.	(a)	144.	(a)
145.	(c)	146.	(a)	147.	(d)	148.	(a)	149.	(c)	150.	(b)	151.	(b)	152.	(b)
153.	(d)	154.	(c)	155.	(d)	156.	(a)	157.	(a)	158.	(b)	159.	(a)	160.	(a)
161.	(b)	162.	(d)	163.	(b)	164.	(a)	165.	(b)	166.	(d)	167.	(a)	168.	(c)
169.	(a)	170.	(d)	171.	(b)	172.	(d)	173.	(a)	174.	(b)	175.	(b)	176.	(d)
177.	(a)	178.	(c)	179.	(d)	180.	(a)	181.	(d)	182.	(d)	183.	(c)	184.	(d)
185.	(c)	186.	(d)	187.	(a)	188.	(d)	189.	(b)	190.	(a)	191.	(a)	192.	(d)
193.	(c)	194.	(a)	195.	(b)	196.	(c)	197.	(d)	198.	(d)	199.	(d)	200.	(c)
201.	(c)	202.	(d)	203.	(a)	204.	(b)	205.	(d)	206.	(c)	207.	(b)	208.	(a)
209.	(c)	210.	(d)	211.	(b)	212.	(d)	213.	(a)	214.	(a)	215.	(c)	216.	(a)
217.	(d)	218.	(d)	219.	(a)	220.	(c)	221.	(a)	222.	(a)	223.	(b)	224.	(b)
225.	(a)	226.	(b)	227.	(d)	228.	(d)	229.	(d)	230.	(d)	231.	(a)	232.	(c)
233.	(b)	234.	(d)	235.	(d)	236.	(d)	237.	(b)	238.	(d)	239.	(d)	240.	(a)
241.	(b)	242.	(d)	243.	(a)	244.	(c)	245.	(b)	246.	(d)	247.	(c)	248.	(b)
249.	(c)	250.	(d)	251.	(d)	252.	(d)	253.	(d)	254.	(a)	255.	(d)	256.	(d)

experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion: There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning: Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities – all of which require students to apply what they are learning" (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. For more information about teaching strategies, see the list of college teaching references in Appendix N.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

Cooperative Learning: Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

Integrating Technology: Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is

proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year about workshops and faculty conversations on the integration of technology, teaching and learning.

Distance Learning: Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, list serves, and interactive software have also been useful additions to the educational setting.

For more information about distance learning contact the Instructional Development Office at 703-993-3141 (Fairfax Campus) and watch for workshops and faculty discussions on the topic throughout the year.

What is the pedagogy of teaching?

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes.

What is the definition of teaching strategies?

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

What is an instructional strategy in teaching?

An instructional strategy is a method you would use in your teaching (in the classroom, online, or in some other medium) to help activate students' curiosity about a class topic, to engage the students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom ...

What are the methods of teaching?

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

Pedagogic strategy

Definition: Pedagogic Strategies can be defined at 3 levels:

1. General instructional designs
2. Designs applied to a teaching/learning unit (e.g. a lesson or a course module)
3. Pedagogic methods that are part of a wider design (e.g. of a pedagogic strategy as defined here) and that we discuss elsewhere.

Important notice: Schneider doesn't feel very sure how to distinguish pedagogic strategies from what he calls instructional design models. Here is a provisional distinction:

1. Pedagogic strategies refer to a general abstract teaching method. They can influence instructional design models.
2. Instructional design models refer to more precise instructional designs (based on some more explicit teaching and learning goals). A model can (but must not) implement several kinds of pedagogic strategies and methods.

Alternative entry points:

1. Instructional design models (It might be good idea to merge at some point these articles, but then it's sometimes a good idea to look at a similar problem with different instrumentation ...)
2. Teaching style (models that focus on the classroom teacher)

Learning Strategies – MCQs

Write the correct answer:

1. Which one of the following statements is not suitable for teachers?

- (a) They really take interest in students
- (b) They are capable of guiding students and maintaining discipline
- (c) They are not interested in moulding themselves according to the new situation
- (d) They are very much enthusiastic about such tasks as are done by teachers

2. The aim of a teacher is:

- (a) To help students get through in the examination
- (b) To make students disciplined
- (c) To develop the abilities of students
- (d) To develop the social behaviours among students

3. Why will you ask questions from students during the course of a lecture?

Pedagogy (Learning Strategies)

- (b) Very much regular

- (c) Impartial

- (d) High-handed

The lecture will be communicated more effectively if teachers:

- (a) Read the prepared notes

- (b) Prepares good notes in advance

- and use them as their guides

Engage students in immediate discussions

- (d) Quote examples from other teaching sessions/lectures and engage students in immediate discussions

7. As a teacher, what will you do if students do not attend your class?

- (a) Blame students for their absence from the class

- (b) Ponder over the present attitude of students in a calm manner

- (c) Think about using some interesting techniques of teaching

- (d) Try to understand the reasons (for this behaviour) and try to eliminate them

8. Those students, who frequently ask questions in the class:

- (a) Should be advised to meet the teacher outside the classroom

- (b) Should be encouraged to take part in debates in the class

- (c) Should be encouraged to find out the answers on their own

- (d) Should be encouraged to ask questions on a continuous basis

9. Teachers should not have such expectations from their students as are beyond the development stage of the latter. If the former do so they:

- (a) Generate inferiority

- (b) Generate inferiority, high levels

- of tension and perplexity among

- students

- (c) Generate motivation among students to learn more

10. (d) None of these
The objective of education is to implement all the abilities of children to the maximum possible extent. This indicates that:

- (a) The teacher and parents should know how able the children are, or how much capable they are

- (b) They should be given good opportunities and a conducive environment, which are helpful in their development to the maximum extent.

- (c) It is important that their character is helpful, persuasive and sympathetic

- (d) All of these

11. One will have more chances of being successful as a teacher, if:

- (a) He belongs to the family of teachers

- (b) He is trained in teaching

- (c) He has ethical values and a good character

- (d) He can organize his teaching material systematically and conveys the same effectively.

12. Effective teaching is a function of:

- (a) Clear and precise communication

- (b) Perfect classroom discipline

- (c) Regular teaching

- (d) Students self-learning

13. Which of the following is most desirable for a teacher?

- (a) To be punctual in the class

- (b) Clear, precise, and systematic presentation of the subject-matter

- (c) To be strict disciplinarian

- (d) To be permissive in the class

14. A good teacher is one who:

- (a) is highly intelligent

- (b) lives simple life

- (c) has mastery over his teaching subject

- (d)✓ has genuine interest in his students
15. The teacher should:
 (a) Keep distance with his students
 (b) Help the students to get good marks
 (c)✓ Do whatever is needed to promote the welfare of his students
 (d) Teach well and think that his job is over
16. Which of the following is most important for a teacher?
 (a) Classroom discipline
 (b) Subject he is teaching
 (c)✓ Students of the class
 (d) Time available for teaching
17. What I like about teaching is that it is the:
 (a) Most peaceful job
 (b) Resort of even the least competent persons
 (c)✓ Most challenging job
 (d) Most lucrative job because of the scope for private tuition
18. Which is the most sensible idea about teaching and research?
 (a) They are two entirely different kinds of activities
 (b) They cannot go together
 (c)✓ They are two sides of the same coin
 (d) They interfere with each other
19. A good teacher is one who:
 (a) Reads a lot
 (b) Publishes lots of research paper
 (c)✓ Teaches well
 (d) Cooperates well with the principal
20. I will appreciate the teacher who
 (a) has strict control over his students
 (b)✓ knows the problems of students and helps them
 (c) is friendly with the students
 (d) has a charming personality

21. Four children are abused by a fifth one, all these four children react differently to the abuse and the ways in which they react are listed below. Which one of the reactions shows the maximum emotional maturity?
 (a) Retorts with another abuse
 (b) Runs away from the scene
 (c)✓ Keeps silent
 (d) Gives turn to the situation with humour
22. Communication will be effective:
 (a) If it is delivered slowly and clearly
 (b) If it is delivered in a calm situation
 (c) If it reaches the receiver completely
 (d)✓ If it reaches the receiver as intended by the sender
23. Communication in the classroom often fails because:
 (a) The students are inattentive
 (b)✓ The teacher is monotonous in delivering the message
 (c) The students have no interest in the lesson being taught
 (d) There is very much noise in and around the classroom
24. Which of the following will make communication more effective?
 (a) Cutting jokes in between
 (b) Using multi-sensory appeal
 (c) Speaking with high authority
 (d)✓ Telling what is useful to the listeners
25. Teaching will be effective if the teacher:
 (a) is a master of the subject
 (b) has much experience in teaching the subject
 (c)✓ starts from what students know already
 (d) uses many instructional aids
26. One can be a good teacher, if he:
 (a)✓ has genuine interest in teaching

- (b) knows how to control students
 (c) knows his subject
 (d) has good expression
27. A college teacher will really help the students when she:
 (a) dictates notes in the class
 (b)✓ is objective in her evaluation
 (c) encourages students to ask questions
 (d) covers the syllabus completely in the class
28. Which is the more desirable outcome of teaching in higher education?
 (a) Increase student's achievement
 (b)✓ Increase in the level of independent thinking of students
 (c) Higher percentage of result
 (d) Increase in the number of students who opt for the subject
29. Which of the following statements has the high probability of being correct as applied to higher education?
 (a) All students cannot learn and so all do not learn
 (b)✓ All students can learn but all do not learn
 (c) All students can learn and so all learn
 (d) All students cannot learn but all want to learn
30. A teacher has to be:
 (a) A strict disciplinarian
 (b) Well versed in the subject
 (c) A continuous learner in the subject
 (d)✓ Sympathetic towards slow learners
31. In higher education, research and teaching are two different activities that:
 (a) Cannot go together
 (b) Can go, if at all, only in sequential order
 (c)✓ Can go together
 (d) Can go together only at the expense of each other
32. The facial expressions of students relate to which element of the communication process?
 (a)✓ Message (b) Receiver
 (c) Channel (d) Sender
33. Which is most desirable?
 (a) The teacher should make good use of the black-board
 (b) The teacher should speak clearly and loudly
 (c) The teacher should not allow students to make noise in the class
 (d)✓ The teacher should explain as simply as possible difficult aspects of the subject-matter
34. Which is the least important in teaching?
 (a)✓ Punishing the students
 (b) Maintaining discipline in the class
 (c) Lecturing in impressive ways
 (d) Drawing sketches and diagrams on the black-board if needed
35. Absenteeism in the class can be minimized by:
 (a) Telling students that it is bad to be absent in the class
 (b) Punishing the students
 (c)✓ Teaching the class effectively and regularly
 (d) Ignoring the fact of absenteeism
36. The most important skill of teaching is:
 (a)✓ Making students understand what the teacher says
 (b) Covering the course prescribed in his subject
 (c) Keeping students relaxed while teaching
 (d) Taking classes regularly
37. Students learn more from a teacher who is:
 (a) Affectionate
 (b) One who communicates his ideas precisely and clearly

- (c) Gentle (d) Hard working
38. Effective teaching, by and large, is a function of:
 (a) Teacher's scholarship
 (b) Teacher's honesty
 (c) Teacher's making students learn and understand
 (d) Teacher's liking for the job of teaching
39. My reaction to the statement "A good teacher is essentially a good researcher" is that this is:
 (a) My firm belief
 (b) Something I find difficult to agree to
 (c) Something which I accept only as an opinion
 (d) Only a hypothesis
40. The psychological aspects of the classroom are best managed by:
 (a) The class teacher
 (b) The subject teacher
 (c) The principal
 (d) The students themselves
41. Which is "feedback" in the newspaper's communication?
 (a) Articles (b) Editorials
 (c) Letters to the Editor
 (d) News
42. Which of the following steps would you consider first for an effective communication?
 (a) Select the channel of communication
 (b) Plan the evaluation procedure
 (c) Specify the objectives of communication
 (d) Identify various media or communication
43. Books can be powerful source of communication, provided:
 (a) Content is abstract
 (b) Content is illustrative
 (c) Medium is Urdu
 (d) Content is presented through good print
44. To make classroom teaching more effective every teacher should:
 (a) Discuss with colleagues
 (b) Analyze responses of students
 (c) Keep him/herself abreast of development in the area in his/her subject
 (d) Publish his/her writings
45. Meaningful learning takes place when:
 (a) Students are interested in the topics taught
 (b) Explanations are given within the reach of the students
 (c) The new content being taught is related to the previous knowledge of the students
 (d) Students raise questions and get them clarified
46. A teacher is effective if he/she:
 (a) Explains everything in the class
 (b) Repeats explanations for each student
 (c) Provides a variety of learning experiences
 (d) Answers all questions raised by students
47. Majority of students in a large class are found dozing. There may be something wrong with:
 (a) The students concerned
 (b) The teaching process
 (c) The content taught
 (d) The time of inst
48. Generalizability of a new teaching method can be tested through research across:
 (a) Different teachers
 (b) Different subjects
 (c) Different levels/grades
 (d) All the above
49. Good teaching is best reflected by:
 (a) Attendance of students
 (b) Number of distinctions
 (c) Meaningful questions asked by students

- (d) Pin-drop silence in the class
50. The main aim of classroom teaching is:
 (a) To give information
 (b) To develop inquiring mind
 (c) To develop personality of students
 (d) To help students pass examinations
51. Child development is marked by interrelated process, which one is not one of them?
 (a) Differentiation
 (b) Integration
 (c) Motivation (d) Learning
52. In Your view, which one is the most important factor of teaching process?
 (a) Teacher
 (b) The environment of the class
 (c) Student
 (d) Teaching materials
53. Generally students like those teachers who:
 (a) Dictate notes in the class
 (b) Reveal important Question before examination
 (c) Remove the difficulties of the subjects
 (d) Are self-disciplined
54. When a student asks a Question to which the teaching has no direct, correct answer. What should the teacher do?
 (a) Give some vague answer and satisfy the student Questions
 (b) Tell the student-not to ask such irrelevant
 (c) Tell the students- that he would give the correct answer later
 (d) Ask the student – to find out the answer himself from books in the library
55. The students learn most from those teachers who:
 (a) Are gentle

- (b) Express their ideas comprehensively and clearly
 (c) Are always ready for discussion
 (d) Work hard

56. The psychological environment of the class is mainly the duty of:

- (a) Class-teacher
 (b) Subject-teacher

- (c) Principal
 (d) Student himself

57. The teacher should know the following thing:

- (a) What information is required by children?
 (b) What is known to the children before hand?
 (c) In which field difficulty is faced by the children?
 (d) What was last known to the children

58. The able teacher is one who:

- (a) Helps all the students in passing the examination
 (b) Inculcates the interest in the subject among students
 (c) Maintains peace in the class
 (d) Engages the students in their work

59. A student having scientific attitude:

- (a) Studies systematically
 (b) Gets goods job
 (c) Thinks rationally
 (d) Comes courageous

60. Through which action children learn fast?

- (a) Facial expression
 (b) Study
 (c) Write (d) Walk

61. If one child gives answers to all the Questions at first in the class but disturbs the rest of the children and roams here and there in the class then what will you do?

- (a) Punished him
 (b) Tell him not to do like that

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- (c) Complain the guardians that his child is breaking the discipline
 (d) Engage that child in more activities than rest of the children of the class so that he may learn new things
62. What type of class-climate you would prefer?
 (a) A quiet and highly attentive class
 (b) An active class following the rules prescribed by you
 (c) A well-behaved class students speaking only when asked
 (d) A highly interactive and self-disciplined class
63. On which basis the ability of teachers can be judged?
 (a) Publication of the books
 (b) Period of the service
 (c) To fulfill the needs of the students
 (d) Personality of the teacher
64. The person is influential communicator if:
 (a) He is a comedian characteristic
 (b) If he has dramatic characteristics
 (c) If his communication is very clear
 (d) If he communicates in his mother tongue
65. Projective techniques of measuring personality is superior to other techniques because:
 (a) They are easy to administer
 (b) The examinee does not know that he is revealing his own self
 (c) Statistical analysis of the result is possible
 (d) None of these
66. Regular change in teaching strategies in the class is required:
 (a) To reduce the burden level of pupils

Pedagogy (Learning Strategies)

- (b) To match contents and objective with strategy
 (c) To match it with ability level of pupils
 (d) All of the above
67. Which of the following is not emphasized in memory level of teaching?
 (a) Cramming of the learnt material
 (b) Presenting the subject matter by giving least freedom to pupils
 (c) Conducting tests along with teaching
 (d) Helping the pupils generalize the acquired knowledge
68. While delivering lecture in the class a teacher:
 (a) Must give illustrations to clarify the difficult points
 (b) Take the help of notes
 (c) Delivering long lectures
 (d) All of the above
69. In evaluation approach of lesson planning:
 (a) Objective to be realized are written against each teaching point
 (b) Activities of the teacher and pupils are mentioned separately
 (c) Teaching strategies and material aids are mentioned in a separate column
 (d) All of the above
70. Bright students can be motivated well by:
 (a) Raising their aspiration level and goals of life
 (b) Introducing novelty in strategies
 (c) Giving them quick feedback
 (d) None of these
71. True or false items cannot provide accurate criterion of evaluation because:
 (a) Chance of guessing on the part of examinees is at highest probability

Pedagogy (Learning Strategies)

- (b) They do not require thorough study to attempt
 (c) They generally inflate actual scores due to guessing or cheating
 (d) All of the above
72. Which one is not among the elements of active learning?
 (a) Materials
 (b) Manipulation
 (c) Language
 (d) Practically
73. We call a child backward if:
 (a) His/her attainment scores lie among the lowest scores of his/her class.
 (b) He is dull child with a below average intelligence
 (c) He/she remains in same class for more than one year
 (d) His/her attainment falls below the level of his his/her natural abilities
74. How does an effective teacher make students attentive in class?
 (a) By punishing naughty children
 (b) By making one's teaching interesting
 (c) By telling stories
 (d) By distributing sweets
75. A popular teacher is one who:
 (a) Love children
 (b) Is favorite of children
 (c) Is favorite of parents
 (d) Respects children's parents
76. Which is the best method of study of child behavior?
 (a) Inspection method
 (b) Practical method
 (c) Interview method
 (d) Personal study method
77. What should teacher do before teaching the lesson?
 (a) Lesson should be ready by a student
 (b) He should tell the main objectives of the lesson
78. Teacher should read other books also except course-books. What will be the benefit of it?
 (a) They can use their best time
 (b) They will get satisfaction and teach well
 (c) Knowledge will be overall developed and they teach well
 (d) People will know him as best teacher due to his way of teaching
79. For healthy arrangement of class room, necessary thing is
 (a) Sufficient light should be in the class
 (b) Ventilated class room
 (c) Appropriate seating arrangement in the class
 (d) All of the above
80. There are three main duties of a teacher:
 (a) Teaching, regulation and direction
 (b) Teaching, creation of character and cooperation
 (c) Direction, skilled-practice and regulation
 (d) Instruction, direction, and training
81. What will be your view about son and daughter in home?
 (a) You will ask son to do only marketing
 (b) You will not ask both of them to do any work
 (c) You will ask daughter to do only domestic work
 (d) You will ask both of them to do both types of work
82. Which of the following techniques is used in educational surveys?

- (a) Tests
(b) Questionnaires
(c) Interview
(d) All of the above
83. Which of the following is an important fear causing stimuli?
(a) Fear of social situation like meeting with people in high offices, being lonely in the house.
(b) Fear of wild animals
(c) Fear of failure in the examination
(d) All of the above
84. Guidance removes:
(a) Psychological problems of the individual
(b) The social problems of the individual
(c) The personal problems of the individual
(d) All of the above
85. Teaching by small steps and frequent short assignment techniques are useful for:
(a) Slow learners
(b) Learning disabled
(c) Educationally backward children
(d) All of the above
86. Attitude can:
(a) Be overt or covert both
(b) Be the measure of cultural differentiation
(c) Provide basic for individual differences
(d) All of the above
87. Which of the following is not the part of educational technology?
(a) Selection of suitable teaching strategies
(b) Use of motivation techniques in the class
(c) Comparison of performance of two different classes or schools
88. Purpose of evaluative phase of teaching is:
(a) To know to what extent objectives are realized
(b) To know the shortcoming of the teacher
(c) To know the effectiveness of strategies
(d) All of the above
89. Developing new rules and principles on the basis of given facts and information in memory level is called:
(a) Generalization
(b) Assimilation
(c) Application
(d) Association
90. Which of the following strategies is most suitable for introducing a lesson?
(a) Lecture
(b) Questioning
(c) Narration
(d) Demonstration
91. Which of the following strategies is problem centered?
(a) Project
(b) Heuristic
(c) Discovery
(d) All of the above
92. Which of the following purposes is served by lesson plan?
(a) Suitable learning environment can be created in the class
(b) Psychological teaching is possible
(c) A teacher can stick to his content
(d) All of the above
93. Evaluation approach of lesson planning is criticized on the ground that:
(a) It is highly structured where teacher dominates over pupils
(b) No effort is made to integrate different teaching points
(c) It does not take individual difference of pupils into account
94. Which of the following teaching aids helps the pupils to study, analyses and compare date?
(a) Pictures
(b) Diagrams
(c) Graphs
(d) Maps
95. Complexities of scoring of matching type of tests can be reduced by:
(a) Increasing the items in two columns
(b) Supplementing the matched items with four alternative items
(c) Assigning only one mark for the item
(d) None of these
96. To study the functioning of the unconscious mind, which of the following techniques can be most profitable used?
(a) Situational tests
(b) Case studies
(c) Projective techniques
(d) Personality inventories
97. A successful teacher's most important function is:
(a) Helping students to pass examination
(b) Helping students to becomes good players
(c) To develop thinking abilities among children
(d) To develop love for books among children
98. What is meaning of growth?
(a) Change related to result
(b) Change related to measurement
(c) (a) & (b)
(d) None of these
99. What should teacher do after teaching the lesson?
(a) He should ask to do question answers of the lesson
(b) He should give them answers of the questions of the lessons
(c) He should leave them if they may write or not
(d) He should test the understanding of the students
100. You are a famous teacher, but students are not satisfied with your teaching style. How you will teach them?
(a) Will tell about your style first
(b) Will change your style according to students
(c) Will take training again to reform the style
(d) Will make harmony with student's style
101. Which of the following factors affects the classroom management?
(a) Behavior of teacher with students
(b) Disciplined and controlled behavior in classroom
(c) General administration and management of school
(d) All of the above
102. Three merits of proficiency test are:
(a) Approval, subjectivity and reliability
(b) Approval, dexterity and objectivity
(c) Subjectivity, dexterity and approval
(d) Approval, reliability and subjective
103. Which types of person should enter in the field of teaching?
(a) Devoted and laborious persons
(b) General persons
(c) Meritorious persons
(d) Economically weak persons
104. Which of the following is the social characteristics of a child?
(a) His play is self-centered
(b) He recognizes his mother in the third month
(c) He understands the tone of voice i.e. love or hate
(d) All of the above
105. Which of the following is an important anger arousing situation during adolescence?
(a) Not getting the needs fulfilled
(b) Biased attitude against them
(c) Unfair and insulting attitude towards them

- (d)✓ All of the above
106. When a child responds to all women who wear black suit because of the black suit of her mother, it is the example of:
 (a) Internal inhibition
 (b)✓ Generalizations
 (c) Assimilation
 (d) All of the above
107. Guidance differs from counseling in which of the following manner?
 (a) Guidance is a broader concept than counseling
 (b) Guidance is a group process while counseling is a one to one contact
 (c) Guidance mostly covers social aspects while counseling is a learning oriented process and reduces the learning problems of the individual
 (d)✓ All of the above
108. Which of the following conditions must be fulfilled for proper adjustment in the environment?
 (a) Physical fitness and health
 (b) Free from psychological diseases
 (c) Social acceptability of the person
 (d)✓ All of the above
109. Which of the following can affect the results of students in the examination?
 (a) Number of class works and home works given
 (b) Working hours and days of the school
 (c) Number of teacher-parents meets
 (d)✓ All of the above
110. Interactive phase is likely to fail if:
 (a) Diagnostic phase is defective
 (b) Post active phase is not properly planned
 (c) Interactive phase is not properly activated
 (d)✓ (a) & (b)

111. In order to make memory level of teaching a success what should a teacher do?
 (a) Subject matter should be meaningful and interesting before presenting it to pupils
 (b) Logical sequence should be there in the presentation of subject matter
 (c) Recall and rehearsal of the learn material should be done at short intervals
 (d)✓ All of the above
112. All of the following are the advantages of lecture strategy except:
 (a) More content can be presented to pupils in less amount of time
 (b) Objective of cognitive as well as affective domains of behavior can be achieved
 (c)✓ It will increase the oral communication powers of pupils
 (d) Habit of concentrating to teaching for a longer period can be developed
113. Major advantage of supervised study technique is that:
 (a) Problems of learning disabled and backward pupils can be removed
 (b)✓ Self-learning habits and self-confidence can be developed in pupil.
 (c) Formative evaluation teaching is possible
 (d) All of the above
114. To increase the confidence of the teacher:
 (a) Well preparation of the material aids is required
 (b)✓ Well preparation of the content is required
 (c) Class room discipline is a must
 (d) Selection of suitable strategy is needed
115. In teaching-learning process which of the following things is done first?
 (a) Determination of objectives

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 (b) Determination of strategies
 (c)✓ Task analysis
 (d) Writing objectives
116. Condition necessary for micro teaching is:
 (a) Controlled environment
 (b) Observation and criticism
 (c) Repeated manifestation of only one skill
 (d)✓ All of the above
117. The phrase equal educational opportunities in Pakistan means:
 (a)✓ Equal opportunities for all children to have access to education
 (b) Equality of type of education available for each child
 (c) Equality of educational standards for each child
 (d) Equal opportunities to have the type of educational for the type of educational for which one is suited
118. How shall you help a student who has failed in the half yearly examination?
 (a) By giving grace marks
 (b) By holding re-examination
 (c)✓ By re-teaching difficult concepts
 (d) By asking parents to arrange private tuition
119. The students of class V make too much noise in math's class. The probable reason this could be that the teacher:
 (a)✓ Is not well versed in teaching methodology
 (b) Is not able to maintain discipline in class
 (c) The children do not pay attention
 (d) The children dislike the subject
120. Which of the skills do you consider is essential for a teacher?
 (a)✓ To communicate well
 (b) To use difficult language
 (c) To impress students
 (d) To read out the text-book

121. In co-education you want to:
 (a) Make separate rows of boys and girls
 (b) You give preference to boys over girls
 (c) You give preference to none
 (d)✓ You deal according to need
122. Success in developing values is mainly development upon:
 (a) Government
 (b) Society
 (c) Family (d)✓ Teacher
123. One of the basic principles of socializing individuals is:
 (a) Religion (b) Caste
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125. Which of the skill do you consider most essential for a teacher?
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 (b) Have all the information for the children
 (c) Ability to make children memorize materials
 (d) Enable children to do well in tests
126. Good reading aims at developing:
 (a)✓ Understanding
 (b) Pronunciation
 (c) Sensitivity
 (d) Increasing factual knowledge
127. A very important quality of a good student is:
 (a) To always obey the teacher
 (b) To come to school on time
 (c)✓ To make an effort to understand what is taught in class
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 (c)✓ Family (d) Teacher

129. The primary duty if a teacher is to be responsible to his/her:
 (a) Family (b) Students
 (c) Society (d) Nation
130. Which of the following is not related to educational achievement?
 (a) Heredity (b) Experiences
 (c) Practices (d) Self-learning
131. One of the students of a class hardly talks in the class. How would you encourage him to express himself?
 (a) By organizing discussions classroom activities
 (b) By encouraging children to take part in
 (c) By organizing educational games/ programmers in which children feel like speaking
 (d) By giving good marks to those who express themselves well
132. A teacher is considered successful only if he:
 (a) Understands his subject well
 (b) Give 100% examination result
 (c) Is gentle and easily approachable
 (d) Gets his articles published in popular magazines
133. If students do not understand what is taught in the class the teacher should:
 (a) A repeat the lesson once again
 (b) Teach the lesson again giving more examples
 (c) Checkup the previous knowledge of the students in the topic
 (d) Proceed to the next lesson so that syllabus could be covered
134. The information about internet and computer makes children:
 (a) More intelligent
 (b) Increase the knowledge of the information
 (c) Give more knowledge
 (d) make him best disciple
135. The best technique of teaching at primary stage is:
 (a) The traditional black-board and chalk technique

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- (b) Self-learning
 (c) Practical training
 (d) Game technique
136. You wish to become a teacher, because:
 (a) Less labor is involved in teaching
 (b) Like to be a teacher
 (c) Get more holidays
 (d) There is no compulsion to teach
137. Zeenat is eight years old girl. She does not like to study. You as a teacher:
 (a) Give her oral work
 (b) Leave on her own in the class
 (c) Requests her to study despite she is not interested
 (d) Describes the benefits of study
138. When a teacher enters his class on the first day the theme of discussion should be:
 (a) School building
 (b) School principal
 (c) Course-Content
 (d) Introduction
139. Which of the following is not the purpose of profession?
 (a) To get the knowledge
 (b) To get good job
 (c) To development skills which are helpful in life
 (d) To increase the skills and ability
140. The use of internet for students in their educational activities is in your opinion:
 (a) The wastage of precious time
 (b) Good medium of entertainment
 (c) Medium for good teaching
 (d) Takes the place of the teacher
141. A teacher must check his own unruly behavior because:
 (a) Students will not like it
 (b) Parents will complain
 (c) Principal will take action
 (d) He is dealing with impressionable age
142. Women are given preferences in teaching of primary children:
 (a) Students don't get scared
 (b) She can also cry

Pedagogy (Learning Strategies)

- (c) She is emotionally understanding
 (d) Men don't like this profession
143. Basic Education means:
 (a) Minimum learning
 (b) Poor learning
 (c) System of education
 (d) Basic of any learning
144. All round developments means:
 (a) Shapely development of physique
 (b) All students should develop
 (c) One can take as many rounds as possible
 (d) Developments of all the aspects of personality
145. A student having scientific attitude:
 (a) Studies systematically
 (b) Gets goods job
 (c) Think rationally
 (d) Becomes courageous
146. Primary teachers should give top priority to:
 (a) Understanding the child
 (b) Understanding the community
 (c) Interaction with the parents
 (d) Understanding the colleague teachers
147. The most important duty of a teacher is:
 (a) each well
 (b) Understand the student
 (c) Maintain discipline in the class
 (d) Complete the syllabus
148. Before accepting the teaching profession one must know:
 (a) The pay scale of teachers
 (b) The duty of the teachers
 (c) The benefits available to teachers
 (d) The future prospects of this profession
149. The able teacher is one who:
 (a) Helps all students in passing the examination
 (b) Inculcates the interest in the subject among students
 (c) Maintain peace in the class
150. When taking a project you would:
 (a) Plan it very carefully and see that there is no chance of failure
 (b) Take it up only when you are assured of cooperation of others and success
 (c) Not mind failure as you feel even then you will learn something
 (d) Be hurt if criticized and leave the project if criticism is too much
151. Children learn better if teacher:
 (a) Repeats the instruction again and again
 (b) Do the same work before children to set an example
 (c) Give directions to children to learn from book
 (d) Tells the children to do the work but he himself is not doing it
152. The teacher can become an effective communicator if:
 (a) He uses the interactive style
 (b) If he helps the students in understanding the meaning of what he is teaching
 (c) He asks the questions while teaching
 (d) He helps the students in an swearing subject-related questions
153. In present age as a teacher what type of person you want to make?
 (a) Good citizen
 (b) Good citizen of competitive personality
 (c) Good soldiers
 (d) Good businessman
154. To teach three languages which of the following stages of education is important (useful)?
 (a) Lower primary stage
 (b) High primary stage
 (c) Secondary stage
 (d) Higher secondary stage

155. In which of the following teaching techniques basic transformed comprehensive characteristic is found?

- (a) Verbal technique
 - (b) To engage students in extracurricular activity
 - (c) To tell the students to learn practically
 - (d) ✓ Game technique
156. Which of the following techniques is the most suitable to judge the ability of the students?
- (a) Written examination
 - (b) Oral-examination
 - (c) ✓ Descriptive and consistent evaluation
 - (d) Sudden inspection by the education officer

157. Which of the following is of no help in sustaining the attention of the students?

- (a) Keep changing the time of the sound by the teacher
- (b) The activity of the teacher in the class
- (c) ✓ The descriptive statement of the teacher
- (d) The facial gesture of the teacher

158. If student often comes late in the class then teacher:

- (a) Should make the student stand out of class to teach him a lesson
- (b) Should chid the student but keep him in the class
- (c) Should summon the principal to take action against the student
- (d) ✓ Engaged the student in their work

159. The purpose of the children centered educations is:

- (a) The teacher must come to the level of children
- (b) The knowledge should be distributed in small fragments that children can learn easily
- (c) The difficult part of the chapter be removed

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- (d) ✓ How children will read while studying and creating situation for learning
- 160. For the person who wants to become good teacher:
 - (a) ✓ Besides formal education teacher training is must
 - (b) Must have liking for children he may not be trained
 - (c) Must be graduate and trained in teaching
 - (d) Formal education and liking for children is must, he may not be trained
- 161. To inculcate book-reading habit in young children:
 - (a) They would be told to do it daily
 - (b) Teacher should study in loud voice for them
 - (c) Take them to the library
 - (d) ✓ Give books to each one of them
- 162. The purpose of the children centered educations is:
 - (a) The teacher must come to the level of children
 - (b) The knowledge should be distributed in small fragments that children can learn easily
 - (c) The difficult part of the chapter be removed
 - (d) ✓ How children will read while studying and crate situations for learning
- 163. In a test-paper you as a student, have scored less than your expectation. You would then:
 - (a) ✓ Discuss your marks and mistakes with the concerned teacher
 - (b) Do nothing, keep quiet
 - (c) Request the teacher to enhance your marks
 - (d) Request the some other teacher may also mark the paper
- 164. Which of the following will you attach more importance to develop a democratic outlook among children?

Pedagogy (Learning Strategies)

- (a) ✓ Opportunities to express themselves freely in a disciplined manner
- (b) Opportunities to arrive at decisions on the basis of consensus after group discussion
- (c) Your decision after student's views
- (d) Unfettered opportunities to them to express them
- 165. In a theoretical discussion you are mostly concerned with:
 - (a) Making the other party feel how silly their arguments are
 - (b) Understanding the other party's view-point and arriving at the truth
 - (c) Trying to reach some midway solution
 - (d) ✓ Trying to convince the other party that you are absolutely right
- 166. As in charge of admission in your school, your principal has asked you to admit a certain candidate having very low marks, as he is the son of a very important person. In such a situation you would:
 - (a) Quietly increase the marks as you feel it is your duty to obey the principal
 - (b) Keep the marks as they are and not admit him
 - (c) Resign and leave the institution as you do not want to work in such an immoral place
 - (d) ✓ Discuss it with your colleagues and authority members and act according to their advice
- 167. One of your student suddenly gets seriously injured on the school's sports day. In such a situation first of all you would:
 - (a) Fill up an accident report form
 - (b) Arrange to send the student to his home
 - (c) ✓ Render first aid and inform the head
- 168. You find some of your students using abusive language outside the class. In such a situation you would:
 - (a) Punish them then and there
 - (b) Ignore the matter
 - (c) Inform their parents about it
 - (d) ✓ Talk to them in confidence separately
- 169. Parent should see that their children get such education that:
 - (a) Enables them to earn money
 - (b) Makes them discriminate between right and wrong
 - (c) Gets them prestige in the society
 - (d) ✓ Equips them with lots of knowledge
- 170. Discipline in the class is best ensured when:
 - (a) The teacher makes effective use of teaching aids
 - (b) ✓ Students are equal partner in the teaching learning process
 - (c) The teacher is sure of his knowledge
 - (d) The lesion has plenty of humor
- 171. Good education is that which helps a student to:
 - (a) ✓ Realize his capabilities and limitations
 - (b) Acquire expertise in some particular area
 - (c) Become aware of his right as a citizen
 - (d) Act according to the need of a situation
- 172. Teacher training is useful as it:
 - (a) Gives knowledge about the principles of teaching
 - (b) Acquaints one with the skills of teaching
 - (c) Gives direction to the process of teaching
 - (d) ✓ Provides opportunity for promotion in the profession
- 173. You are appointed as a teacher in a school which lacks necessary

- facilities. In such a situation you would:
- Blame the authorities
 - Try to work effectively within the limited facilities
 - Try to arrange maximum possible
 - Collect money from students to provide facilities
174. Through competitive games students learn to:
- Accept occasional defeats in life
 - Be aggressive in pursuit of goals
 - Work even after school hours
 - Perform well as sportsman
175. "We are all equal" means that:
- Everyone is God's creation, even though we all may be different
 - All have the capacity to achieve great heights
 - Everyone should be provided with similar environment
 - We all should perform our duties equally
176. In choosing a book to read you usually:
- Ask for advice, read reviews yet are guided by your own judgment
 - Do not seek any one's advice you decide by yourself
 - Seek advice of well-read persons and follow it
 - Go by the name and fame of the author
177. In dealing with the students, teacher should:
- Maintain his dignity and authority
 - Keep them under supervision and control
 - Be one like them and identify with them
 - Respect and listen to them on an equal basis
178. A good school is that which:
- Nurtures qualities of a good citizen in its students

- (b) Equips the students with the competency needed of acquiring jobs
- (c) Helps in the all-round development of its students
- (d) Enables its students to achieve success in examinations
179. According to you the most important component of teaching learning process is:
- Teacher
 - Class climate
 - Learner
 - Learning material
180. The teaching becomes effective and joyful for the teacher, when students sitting in the class are:
- All of the same intellectual level
 - Responding to questions put by the teacher
 - Not trying to satisfy their question
 - Active in satisfying their curiosity
181. Which of the following factors influences your behavior most?
- Financial gain
 - Social norms
 - Personal aspirations
 - Scientific inferences
182. Education should be made self-sufficient because then:
- Students will take education seriously
 - Undeserving students will not seek admission
 - Crowd will be reduced in colleges
 - Investment of public money will be saved
183. Which of the following sets of trait is useful for teacher?
- Forgiveness cooperation, anger
 - Honesty, jealousy, knowledge
 - Knowledge restrains rationality
 - Tolerance kindness dominance
184. Which one of the following values should be given less importance by a teacher?
- Tolerance
 - Cooperation

- Pedagogy (Learning Strategies)
- (c) ✓ Competition
(d) Non-Violence
185. An essential quality of a good teacher is:
- To be able to maintain discipline in class potential
 - To help and guide each child to attain his/her
 - To punish children when they are naughty
 - To give the children the maximum amount of information
186. Giving feedback about the progress of students will make them:
- Happy
 - ✓ Do better
 - Discouraged
 - Regular
187. If student do not understand what is taught in the class, the teacher should:
- Repeat the lesson the once again
 - Checkup the previous knowledge of the students in the topic
 - Teach the lesson again giving more examples
 - Proceed to the next lesson so that syllabus could be covered
188. Which of the following do you think is most suited to bring about desired behavior changes in the child?
- By explaining the utility of the desired change
 - By an exemplary behavior of a teacher
 - By warning against the possible adverse result on not bringing about the change
 - ✓ By holding out hopes of a reward for good result
189. Overall quality of an elementary school can be improved by:
- Involving the neighborhoods community in school activities
 - Using innovative methods of teaching
 - Providing adequate infrastructure
 - None of these
190. The job of a school teacher is more attractive than in the past because of:
- Higher social status
 - Higher pay
 - More training institution
 - ✓ Greater job satisfaction
191. Non-school going children (7-12 years) can be to primary school if:
- Free meals are provided in the schools
 - Watch groups are formed in community
 - Books and school uniform are given free
 - ✓ Child labor is abolished
192. Parents are happy with a school if:
- Their children are learning effectively
 - The school has good facilities
 - Teacher take their classes regularly and punctually
 - Child labor is abolished
193. Elementary teacher should give top priority to:
- ✓ Understanding the children
 - Understanding the community
 - Interacting with parents
 - Understanding fellow teachers
194. Pre-service training of elementary teachers should basically focus on:
- ✓ Preparing for work with children from varied socio-culture contexts
 - Preparing social activity
 - Caring for the community
 - Mastery of the subject matter
195. Which of the following set of trait is useful for a teacher?
- Forgiveness, cooperation, anger
 - Knowledge, restraint, rationality
 - Honesty, jealousy, knowledge
 - ✓ Tolerance, kindness, dominance
196. In your opinion, the educational television programmer for students is:
- Misuse of their valuable time
 - A good means of recreation
 - ✓ Means of improving teaching
 - Replacement of a teacher

197. The reason for lack of student's interest in education is:
 (a) No future prospect of education
 (b) Lack of rites
 (c) Indifference of parents
 (d) Lack of relevant syllabus
198. At primary level, women are more effective teachers than men because:
 (a) They give motherly affection to the children
 (b) They do not punish children
 (c) Children are not afraid of them
 (d) They teach through songs
199. It is essential to give more attention to the education of children with special needs because they:
 (a) Should be able to live like all others
 (b) Need kindness
 (c) Are not fortunate like others
 (d) Will not suffer from inferiority feeling
200. What is not the aim of learning?
 (a) To acquire knowledge
 (b) To get a good job
 (c) To develop life skills
 (d) To develop competencies and skills
201. Who is a creative child? One who:
 (a) Is regular in the class
 (b) Does not necessarily obeys the instructional direction by the teacher
 (c) Is extraordinarily disciplined
 (d) Is curious about everything
202. Teaching is a profession which:
 (a) Is comfortable
 (b) Gives income from tuition
 (c) Involves constant learning
 (d) Provides satisfaction with low salary
203. Which one is the best method of teaching at primary level?
 (a) Traditional blackboard and chalk method
 (b) Self-learning
 (c) Learning by doing
 (d) Play way method
204. If you are asked to deliver a speech on a critical topic you will:
 (a) Refuse to do so
 (b) Take advice from your friends
 (c) Be ready happily
 (d) Ask for some time to decide
205. The most successful medium for learning new things is:
 (a) To see new films
 (b) To meditate
 (c) Active participation in society and involvement in studies
 (d) To go on a tour
206. By organizing the games among students means:
 (a) The time of the students is wasted
 (b) Groupies is encouraged among students
 (c) Their studies are adversely affected
 (d) Their other talents and qualities are developed
207. If you have some problem with the principal, you will:
 (a) Talk to him directly
 (b) Adopt the policy of "tit for tat"
 (c) Complain about it to your colleagues
 (d) Complain against him to the higher authorities
208. As a teacher you would like the students who are:
 (a) Naughty (b) Dedicated
 (c) Indiscipline
 (d) Irresponsible
209. The purpose of having a national curriculum is:
 (a) To maintain the standard of education
 (b) To control state policy on education
 (c) To achieve universal elementary education
 (d) To eradicate evils of the education system
210. A successful teacher should be:
 (a) Tolerant
 (b) Lover of discipline

- (c) Ready to pardon
 (d) All of the above
211. The most attractive feature of teaching profession is:
 (a) Earning from tuition
 (b) More than sufficient free time
 (c) Social respect
 (d) Pleasures of teaching
212. The best teacher is one who:
 (a) Provides the students with right guidance
 (b) Loves discipline
 (c) Is punctual
 (d) Who takes interest in the all-round development of the students
213. To win the confidence of the students, the teacher should behave with the students:
 (a) Like a teacher
 (b) Like a mother
 (c) Like a father
 (d) Like a friend
214. As a teacher your attitude towards a student who is weak in studies should be:
 (a) Strict (b) Lovely
 (c) Generous (d) Sympathetic
215. The teacher should know the following thing:
 (a) What information is required by children?
 (b) What is known to the children before hand?
 (c) In which field difficulty is faced by the children?
 (d) What was last known to the children?
216. For the person who wants to become good teacher:
 (a) Besides formal education teacher training is must
 (b) Must have liking for children, he may not be trained
 (c) Must be graduate and trained in teaching
 (d) Formal education and liking for children is must, he may not be trained?
217. The aim of education is to make the all-round development of the child, which of the following is not included in it?
 (a) Economic development
 (b) Physical development
 (c) Mental development
 (d) Moral development
218. Absenteeism can be tackled by:
 (a) Teaching
 (b) Punishing the students
 (c) Giving the sweets
 (d) Contacting the parents
219. You want to be a teacher because:
 (a) You will get a job
 (b) You are very much interested in learning and teaching
 (c) Your guardians want it
 (d) All your friends have become teachers
220. Teacher is a three dimensional process which does not involved:
 (a) Student (b) Teacher
 (c) Environment
 (d) Library
221. As a teacher your goals is:
 (a) To take care the interests of the students
 (b) To teach the students
 (c) To work for fame
 (d) To maintain maximum
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PEDAGOGY

Learning Environment

(Study Material)

Learning Environment Goals:

1. Creation of spaces for high intellectual performance.
2. Positive development and affirmation of each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency.
3. Development of necessary skills for students to become academically competent, multilingual, multicultural, proactive, holonomous, moral, and socially responsive members of a democratic society.
4. Development of a high status environment for multilingualism and multiculturalism.

Rich & Affirming Environments Should:

Promote:

1. Belonging
2. Connections to Others/Relationships
3. Community
4. Self-determination
5. Affirmation of Identity
6. Self-Awareness & Reflection
7. Responsiveness
8. Responsibility
9. Trust
10. Empathy
11. Generosity
12. Dignity
13. Respect for Self and Others
14. Intrinsic Motivation
15. Curiosity
16. Competence
17. Decision-Making /Problem-Solving
18. Pleasure in Learning & Achieving
19. Activism & Involvement
20. Democracy

Avoid:

1. Exclusion
2. Isolation
3. Individualism
4. Controlling Behaviors & Environments
5. Coercion & Threats
6. Restrictions
7. Mindless Compliance
8. Authoritarianism
9. Mistrust

10. Selfishness
11. Self-Centeredness
12. Punishments & Rewards
13. Boredom
14. Helplessness/Incompetence
15. Rote/Disconnected Learning
16. Learning as a Chore
17. Passivity & Withdrawal
18. Disempowerment
19. Meanspiritedness
20. Humiliation

COMMUNITY • SELF-DETERMINATION • TRUST & RESPECT • DEMOCRACY

More specifically, we need a learning environment that promotes:

1. Community: So that English Learners feel they belong and are able to establish positive relationships with other students, teachers, and other adults. In short, they feel connected to the classroom and the school.

2. Self Determination: So that English Learners' identities are affirmed, rather than eradicated and so English Learners are encouraged to be self-aware, to reflect, to be responsive to those around them and to take responsibility for their own learning, including speaking out when what is happening in classrooms is not meeting their needs.

3. Trust and Respect: So that English Learners can develop empathy for others and a certain generosity of spirit; where every English Learner can experience dignity; where there is no room for selfishness, humiliation, or mean-spiritedness.

4. Democracy: So that English Learners can be involved in decision-making and problem-solving both; where they are intrinsically motivated and not dependent on external punishments or rewards; where they see themselves and are seen as competent and able to make change; where their curiosities are taken seriously and so they learn to take pleasure in learning and achieving; where they learn to advocate on their own behalf and on behalf of others.

Empowering Pedagogy:

When we talk about pedagogy for English Learners, whether we are working in English or in the primary language, we want to focus on five key components.

Interactive Structures:

1. Providing open ended tasks
2. Scaffolding tasks to support language output
3. Writing and drawing as preparation for speaking n Encouraging written language
4. Planning consciously and consistently for language growth

Student to Student Interaction:

1. Output requires students to verbalize their thinking.
2. Output provides rehearsal for students who need it.
3. Interaction provides a chance to hear new or needed vocabulary/language structures used by more able classmates.
4. Interaction provides language models and alternatives to the encoding options chosen by the students.
5. Student to student interaction provides more accessible input than teacher talk often does.

6. Student must pay more attention to being comprehensible to other students than to the teacher.
- Characteristics of Effective Pedagogy:

 1. Authentic, Meaningful Language Use
 2. Interaction & Cooperation
 3. Multimedia, Multisensory Learning
 4. Prior Knowledge
 5. Personalized Contexts n Student Voice
 6. Low Threat/High Challenge
 7. Hands-On Learning Tasks
 8. Student Reflection
 9. Strategic Use of L1 Linguistic Knowledge
 10. Negotiation of Meaning
 11. Teacher Mediation/Student Appropriation
 12. Multicultural Perspectives
 13. Learning Strategies & Graphic Organizers
 14. Transparent Organization
 15. Integrated, Cross disciplinary Curriculum
 16. Authentic Assessment

Obviously, there are many interrelated and interdependent practices that make up a sound pedagogy that is aligned to a powerful vision of sustainable English Learner success. When we use these in a thoughtful and integrated way, they make our practice much more powerful and more effective. One approach is to work from a base of interactive structures, which are explored in more detail in the Interactive Structures section of this book. By identifying and using appropriate structures, rather than just activities, for engaging English Learners in their content, language, and culture studies, we can maximize their learning.

Learning Environment – MCQs

Write the correct answer:

1. The process of change:
 - (a) Enables an individual to lead successful life
 - (b) Enables an individual to adjust in the society
 - (c) Enables an individual to develop his abilities
 - (d) All of the above

A child proceeds from infancy to:

- (a) Childhood
- (b) Neo-adolescence
- (c) Adolescence
- (d) Maturation

At birth, a child is unable to:

- (a) Fulfill his needs by himself

Respond

Take influences from the

4. The change in an individual occurs when he:
 - (a) Intends to change
 - (b) Passes through an experience
 - (c) Passes through the learning process
 - (d) Both (a) and (b)
5. The changes due to experiences:
 - (a) Are permanent
 - (b) Continue throughout life
 - (c) Pave the way to new changes
 - (d) All of the above
6. The natural changes are:
 - (a) Temporary
 - (b) Permanent (c) Neutral
 - (d) None of the above

- Learning Environment
7. The behavioral changes due to experiences:
 - (a) Are sometimes temporary
 - (b) Are sometimes permanent
 - (c) Are always natural
 - (d) Both (a) and (b)
 8. Which of the following is included in the concept of learning?
 - (a) Process
 - (b) Process and change
 - (c) Process, change and experience
 - (d) All of the above
 9. The changes due to learning:
 - (a) Do not leave any effect on individual's behavior
 - (b) Are not concerned with environment
 - (c) Enable an individual to perform his role
 - (d) Are concerned with heredity response of an individual emerging from an experience
 10. The response of an individual emerging from an experience:
 - (a) Enables him to pass through further experiences
 - (b) Becomes neutral
 - (c) Becomes negative
 - (d) Becomes imbalanced
 11. Learning is a
 - (a) Continuous process
 - (b) Process which brings about changes
 - (c) Process which brings about behavior modification
 - (d) All of the above
 12. Which of the following is not necessary for the process of learning?
 - (a) Sex discrimination
 - (b) Physical development
 - (c) Cognitive development
 - (d) Experiences
 13. The direct experience:
 - (a) Is the personal experience of an individual
 - (b) Is not concerned with the environmental stimulus
 - (c) Has no effect on the individual
 14. In learning by trial & error, an individual:
 - (a) Has not already available solution to his problems
 - (b) Does not use his intellect
 - (c) Does not commit mistakes
 - (d) Does not retry after failure
 15. In learning by trial and error, an individual carries on his work unless:
 - (a) He finds an appropriate solution
 - (b) He commits mistakes
 - (c) He comes across some negative response
 - (d) Both (a) and (b)
 16. Which of the following is the first step of learning by trial and error?
 - (a) Identification of the problem
 - (b) Realization of the problem
 - (c) Efforts for the solution of problem
 - (d) Remembering the solution of problem
 17. To see the people doing and try to do the same is:
 - (a) Learning by trial & error
 - (b) Learning by imitation
 - (c) Learning by insight
 - (d) Learning by doing
 18. Drinking water to extinguish thirst is:
 - (a) A natural act
 - (b) An imitative act
 - (c) An emotional act
 - (d) A social act
 19. The act of imitation:
 - (a) Continues throughout life
 - (b) Is concerned with observation
 - (c) Is concerned with repetition
 - (d) All of the above
 20. In the act of imitation, an individual:
 - (a) Observes the other people doing work
 - (b) Makes efforts to do the work by himself
 - (c) Makes efforts to perform the

- same by himself
(d) All of the above
21. Which of the following action is not concerned with learning by imitation?
(a) Observing the people doing work
(b) Solving the problems of mathematics
(c) Attempting the works of people
(d) Repeating the methodology of doing work
22. Delivery of correct pronunciation is concerned with learning by:
(a) Trial and error
(b) Insight (c) Imitation
(d) Doing
23. In learning by insight, an individual:
(a) Employs his cognitive abilities for solving his problems
(b) Observes the behavior of others
(c) Considers just one aspect of a problem
(d) Both (a) and (b)
24. Insight is a process in which an individual:
(a) Uses his previous knowledge
(b) Deliberately attempts to solve the problems
(c) Identifies the irrelevant aspects of a problem
(d) All of the above
25. Employing the learning by insight approach, an individual can benefit himself from various solutions of problems and thereby:
(a) Increases his capacities
(b) Increases his learning
(c) Determines his future line of action
(d) All of the above
26. An individual learns through:
(a) Trial & error
(b) Imitation (c) Insight
(d) All of the above
27. Which of the following is the central point of learning through insight?

- (a) Solution of a problem through repeated errors
(b) Observation of the behavior of others
(c) Instantly solve a problem
(d) None of the above
28. In learning by insight, an individual:
(a) Has an understanding of the environment
(b) Knows the benefits of the solution of problem
(c) Consciously makes efforts to solve a problem
(d) All of the above
29. Skills become the part of behaviour when:
(a) Their theories are studied
(b) An individual practice them by himself
(c) The other individuals are observed
(d) One has the firm intention to do them
30. Which of the following method of learning is used in learning by doing?
(a) Learning thought trial & error
(b) Learning thought imitation
(c) Learning thought insight
(d) All of the above
31. In learning by doing, learning comes through:
(a) Skills (b) Observation
(c) Imitation (d) Theories
32. Which of the following is decided in learning by doing:
(a) Goals to achieve
(b) Difficulties confronted
(c) Skills necessary for solution of difficulty
(d) All of the above
33. In case of failure in learning through doing, an individual is able:
(a) To remove the present errors
(b) To know new things
(c) To adopt new attitude
(d) All of the above

34. Learning is the process of change in:
(a) Behavior
(b) Attitudes
(c) Skills and increase in skills
(d) All of the above
35. Which of the following is not included in the law of learning?
(a) Law of readiness
(b) Law of modification
(c) Law of exercise
(d) Law of effect
36. Learning cannot become meaningful unless an individual is not:
(a) Physically prepared
(b) Mentally prepared
(c) Emotionally prepared
(d) All of the above
37. Which of the following has a significant role in the learning process?
(a) Desire
(b) Previous knowledge
(c) Mental level
(d) All of the above
38. Readiness refers to:
(a) Mentally preparation for learning
(b) Increase in the pace of learning process
(c) Removal of hindrances in the learning process
(d) Both (a) and (b)
39. Which of the following learning cannot be durable and effective?
(a) That is not backed up by enough practice
(b) That is backed up by a motive
(c) That is not followed by pleasant results
(d) Both (b) and (c)
40. If the results of an activity are pleasant:
(a) Law of exercise becomes ineffective
(b) Learning becomes durable
(c) Readiness decreases
41. (d) Response frequency decreases
The connection between stimulus and response depends on:
(a) The pleasure an individual gains
(b) The discomfort an individual faces
(c) The pleasure or discomfort an individual experiences
(d) None of the above
42. Which of the following is closely associated with the effectiveness of the law of effect:
(a) Learning (b) Stimulus
(c) Response (d) Sensation
43. If an activity is difficult to do:
(a) Learning will not be effective
(b) Learning will not take place
(c) Learning will be effective
(d) Learning will take place with a stimulus
44. Which of the following is also called factors influencing learning:
(a) Law of learning
(b) Condition of learning
(c) Transfer of learning
(d) None of the above
45. Motivation is:
(a) An inner state of an individual
(b) An external state of an individual
(c) A learning state of an individual
(d) A creative state of an individual
46. Which of the following is produced in an individual by motivation?
(a) Desire (b) Courage
(c) Tendency
(d) All of the above
47. The interest of an individual is:
(a) A learned role
(b) An unlearned role
(c) A natural role
(d) A social role
48. Which of the following is the key factor in the selection of interests?
(a) Pleasure
(b) Material gain

66. (c) Information
(d) Skills
49. Escape from punishment is:
(a) An immediate objective
(b) A remote objective
(c) A natural objective
(d) An academic objective
50. An individual can only easily learn if:
(a) He is ready to learn
(b) He has the desire to learn
(c) He makes efforts to learn consciously
(d) All of the above
51. Which of the following is the change factor of trends and interests?
(a) Conditions (b) Time
(c) Experiences
(d) All of the above
52. If an activity pleases a child:
(a) He will do it repeatedly
(b) He will make it a part of his behavior
(c) He will opt it from other options
(d) All of the above
53. Attention refers to:
(a) Attend to an activity
(b) Respond to the signs coming from the outside
(c) Produce harmony between stimulus and response
(d) All of the above
54. Attention and interest:
(a) Increase the pace of development
(b) Minimize the individual differences
(c) Reduce the responsibility of a teacher
(d) Both (b) and (c)
55. Attention is:
(a) A social state
(b) A mental state
(c) An organic state
(d) An aptitudinal state
56. Meaningful of an act for a child means to what extent:

- (a) The particular learning can be beneficial for him
(b) The particular learning can be beneficial for him in future
(c) The particular learning can be socially beneficial for him
(d) All of the above
57. The unarranged and disordered poems:
(a) Cannot be memorized
(b) Can be remembered till long
(c) Can easily be forgotten
(d) Are a source of fun for children
58. Which of the following increases the pace of development?
(a) Meaningless content
(b) Meaningful content
(c) Punishment
(d) Ignorance of individual differences
59. Attitude refers to the inner state of an individual which influences:
(a) The selection of an activity
(b) The adoption of an activity
(c) The understanding of an activity
(d) All of the above
60. A child:
(a) Learns positive attitudes from his family
(b) Learns negative attitudes from his family
(c) Learns both positive and negative attitudes from his family
(d) None of the above
61. Thoughts and ideas of the individual are termed as:
(a) Attitudes
(b) Individual differences
(c) Learning (d) Motives
62. Which of the following question is frequently raised in the conditions of learning?
(a) Which factors influence the learning process
(b) How the field of educational

- (c) psychology can be widen
(d) How individual differences can be reduced
(d) All of the above
63. According to behaviorists, learning of an individual can be seen through:
(a) Inner states
(b) Observable behavior
(c) Individual differences
(d) Measurement of personality
64. Who was the founding father of classical conditioning?
(a) Thorndike (b) Skinner
(c) Pavlov (d) Vygotsky
65. The connection between stimulus and response is called:
(a) Intelligence quotient
(b) Standardized text
(c) Conditioning
(d) Curricular content
66. Which of the following is the base of learning of an individual according to the cognitive psychologists?
(a) Inner condition
(b) Observable condition
(c) Social condition
(d) Emotional condition
- Inner faculties and intellectual processing are concerned with:
(a) Cognition (b) Personality
(c) Measurement
(d) Aptitude
68. According to cognitive psychologists, the observable behavior:
(a) Is not possible without aptitudinal change
(b) Is not possible without environmental change
(c) Not both (a) and (b)
(d) Is not possible without constant change
69. Which of the following types of investment is necessary for acquisition of the objectives of National Education Policy?
(a) Short term investment
- (b) Long-term investment
(c) Mid-term investment
(d) No type of investment is needed
70. Koffka and Koehler were concerned with:
(a) Behaviourism
(b) Cognitive school of thought
(c) Progressivism
(d) Existentialism
- Changes due to learning are:
(a) Temporary (b) Permanent
(c) Physical
(d) Psycho-dynamic
72. Learning:
(a) Gives rise to many habits
(b) Gives rise to many emotional states
(c) Gives rise to many economic abilities
(d) Gives rise to many permanent behavioural changes
73. A child can learn only:
(a) What is taught to him
(b) What does he learn at home
(c) For what he wishes to learn
(d) What he finds in his environment
74. Learning enables an individual:
(a) To know the problem
(b) To comprehend and solve the problems
(c) To comprehend the problem by experience
(d) To remove the problem
75. Who put forward the theory of connectionism?
(a) Pavlov (b) Skinner
(c) Thorndike (d) Watson
76. Learning is based on:
(a) Knowledge
(b) Comprehension
(c) Understanding
(d) Practice
77. Who founded the school of psychology known as Behaviorism?

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78. (a) Skinner (b) Thorndike
(c) Watson (d) Pavlov
What type of learning process?
(a) Contiguous process
(b) Process which brings about changes
(c) Process which brings about behavior modification
(d) All of the above
79. In classical conditioning, events critical to the learning occur _____ the response:
(a) Before (b) After
(c) Simultaneously with
(d) In a manner unrelated to
80. A punisher can be:
(a) The onset of an unpleasant event
(b) The removal of a positive state of affairs
(c) Any consequence that reduces the occurrence of a behavior
(d) A positive reinforcer
81. In operant conditioning, what is the relationship between events critical to learning and the response to be learned?
(a) They occur before the response
(b) They occur after the response
(c) They occur simultaneously with the response
(d) They are unrelated to the response
82. If the conditioned stimulus is presented many times without reinforcement, we can expect:
(a) An increase in stimulus generalization.
(b) The strength of the UR to increase
(c) An increase in response generalization
(d) Extinction to occur
83. A child has learned to avoid a furry, black cat. However, she still plays with her grandmother's short-haired

- tabby. Her response demonstrates:
(a) Negative transfer
(b) Extinction
(c) Discrimination
(d) Successive approximation
84. Punishment is most effective in suppressing behavior when it is:
(a) Immediate, consistent, and intense
(b) Delayed consistent, and mild
(c) Immediate, consistent, and mild
(d) Delayed, inconsistent, and intense.
85. The greatest degree of resistance to extinction is typically caused by a schedule of reinforcement:
(a) Variable interval
(b) Variable ratio
(c) Fixed interval
(d) Fixed ratio
86. Ivan Pavlov has been credited with the initial discovery of:
(a) Operant conditioning
(b) Reinforcement
(c) Classical conditioning
(d) Vicarious conditioning
87. In Pavlov's experiments with dogs the bell (prior to conditioning) was the:
(a) Neutral stimulus
(b) Unconditioned stimulus
(c) Conditioned stimulus
(d) Unconditioned response
88. Meaningful of an act for a child means to what extent:
(a) The particular learning can be beneficial for him
(b) The particular learning can be beneficial for him in future
(c) The particular learning can be socially beneficial for him
(d) All of the above
89. In classical conditioning two _____ are associated:
(a) Punishers (b) Stimuli
(c) Responses (d) Reinforcers
90. Ivan Pavlov was a:

- Learning Environment
91. Which of the following might serve as a secondary reinforcer?
(a) Sex (b) Grades
(c) Food
(d) A pain-relieving drug
92. The process of change:
(a) Enables an individual to lead successful life
(b) Enables an individual to adjust in the society
(c) Enables an individual to develop his abilities
(d) All of the above
93. In Pavlov's experiment the dog's food powder served as a(n):
(a) Conditioned stimulus
(b) Unconditioned response
(c) Conditioned response
(d) Unconditioned stimulus
94. If Pavlov wanted to stop his dogs from salivating to the sound of a bell he would put them through _____ training:
(a) Extinction
(b) Generalization
(c) Spontaneous recovery
(d) Discrimination
95. Just the sight of Mary's sexy nightgown makes Jim aroused. Mary's nightgown serves as a(n):
(a) Unconditioned response
(b) Conditioned response
(c) Conditioned stimulus
(d) Unconditioned stimulus
96. A child who has been frightened by a dog develops a fear response to all dogs. This is known as:
(a) Stimulus discrimination
(b) Extinction
(c) Spontaneous recovery
(d) Stimulus generalization
97. Rescorla found that a neutral stimulus becomes a conditioned stimulus only

- if it is contingent and:
(a) Inclusive (b) Dominant
(c) Informative (d) Appropriate
- Watson trained Little Albert to fear a white rat. In his experiment the loud noise was:
(a) Unconditioned response
(b) Conditioned stimulus
(c) Conditioned response
(d) Unconditioned stimulus
99. Edward Thorndike established the:
(a) Principle of reinforcement
(b) Law of effect
(c) Contiguity hypothesis
(d) Theory of behaviorism
100. Negative reinforcement occurs when behavior:
(a) Decreases (b) Is punished
(c) Remains the same
(d) Increases
101. By definition, _____ always reduces the probability of a response occurring again:
(a) Positive reinforcement
(b) Punishment
(c) Negative reinforcement
(d) Observation
102. The technique of using desensitization involves:
(a) Flooding the person with images of the feared stimulus
(b) Gradually exposing the person to the feared stimulus
(c) Gradually exposing the person to the feared stimulus only when they are fully relaxed
(d) Systematically increasing the stimulus intensity up to the breaking point
103. A dog that gets rewarded for the first bark it makes in each ten minute period is being reinforced on a schedule of reinforcement:
(a) Continuous
(b) Fixed interval
(c) Variable interval

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104. In Pavlov's experiments with dogs, food was the:
 (a) Conditioned response
 (b) Unconditioned stimulus
 (c) Conditioned stimulus
 (d) Unconditioned response
105. In reinforcement, the reinforcement follows every correct response:
 (a) Intermittent (b) Partial
 (c) Negative (d) Continuous

Answers

1.	(d)	2.	(a)	3.	(a)	4.	(d)	5.	(d)
6.	(b)	7.	(d)	8.	(c)	9.	(c)	10.	(a)
11.	(d)	12.	(a)	13.	(a)	14.	(a)	15.	(a)
16.	(a)	17.	(b)	18.	(a)	19.	(d)	20.	(d)
21.	(b)	22.	(c)	23.	(a)	24.	(d)	25.	(d)
26.	(d)	27.	(c)	28.	(d)	29.	(d)	30.	(d)
31.	(a)	32.	(d)	33.	(d)	34.	(d)	35.	(b)
36.	(d)	37.	(d)	38.	(a)	39.	(a)	40.	(b)
41.	(c)	42.	(a)	43.	(a)	44.	(b)	45.	(a)
46.	(d)	47.	(a)	48.	(a)	49.	(a)	50.	(d)
51.	(d)	52.	(d)	53.	(d)	54.	(a)	55.	(b)
56.	(d)	57.	(c)	58.	(b)	59.	(d)	60.	(c)
61.	(a)	62.	(a)	63.	(b)	64.	(d)	65.	(c)
66.	(a)	67.	(a)	68.	(b)	69.	(b)	70.	(b)
71.	(b)	72.	(d)	73.	(d)	74.	(b)	75.	(c)
76.	(d)	77.	(c)	78.	(d)	79.	(a)	80.	(c)
81.	(b)	82.	(d)	83.	(c)	84.	(a)	85.	(a)
86.	(c)	87.	(a)	88.	(d)	89.	(b)	90.	(b)
91.	(b)	92.	(d)	93.	(d)	94.	(a)	95.	(c)
96.	(d)	97.	(c)	98.	(d)	99.	(b)	100.	(d)
101.	(b)	102.	(c)	103.	(b)	104.	(b)	105.	(d)

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Early Child Education

(Study Material)

POLICY CONTEXT AND SITUATION ANALYSIS IN PAKISTAN

Current Policy and Historical Roots: Early Childhood Education (ECE) in Pakistan's public education sector can be traced back to the country's first Education Conference in November 1947. The terms of reference for the primary and secondary committee, then, included the provision of pre-primary education through a clause that the committee shall 'recommend the lines on which pre-primary education may be run and to consider the part of the Central and Provincial governments in setting up Nursery schools (TCC, 1947)'. The age bracket for early childhood mentioned in the 1947 proceedings was 3-6 years.

The following table provides a snapshot of the history of policy development on ECE.

Timelines	Policy Development on ECE Education – A Historical View
1947	Viewing Nursery as an integral part of the mainstream education at the Education Conference 1947
1950s – 1980s	Katchi classes as a means to merely familiarize children with school setting; no education policy during the four decades made any reference to ECE
1992	Education policy proposed to mainstream Katchi classes
1998	National Education Policy charts out the need for ECE
2001-2015	National Plan of Action for EFA (2001-2015) charts out a complete plan for mainstreaming ECE in formal education system, through sensitization of stakeholders, allocation of funds, encourage private sector etc.
2002	- National ECE Curriculum was developed
2001-2004	In Education Sector Reform-Action Plan, ECE was taken up as an Innovative Program implemented across Pakistan with federal funds.
2007	National curriculum for Early childhood Education approved
2009	National Education Policy proposes for ECE to become part of the main stream education integrated in all primary schools and suggests action plans

The above table shows that an important milestone in ECE was achieved by developing ECE Curriculum in 2002, which was later revised in 2007. The curriculum document provided policy and curricular guidelines pertaining to early childhood education in Pakistan.

Since 2000, a greater emphasis on Early Childhood Education and Development has been witnessed both, in the public as well as non-governmental sector. During this period, multiple early childhood programs were developed by a number of organizations in collaboration with the public sector and independently in the form of projects; many initiatives were not sustained over a period of time. A number of projects were initiated in Sindh primarily, through NGOs and the Sindh Education Foundation (SEF) working for ECE promotion. Some significant projects, for instance, are listed below. The following table presents past project on ECE in Sindh.

Apart from the above mentioned projects, a number of projects were also initiated for the physical wellbeing of children, and for maintaining their health and nutrition. Through these projects, several government schools in different districts of Sindh benefited.

The current education policy has put significant emphasis on Early Childhood Education and as part of the EFA goals; the government is also determined to mainstream the ECE into the

education system, with an initial focus on the most vulnerable children. The National Education Policy (2009), an agreed policy by the GoS, provides the following five policy actions with reference to ECE:

Policy Actions for ECE – NEP 2009:

Policy Action -1: Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.

Policy Action -2: ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.

Policy Action 3: Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.

Policy Action – 4: For ECE teachers, a two-year specialized training in dealing with young children shall be a requirement.

Policy Action -5: This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas. (cf. NEP 2009)

In response to ECE related commitments, a number of donor agencies have also initiated some ECE specific interventions; for instance:

CHILDHOOD EDUCATION IN PAKISTAN

Early Childhood Education (ECE) is a branch of education theory which relates to the teaching of young children (formally and informally) up till the age of about eight years.

Its time of remarkable brain growth, these years lay the foundation for subsequent learning and development.

People in the 6th largest country of the world are unable to get the basic education.

Various researches have proved that first few years of life are particularly important for the development of the child.

Development of all domains and learning occur faster in these years than that of any other part of the life.

The main challenging to the implementation of ECE in Pakistan is that the negative impact of limited access to education and its poor quality is disproportionately born by poor and marginalised children as well as families surviving in poverty tend to focus on keeping fed; rather than education.

Other developmental domains such as psycho-social, emotional and physical skill are mostly neglected.

Same as, early years are significantly important for cognitive abilities and the development of the brain capacity of a child as well.

Pre-school and child care centers play very important role in promoting the social and intellectual development of children.

Moreover, through early childhood education child can easily develop his interpersonal skills through his interaction and the particular environment.

The most striking feature of Pakistan's primary education system is its inherent inequalities.

The ratio of gender discrimination is a cause which is projecting the primary school ratio of boys & girls which is 10:4 respectively.

For the last few years there has been an increase in the growth of private schools that not only harms the quality of education but creates a gap among haves and have-not.

The educational system of Pakistan is based on unequal lines.

Medium of education is different in both, public and private sectors.

This creates a sort of disparity among people, dividing them into two segments.

One division is on the basis of English-medium language while the other is Urdu-medium language.

With a net primary enrolment rate of 57pc, there are an estimates 7 millions primary aged children are out-of school, mostly due to non-existence of school (as some live in remote or far-flung area), absence of teacher and/or learning material or other reasons of the children who do not attend school, given that most (63pc) of the population living in rural area in relatively modest condition, but do not obtain quality education.

As a result of statistical analysis overall in Pakistan still over 27 million children out of school, pre-primary age group (3-5 years) 50pc children of Punjab out of the school, in Balochistan the ratio of out of school children is 78pc, in Sindh 61pc, in KP 65pc children are still out of school.

Overall literacy rate of Pakistan is 54pc in which 66.

25pc male and 41.

74pc are female.

According to the report of UNESCO in 2014, Pakistan has the second highest (after Nigeria) population of out-of-school children in the world, with almost five and half million school-aged children not accessing to school and 72pc of school-aged children enroll in school.

This is an improvement compared to two decades ago, when only 58pc of children enrolled in school.

One of key goals of the Education For All deceleration is for countries to achieve a primary enrollment target of at least 95pc by 2015.

While Pakistan is rated as very far from target (with an enrollment rate below 80pc), it is also rated as having relatively strong progress over the last two decades.

(UNESCO, 2014)

Research has shown that if the healthy environment is provided to the children, they can learn at faster pace.

Teachers play important role in the whole process.

They must be familiarise and should have sound qualification to fulfill learning needs of children.

If teachers are familiarised with the principles of love, kindness and care, they can easily teach students at primary level with the help of different pedagogies.

However, professionally more trained people can educate the people to build a good nation.

The allocation of funds for education is very low.

It is only 1.

5 to 2.

0 percent of the total GDP.

It should be around 7pc of the total GDP.

We should follow the example of Malaysian government which earmarks about 35 percent of its GDP to education sector.

We need to push for greater public investment in education in Pakistan.

Objectives: The objectives of this model are to:

- Learn about factors affecting growth and development of child.
Understand the different teaching methodologies.
Enhance the knowledge of participants about ECE.
To develop curriculum and ECE educational material.
To enhance the knowledge about daily diary and daily routine.

Training Content:

- Inaugural Session
Child Growth and Development
Learning Process
Development and learning aspects
Educational Literature
Classroom Management
Daily routines

Methodology: It includes group work, individual work, presentations, role plays, puppet presentation, lectures, demonstrations etc.

Training Duration:

09 days.

Achievements: Overall 68 trainings have been conducted in this model and 909 community teachers have been trained in these trainings. A total of 298 trainings have been conducted for Government teachers and total of 1580 Government teachers have been trained.

Early Child Education – MCQs

- Write the correct answer:**
- What is philosophy and values in 'Early Child Education'?
 - Non-discrimination
 - The child's best interest
 - The child's right to life and full development
 - The child's views given due weight
 - All of the above
 - Every child should have the opportunity to grow up in a setting that values children
 - That provides conditions for a state and secure environment and that respects diversity
 - Because children are both the present and the future of every nation
 - They have needs, rights, and intrinsic worth that must be recognized and supported
 - All of the above
 - Central to the values of the curriculum to which the Government of Pakistan is signatory, is the Convention on the Rights of the Child (CRC). A core value of the CRC is the human dignity of the child. Related to this basic value, the convention consists of the following overall principles are:
 - Advancing research on education and human development highlights the crucial nature of the early years and its implication for a healthy and peaceful life at later stages.
 - The world recognized the importance and need for ECE (Early Childhood Education) by endorsing 'expansion and improvement of comprehensive early childhood care and education'
 - (a) & (b)
 - None of these
 - The Education for All declaration and subsequent reiteration at World

- Education Conferences has brought ECE in to the main policy discourse of more than _____ countries:
- 160
 - 180
 - 120
 - 100
- Education for All (EFA) is an international commitment which was launched at the World Education Conference held in Jomtien, Thailand in _____, to bring the benefits of education to "every citizen in every society".
 - 1988
 - 1989
 - 1990
 - 1991
 - What are the 'EFA' goals?
 - Expand and improve comprehensive early childhood care and education
 - Ensure that by 2015 all children, particularly girls, in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality
 - Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
 - Achieve a 50 per cent improvement in levels of adult literacy by 2015
 - Improve all aspects of the quality of education and ensure excellence of all, so that recognized and measurable learning outcome are achieved by all
 - All of the above
 - Pakistan developed its own EFA 'National Plan of Action' (NPA) in
 - 2000
 - 2001
 - 2002
 - 2003

8. What is the quality 'ECE' programme?

- The environment provided is secure and enabling
- A partnership between home and school is valued
- Adult are interested in them and the interaction between them is positive
- They are respected, a positive self image and high self esteem are fostered

They are given opportunities to make choice and decisions which develop their confidence, helping them to take responsibility for their own learning

Activities are planned to match their own pace, and are varied, with periods of activity and quiet reflection

The experiences offered are relevant to their immediate interests and match their individual needs

The programme is holistic with an established daily routine and is not compartmentalized

All of the above

9. Holistic Development through early learning is:

- Physical development
- Social and moral development
- Emotional development
- Language development
- Cognitive development
- All of the above

10. Physical Development means:

- Involves the way children use their muscles, both large and small
- The large muscles are used for activities such as walking, jumping and lifting large objects

- (c) The small muscles are used for fine motor activities such as threading beads, writing, drawing, cleaning rice and working with small objects
(d)✓ All of the above
11. 'Social and Moral Development' means:
(a) It refers to those processes where children development relationships with their culture
(b) With people around them and with the environment in general
(c)✓ (a) & (b) (d) None of these
12. In Early Child Education the term "Emotional Development" means:
(a) It refers to the development of a child's capacity to experience
(b) It manage and express a full manage of positive and negative emotions
(c)✓ (a) & (b) (d) None of these
13. Cognitive Development means:
(a) It refers to the development of mental processes and capabilities
(b) It focuses on how children learn and process information
(c) It is the development of the thinking and organizing systems of the mind
(d) It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas and concepts, memory, expression through multiple media and experimenting and applying what they learn
(e)✓ All of the above
14. The aims of education:
(a) Seekers of truth and knowledge who can apply both for the progress of society
- (b) Creative, constructive, communicative, and reflective individuals
(c) Disciplined, moderate and productive, enlightened citizens
(d) Capable of effectively participating in the highly competitive global
(e)✓ All of the above
15. Sound cognitive development enhances critical thinking and creativity in human beings. It is
(a) Social and moral development
(b) Emotional development
(c) Language development
(d)✓ Cognitive development
16. A quality Early Childhood Education environment provides:
(a) Learning opportunities
(b) Think and imagine
(c) Question and experiment as they develop the ability to create novel ideas and solutions
(d)✓ All of the above
17. What are the principles carry important implications for Early Childhood Education for practice:
(a) The whole child is important
(b) Social, emotional, physical, cognitive and moral development are interrelated
(c) Learning holistic and for the young child is not compartmentalized under subject heading
(d)✓ All of the above
18. What is the importance of Intrinsic Motivation?
(a)✓ It is valuable because it results in child-initiated learning
(b) Social and emotional enhancement
(c) (a) & (b) (d) None of these

19. What is meant by the 'child's sense of dignity'?
(a)✓ It provides autonomy and self-discipline
(b) It is necessary for sportsmanship
(c) (a) & (b) (d) None of these
20. Which is not the principle with regard to the implication for Early Child Education practice?
(a) In the early years, children learn best through active learning that is learning by doing
(b) The adults and children to whom the child relates are of central importance
(c) The child's education is seen as an interaction between the child and the environment
(d)✓ To study the philosophy
21. What are aims of national Early Child Education Curriculum?
(a) Provide for the holistic development of the child, which includes physical, social, emotional, cognitive and moral development
(b) Develop critical thinking skills
(c) Nurture tolerance and respect for diversity
(d) Nurture in children, a sense of identity and pride in being Pakistani
(e) Provide knowledge and understanding of Islam and Islamic society
(f) Develop an understanding and respect for the beliefs and practices of all other religions
(g)✓ All of the above
22. Which is not the aim of national early child education curriculum?
(a) Create in children, a sense of citizenship in community, country and the world
- (b) Foster a sense of independence, self-reliance and a positive self-image
(c) Equip the child with life-long learning skills
(d) Provide opportunities for active learning
(e) Provide opportunities for self-initiated play and decision making
(f) To provide the facility of foreign study education
(g) None of these
23. What are the principles of 'Personal and Social Development' with regard to the early child education?
(a) Children will develop an understanding of their likes, dislikes, strengths and emotions
(b) Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours
(c) Children will develop an appreciation for the diversity of people around them
(d) Children will be aware of their own religion and basic religious values and practices
(e)✓ All of the above
24. What are the principles of 'Language and Literacy' with regard to the Early Child Education?
(a) Children will engage in conversation with others and talk confidently about matters of immediate and personal interest
(b) Children will describe objects, events and their plans for the day
(c) Children will enjoy listening to stories and poems and make up their own stories and rhymes
(d) Children will enjoy books and handle them carefully
(e)✓ All of the above

25. What are the principles of 'Basic Mathematical concepts' with reference to the Early Child Education?
- Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one/two attributes.
 - Children will develop a basic understanding of quantity counting from 0 – 9 and of simple number operations
 - Children will recognize basic geometrical shapes and the position of objects in relations with each other
 - Children will develop an understanding of measurement
 - All of the above
26. Identify the 'Key Learning Areas' of Early Child Education:
- Personal & social Development
 - Language and Literacy
 - Basic Mathematical concept
 - All of the above
27. Which is not the key learning area of Early Child Education?
- The world around us
 - Health Hygiene and safety
 - Creative arts
 - Literary activities
28. What are the features of key learning areas "the world around us" with reference to the Early Child Education?
- Children will develop an understanding of how families are important
 - Children will develop an understanding of the people and places around them
 - Children will recognize plants and animals in their surrounding

area and explore their basic features and habits

- (d) All of the above
29. What are the features of key learning areas "Health Hygiene and Safety" with reference to the Early Child Education?
- Children will develop a sense of balance, agility and coordination
 - Children will have increased hand-eye coordination and the ability to handle tools and materials effectively
 - Children will develop an understanding of the importance of safe, hygienic practices
 - All of the above
30. What are the features of key learning areas "Creative Arts" with reference to the Early Child Education?
- Children will express themselves through the use of drawing and colours
 - Children will work with a variety of low cost and waste material to create craft projects of their choice
 - Children will experiment with a variety of materials to depict their observations and imagination in the form of models/sculptures
 - All of the above
31. Mention the key areas of Early Child Education:
- The world around us
 - Health hygiene and society
 - Creative arts
 - All of the above
32. Personal and social development focus on children learning how to work:
- Play
 - Cooperate with others

- (c) Function in a group beyond the family
- (d) All of the above
33. The outcomes for the Pre-primary/Nursery/Katchi grade are termed _____
- Excepted (b) Stage – I
 - Stage – II (d) None of these
34. By the end of the year children will begin to develop the attitudes, knowledge and skills to:
- Share what they like about themselves and what they like about a friend
 - Identify different occasions when they feel happy, sad, loved, angry, excited.
 - Choose an activity/work that they enjoy doing the most in class
 - Express their likes and dislikes and talk about their strengths/what they are good at doing
 - All of the above
35. Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours:
- Show an understanding for the feelings of their peers
 - Cooperate with peers, teachers and community members
 - Work and share materials amicably in groups
 - All of the above
36. Teachers can facilitate learning in the how many ways:
- Ask "why" questions so that children can think about their responses.
 - Be patient with children so that they have adequate time to think and then respond. They should never be rushed into answering
 - (a) & (b)
 - None of these
37. By which teachers help the learning process in early child education:
- Encourage children to help each other in carrying out small tasks, like handling and using class materials such as, books, blocks and beads
 - Help children to work and play amicably by being friendly and respectful towards each other
 - Help children take turns during classroom discussions, and be attentive when peers or teachers are sharing their views and experiences.
 - Be available to support children resolve conflicts, using a problem solving approach
 - All of the above
38. What are the minors for improving and developing the attitudes, knowledge and skills in the process of ECE?
- Cooperate with and be sensitive to, peers, elders, and neighbours who may have learning or physical disabilities.
 - Respect the feelings and views of others
 - (a) & (b) (d) None of these
39. By which way children will begin to develop the attitudes with regard to the learning process of ECE?
- Know that religion of most people of Pakistan is Islam
 - Know that other religions exist and people belonging to other religions also live in Pakistan
 - Name their own religion
 - Know that love, care, peace and respect for others are common values across religions.
 - All of the above
40. Muslim children will:
- Know Allah is the sole Creator and Prophet Muhammad

- Early Child Education**
- (SAWS) is His last and most beloved Prophet
- (b) Know that Islam stands for peace and harmony
- (c) Recite the first Kalma
- (d) Recite small duas and know why they should be recited
- (e) All of the above
41. In Early Child Education children will manage the thing:
- (a) Manage small tasks leading to self reliance
- (b) Take care of their own belongings and put classroom materials back in the right place after use
- (c) Identify and implement small tasks leading to a sense of responsibility for school and public property
- (d) Recognise that water, food, electricity and paper are very important, useful resources, that have to be used responsibly
- (e) All of the above
42. How can teachers can facilitate in the learning process:
- (a) Encourage a sense of care and responsibility in children, turning pages of books with care; helping in setting the snacks carefully, returning materials to the designated place after use
- (b) Stand back and let them resolve little problems independently, until they ask for help. Encourage them to help other children and adults in the classroom and neighbourhood
- (c) & (b) (d) None of these
43. How can teachers talk about the cultural aspect to the children?
- (a) Talk about the cultural aspects of their lives, such as, clothing,

lifestyle, food, traditions and customs

- (b) Talk about the spaces in their culture for sharing family and community gatherings
- (c) Narrate stories heard from elders
- (d) Play local games
- (e) Develop basic knowledge about Pakistani culture, (i.e. know about the national game, flower, folk dances, etc.)
- (f) All of the above
44. Children will engage in conversation with others and talk confidently about matters of immediate and personal interest:
- (a) Listen attentively in small and large groups, as peers and teachers share their news about everyday events and special occasions
- (b) Talk about their experiences and feelings with peers and adults
- (c) Show respect for a variety of ideas and beliefs by listening and responding appropriately
- (d) Wait for their turn to speak and not interrupt when others are talking
- (e) Respond to and verbally express a range of feelings, such as, joy or sorrow, wonder and anger
- (f) Initiate conversation with peers and adults
- (g) Understand and follow instructions
- (h) Use correct pronunciation
- (i) Draw on words from an enhanced vocabulary
- (j) All of the above
45. Children will describe objects, events and their plans for the day:
- (a) Name things in their environment
- (b) Describe and talk about pictures

- (c) Share their plans for the day
- (d) Express their ideas with clarity
- (e) Extend their ideas or accounts by providing some detail about their topic
- (f) All of the above
46. What are the major features with the regard to enjoy listening to stories and poems in process of Early Child Education?
- (a) Respond to stories, songs and rhymes by joining in verbally or with actions as appropriate
- (b) Recognize and differentiate between sounds in the environment
- (c) Appreciate the concept of word rhythms and syllables
- (d) All of the above
47. Children will enjoy books and handle them carefully:
- (a) Enjoy looking through books
- (b) Hold, open and turn pages of a book with care
- (c) Predict what comes next in stories
- (d) Repeat simple repetitive sequences in traditional and popular children's stories
- (e) Tell a simple story by looking at pictures
- (f) Retell a favourite story in correct sequence
- (g) All of the above
48. Children will understand how books are organized:
- (a) Differentiate between the parts of a book
- (b) Know that some books tell stories and others give information
- (c) Know that Urdu is read from right to left and top to bottom
- (d) Know that English is read from left to right and top to bottom
- (e) All of the above
49. Children will recognise familiar words in simple texts:
- (a) Understand that words and pictures carry meaning
- (b) Identify and name the characters in a story
- (c) Recognize their names in print.
- (d) Begin to recognize letters of the alphabet
- (e) Identify right words that are meaningful for them.
- (f) All of the above
50. What are the principles of writing in the process of Early Child Education?
- (a) Make marks and scribble to communicate meaning
- (b) Draw pictures to communicate meaning
- (c) Hold a pencil correctly
- (d) Colour a simple picture keeping within a designated space
- (e) All of the above
51. Children will demonstrate an understanding of the different attributes of objects:
- (a) Color (b) Size
- (c) Weight
- (d) Texture and Match
- (e) All of the above
52. Teachers taught to differentiate between:
- (a) The size and weight
- (b) Length and width
- (c) Texture of objects
- (d) All of the above
53. Teachers focuses on enhancing children's thinking skills through:
- (a) Pattern identification
- (b) Building relationship
- (c) (a) & (b) (d) None of these
54. For understandings regarding the use of concrete material teachers uses:
- (a) Beads and blocks
- (b) Buttons
- (c) (a) & (b) (d) None of these

55. By which way teachers will develop a basic understanding of quantity in the process of ECE?

- (a) Differentiate between some and all from a given set of objects, and understand that some is less than all
- (b) Understand one to one correspondence
- (c) Count correctly from 1-9
- (d) Use numbers to represent quantities in daily life interaction
- (e) Compare quantities of objects in different sets and describe which sets are equal, which have more objects, and which have less objects than another
- (f) All of the above

56. Use of mathematical language in the process of ECE:

- (a) Use the concept of addition in their daily lives
- (b) Identify the sign of subtraction
- (c) (a) & (b) (d) None of these

57. Children will recognize basic geometrical shapes:

- (a) Recognise, name and draw two dimensional shapes, such as, circle, oval, square, rectangle, triangle
- (b) Identify the shapes in their environment

(c) Draw objects of their own choice using various shapes

(d) Understand and describe the position and order of objects using position words, such as, in front of, behind, up, down, under, inside, outside, between and next to

(e) All of the above

58. The concept of measurement developed in the process of "Early Child Education" by:

- (a) Describe and compare objects using length, weight and temperature as measurement attributes

- (b) Observe various objects and estimate their weight and length
- (c) Verify their estimations using simple tools

- (d) Understand informal time units and know that clocks and calendars mark the passage of time

- (e) Sequence events in time and anticipate events
- (f) All of the above

59. By which way teachers taught about the time, days, months etc.

- (a) By using a calendar
- (b) By using clock
- (c) (a) & (b) (d) None of these

60. Children will develop an understanding of how families are important:

- (a) Talk about their family members and each one's role and importance to the well-being of the family
- (b) Collect information about their family members
- (c) Identify various ways of showing love and respect for family members
- (d) All of the above

61. Children will develop an understanding of the people and places around them:

- (a) Talk about various community members and explore their roles
- (b) Recognise places such as, a library, clinic, cyber cafe, airport, train station, and talk about their purpose and importance

- (c) Talk about food, water and clothes. Discuss where they come from, who brings them to

markets and homes and how they get there

(d) All of the above

62. Children will recognize the plants and animals in their environment and explore their basic features and habitat:

- (a) Recognise animals and explore their basic features

- (b) Compare a variety of animals to identify similarities and difference and to sort them into groups, using their own criteria

- (c) Recognise plants and explore their basic features

- (d) Talk about the significance of animals and plants for human beings

- (e) Explain how to take care of animals and plants

(f) All of the above

63. Children will observe the weather and develop an understanding of the seasons and their significance to people:

- (a) Observe and describe daily weather conditions

- (b) Record daily weather condition on a weather chart using symbols

- (c) Describe key features of different seasons, based on observations and experiences

- (d) Explore and discuss how the changing seasons affect our food, clothes and lifestyles

(e) All of the above

64. Children will develop a caring attitude towards the environment:

- (a) Understand the need for clean air and how to prevent air pollution

- (b) Understand the uses of water and the need to conserve

- (c) Identify pleasant and unpleasant sound leading to an awareness of noise pollution

- (d) Discuss and implement the careful use of resources/materials in everyday life.

- (e) Explore alternate uses of waste material

(f) All of the above

65. Children will develop a sense of balance, agility and coordination:

- (a) Move in a range of ways, such as, running, jumping, skipping, sliding and hopping

- (b) Refine and improve their movements as they repeat actions

- (c) Do physical exercises, such as stretching, bending and other drills

- (d) Show respect for other children's personal space when playing

- (e) Explore a variety of ways to represent ideas through actions and movements

(f) All of the above

66. Children will have increased hand-eye coordination and the ability to handle tools and materials effectively:

- (a) Use a range of child-appropriate tools with increasing control and confidence

- (b) Handle malleable materials safely with increasing control

- (c) Show increasing control over fastening of clothes and utility items

(d) All of the above

67. Children will develop an understanding of the importance of safe, hygienic practices:

- (a) Demonstrate an awareness of healthy lifestyle practices

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- (b) Recognise and follow basic safety rules
 (c) Identify and seek adult help if feeling unwell, hurt, unhappy or uncomfortable
 (d) Take care of their personal hygiene
 (e) Identify healthy and unhealthy food
 (f) Identify people in the community who care for health needs
 (g) All of the above
68. Children will express themselves through the use of drawing and colours:
 (a) Hold crayons correctly
 (b) Recognize and use a variety of media and colours to express their imagination and observations
 (c) Recognize colours and use them to express their thoughts and feelings
 (d) All of the above
69. Children will work with a variety of low cost and waste material to create projects of their choice:
 (a) Share ideas for creating various objects from waste material.
 (b) Create objects of their own choice using a variety of waste materials collected from their immediate surroundings
 (c) Use various art techniques, such as, drawing, colouring, collage or printing to create their craft work.
 (d) Talk about the process of constructing their craft project, giving reasons for their choice of materials
 (e) All of the above
70. Children will experiment with a variety of materials to represent their

- observations and imagination, in the form of models/sculptures:
 (a) Feel comfortable and enjoy engaging with clay, papier mache and other available modeling materials
 (b) Create various sculptures/models
 (c) Colour or decorate their models if they choose to do so
 (d) All of the above
71. Children will learn the skills for collage work and printing and use these in a variety of ways to create their own art pieces and patterns:
 (a) Identify a variety of material for collage making
 (b) Make personal choice from the available material for creating their own collage
 (c) Create their collage by pasting materials of their own choice
 (d) All of the above
72. Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.
 (a) Fold paper in a variety of ways
 (b) Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs.
 (c) Explore various ways to make different objects by folding and cutting paper
 (d) All of the above
73. Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression:
 (a) Listen to and identify sounds and rhythms in their surroundings
 (b) Experiment with different sound producing objects and observe

- the differences in the sounds produced by them
 (c) Produce sound patterns/rhythms by counting out beats
 (d) Participate in teacher guided action poems
 (e) Recite poems, folk songs, national songs in chorus and solo
 (f) All of the above
74. Children will participate with increasing confidence in a variety of dramatic play activities to express themselves:
 (a) Explore and enact a variety of roles
 (b) Imitate the movements they observe in nature, and of various modes of transport
 (c) Dramatize stories, poems and folk tales individually, and in groups
 (d) Enact daily experiences and fantasy while working/playing cooperatively with other children
 (e) All of the above
75. Learning Environment for 'Early Child Education' means:
 (a) An ECE environment is a whole formed by physical, psychological and social elements
 (b) It includes the built facilities, the immediate neighbourhood, and psychological and social setting and also the materials and equipment
 (c) A 'rich' and flexible environment is conducive to learning and attracts interest and curiosity in children and encourages them to experiment, act and express themselves
 (d) All of the above
76. 'Early Child Education' environment is a whole formed by:
 (a) Physical (b) Psychological
 (c) Social elements
77. (d) All of the above
 Creating learning Corners (Goshay) means:
 (a) Young children look for causal links in their experiences
 (b) What happens when they pile up 20 blocks on top of each other
 (c) What happens when they drop a pencil into a tub of water
 (d) What happens when they move a pencil or crayon on a flat surface
 (e) Such as a wall or slate or paper They need opportunities to explore these situations and come to their own conclusions
 (g) All of the above
 Working in different corners helps develop children's ability to:
 (a) Take initiative, make choices and decisions about what they are going to do (i.e. plan) and how they are going to do it.
 (b) Complete self-chosen tasks and review their plans
 (c) Question, experiment, discover and make sense of the world around them.
 (d) Work, share and cooperate with other children, thereby developing their social skills
 (e) Work independently towards mastery of different skills
 (f) Conform and adhere to classroom rules
 (g) Reason and express themselves in a wide range of naturally occurring situations, thereby building their self confidence
 (h) All of the above
79. Learning corners can be set up at any given time:
 (a) Language Corner
 (b) Library Corner
 (c) Art Corner
 (d) Math Corner
 (e) Science Corner
 (f) Home Corner
 (g) All of the above

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Early Child Education	
80. Language Corner means:	learn how to care for and value books
(a)✓ This corner should be equipped with material related to increasing vocabulary and learning reading skills	(c) This corner provides children with opportunities for creative expression
(b) This corner should be set up to promote the reading habit and to learn how to care for and value books	(d) None of these
(c) This corner provides children with opportunities for creative expression	84. Science Corner means:
(d) None of these	(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills
81. Library Corner means:	(b)✓ This corner should provide children with opportunities for observation and experimentation in order to understand the world around them
(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills	(c) This corner provides children with opportunities for creative expression
(b)✓ This corner should be set up to promote the reading habit and to learn how to care for and value books	(d) None of these
(c) This corner provides children with opportunities for creative expression	85. Home Corner means:
(d) None of these	(a) Should reflect the cultural background of the children where various kitchen utensils, clothes, small furniture and dolls can be provided.
82. Art Corner means:	(b) From a kitchen it can be later transformed into a shop, office or a doctor's clinic
(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills	(c)✓ (a) & (b) (d) None of these
(b) This corner should be set up to promote the reading habit and to learn how to care for and value books	86. The teacher's tasks become more focused and relatively easier to follow if a consistent routine is established, and children also get used to working in an organised and methodical way. A daily routine is important because it:
(c)✓ This corner provides children with opportunities for creative expression	(a) Makes children feel secure when they know what to expect
(d) None of these	(b) Creates an organised environment that is conducive to the learning process
83. Math Corner means:	(c) Helps children learn about sequencing
(a)✓ Appropriate material for the Math Corner includes objects that will help children grasp basic math concepts of size, shape, width, classification and number, through direct experimentation	(d) Helps children understand the concept of the passage of time
(b) This corner should be set up to promote the reading habit and to	(e) Helps teachers organise themselves
87. A sample daily routine for early child education consists upon:	(f) Helps children realize that an activity has to be completed within a set time-frame
(g)✓ All of the above	88. What is the working plan with regard to Early Child Education?
89. Which are the methods of assessment and record keeping are strongly recommended for Early Child Education?	(a) Dua/National Anthem
90. In Early Child Education teachers need to possess comprehensive knowledge and understanding about the:	(b) Greeting circle
91. What types of skills teachers need to function effectively as early childhood teachers?	(c) Group work time
	(d) Outside time
	(e) Snack time
	(f)✓ All of the above
	(a) Planning time
	(b) Work/Gosha time
	(c) Clean-up time
	(d) Review time
	(e) Story and Rhyme time
	(f)✓ All of the above
	93. Key feature of the 'National Curriculum Early Child Education' for:
	(a) The philosophy and objectives
	(b) The importance of play in children's learning
	(c) Key learning areas and their importance
	(d) Expected Learning Outcomes (ELOs) and their importance
	(e) Using the ELOs as guideposts for designing classroom activities
	(f)✓ All of the above
	94. Active Learning Approach for:
	(a) Its importance and how it is different from traditional approaches to learning in schools
	(b) Dealing with diversity in the class; concepts of learning styles, learning differences and multiple intelligences
	(c) Ways of creating an inclusive ECE class
	(d)✓ All of the above

95. Learning Activities: It is suggested that under this theme various learning activities are given for classroom use:
- Learning activities should be arranged according to the learning areas, so that teachers can use them early to link with various Expected Learning Outcomes
 - Besides suggesting activities under various learning areas, teachers should be given an understanding of how to design integrated lessons
 - (c) ✓ (a) & (b) (d) None of these
96. The essential aspects of the learning environment for:
- The term 'Learning Environment' and what constitutes the learning environment in an ECE classroom, including the physical, social and emotional environments
 - Key features of an ECE classroom and its physical features, such as, cleanliness, light, ventilation, seating, kinds of material needed, placement of materials, accessibility of materials by children and safety aspects in the classroom
 - Creating learning corners (Goshay)
 - Classroom displays
 - Daily routine
 - Classroom management checklist
 - All of the above
97. Assessment and evaluation for:
- Focus assessment
 - Observation as a tool for assessment
 - Use of checklists for assessment
 - Portfolio of children's work
 - Progress report for parents
 - All of the above
99. What is importance of planning for 'Early Child Education'?

100. Development of the Teacher's Guide for:
- Planning (b) Developing
 - Piloting (d) Editing
 - Publishing
 - All of the above
101. The Essentials for developing a teacher educator's guide for:
- Young children need very skilful and caring facilitation from adults in order to explore their environment and build an understanding of it.
 - An adult, who understands children's potential and possesses an ability to develop trustful relationships with them
 - Can create an environment conducive to nurturing children's innate potential
 - At schools, teachers need to have an understanding of the ECE curriculum besides having a loving and caring attitude
 - All of the above
102. It is crucial that the developers of the Teacher Educators' Guide carefully read and understand:
- The National curriculum for Early Childhood Education
 - The Teachers' Guide Book
 - Sections II – VI of the chapter titled, Essentials for Developing a Teachers' Guide, in this document

103. Teacher educators need to possess comprehensive knowledge and understanding about the:
- Theories of child Development from zero – eight
 - Theories and methods of child learning and development
 - Theories and methods of adult learning, support and development
 - The National Curriculum for Early Childhood Education, and ECE Teachers' Guides
 - The role of parents, families and communities in nurturing children
 - Assessment of teacher learning
 - All of the above
104. Teacher educators must realize the importance of building report:
- A close and harmonious relationship with teachers and groups of teachers, and show
 - Understanding of their background and current needs.
 - (c) ✓ (a) & (b) (d) None of these
105. They need to ensure that their interaction with teachers demonstrates:
- Respect for the knowledge, skills, experience and individual potential possessed by each teacher
 - Consideration, respect and empathy towards all teachers
 - Patience while interacting with teachers and responding to their questions, requests, concerns, ideas, and feedback.
 - Willingness to engage self in a continuous process of learning
 - All of the above
106. National curriculum for Early Childhood Education, 2002 was revised in _____
- 2006 (b) ✓ 2007
 - 2008 (d) 2015
107. What is meant by the term 'Early Child Education' (ECE)?
- It is an early years' education programme, committed to developing and supporting early childhood professionals.
 - It is an academically rigorous programme for early child education
 - (c) ✓ (a) & (b)
 - None of these
108. In _____, there is a great need for professional early years' teachers. At present the only validated ECE programmes are based on the Montessori approach to ECE.
- ✓ Pakistan (b) UK
 - USA (d) None of these
109. What are the learning outcomes with respect to the Early Child Education in Pakistan?
- Knowledge of the history and philosophy of ECE, and its importance in the East and West
 - Knowledge and understanding of child development from zero to eight
 - Knowledge and understanding of family structures in a changing environment
 - Knowledge and understanding of different curricular approaches to ECE
 - Knowledge and understanding of active learning and the importance of play
 - All of the above
110. Mention the major feature of early child education in Pakistan:
- Knowledge of and the ability to promote pro-social behaviour
 - Understanding of the Philosophy Statements and Statement of Objectives, in the National ECE Curriculum (2007), Ministry of Education, Government of Pakistan
 - Knowledge and analytical skills required for observation, record

- keeping and assessment of the learning environment, group dynamics, individual children and own performance
- (d) Knowledge, skills and ability to carry out on-going action research
- (e) The ability to plan and organise an inclusive, active learning environment
- (f) The ability to plan and implement developmentally appropriate programmes that meet the needs and interests of children
- (h) Practical experiences in early childhood environments that demonstrate the application of theory to practice
- (i) All of the above
111. Pakistan is among those developing countries, where progress in the field of education is quite _____.
 (a) Rapid (b) Slow
 (c) Steadily (d) None of these
112. Usually early years of learning _____ years are consumed at home without planned educational activities and children's potentials are not nurtured in a proper way:
 (a) Three of five
 (b) Six of eight
 (c) Eight of ten
 (d) None of these
113. What are the major objectives of the 'Early Child Education'?
 (a) To evaluate early childhood education in Pakistan against a set of predetermined parameters.
 (b) To study the difference in the attitude towards young girls and young boys (3-5 years) in family, school and society.
 (c) (a) & (b) (d) None of these
114. Robert Stake's Countenance Model was adopted to document and report the findings in _____ form:
 (a) Qualitative (b) Quantitative
115. (c) (a) & (b) (d) None of these Early childhood Education should be part of _____ development of Pakistan:
 (a) Social (b) Education
 (c) Economic (d) None of these
116. By which way Early Child Education Programme in urban and rural areas of Pakistan can be developed:
 (a) With the Government support
 (b) Active community participation
 (c) (a) & (b) (d) None of these
117. What is the full name of 'EFA'?
 (a) Education for All
 (b) Effective and Fast Activities
 (c) Economic Forum for Asia
 (d) None of these
118. 'EFA' declaration in which year passed at Dakar Conference?
 (a) 1990 (b) 1995
 (c) 2000 (d) 2002
119. The 'Sensorimotor Stage correlate to:
 (a) Birth - 18 months / 2 years
 (b) Preoperational stage (2 - 7 years)
 (c) Concrete operational stage (7 - 11 years)
 (d) Formal operational stage (11 years and beyond)
 (e) None of these
120. Materials for mixing and painting consist upon:
 (a) Paint/powder paint
 (b) Soap shavings
 (c) Plastic bottles
 (d) Jars for storing paints
 (e) Sponges
 (f) Toothbrushes
 (g) Clothespins, bits of wood
 (h) All of the above
- =====

Assessment

(Study Material)

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their **educational experiences**; the process culminates when **assessment results** are used to improve.

Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

Fundamental Components of Assessment: Four fundamental elements of learner-centered assessment:

1. **Formulating Statements of Intended Learning Outcomes** – statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
2. **Developing or Selecting Assessment Measures** – designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes
 - (a) **Direct assessments** – projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.
 - (b) **Indirect assessments** – self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.

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3. **Creating Experiences Leading to Outcomes** – ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.
4. **Discussing and Using Assessment Results to Improve Teaching and Learning** – using the results to improve individual student performance.

The **Importance of Assessment**: I'm sure you know the feeling of anticipation when you quiz or test. Did you take detailed class notes and study enough? And you various essays. Did you give yourself enough time to research, the requirements?

Assessments are forms of assessment. **Assessment** – a course's learning objectives.

W 1.

The Importance of Assessment

Exams and essays along with speeches and projects are forms of assessment. Assessment is a critical step in the learning process. It determines whether or not the course's learning objectives are met. A learning objective is what students should know or be able to do by the time a particular unit is completed. Assessment affects many facets of education, including student grades, curriculum, instructional needs, and school funding.

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The Effects of Assessment: Let's look at a couple of the main effects of assessment: Student Learning: Assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder.

Teaching: Just as assessment helps students, assessment helps teachers. Frequent assessments allow teachers to see if their teaching has been effective. Assessment also allows teachers to know what they need to know in order to meet the course's learning

Imagine this situation:
Mrs. Brown is a 12th grade biology teacher. After finishing the unit on cell division, she gave a 50-point multiple-choice test. Upon grading the exam, Mrs. Brown realized the average grade was a 68%, far below the cutoff line for passing. Mrs. Brown can easily see that her students didn't fully learn cell division. This tells her that she needs to re-visit the unit on cell division and determine why students failed the exam. Perhaps, she may need to try a different strategy, or perhaps, she did not spend enough time on difficult material.

Frequency and Feedback: Assessment is designed so that students understand their progress towards course goals and their behavior in order to meet those goals. In order to do that, assessment should be frequent. In other words, classes that use one or two exams a term are not using assessment as effectively as it could be used. In order for students to gain a true representation of their understanding, frequent assessment is critical, and it should be accompanied with feedback. Assessment is really only as good as the feedback that accompanies it. **Feedback** is the teacher's response to student work. In order to make assessment as effective as possible, teachers should provide their feedback as well as a letter grade. It is important that students understand why a

the correct answer:
Instrument used for meas
terior is?

- the correct answer:**
Instrument used for measuring sample of behavior is?
(a) ✓ Test
(b) Measurement
(c) Assessment
(d) Evaluation

Limited to quantitative description of pupil's performance is?
(a) Test
(b) ✓ Measurement
(c) Assessment
(d) Evaluation

The purpose of the evaluation is to make?
(a) Decision (b) Prediction
(c) ✓ Judgment (d) Opinion

The purpose of evaluation is to make judgment about educational?
(a) Quaintly (b) ✓ Quality
(c) Time period
(d) Age

Evaluation that monitors learning progress is?
(a) Placement evaluation
(b) Formative evaluation
(c) Diagnostic evaluation
(d) Summative evaluation

A formal and systematic procedure of getting information is?
(a) ✓ Test
(b) Measurement
(c) Assessment
(d) Evaluation

The process of obtaining numerical value is?
(a) Test
(b) ✓ Measurement
(c) Assessment
(d) Evaluation

A sum of questions is?
(a) ✓ Test
(b) Measurement
(c) Assessment

9. The first step
(a) ✓ Decision of what to measure
(b) Development of the test
(c) Administering the test
(d) None of these

10. The purpose of formative evaluation is?
(a) Decision of what to measure
(b) Development of the test
(c) Administering the test
(d) ✓ Monitoring progress of students

11. To assess achievement at the end of instruction is?
(a) Placement Assessment
(b) Formative Assessment
(c) ✓ Summative Assessment
(d) Diagnostic Assessment

12. Vast of all in scope?
(a) Test
(b) Measurement
(c) Assessment
(d) ✓ Evaluation

13. The least in scope is?
(a) ✓ Test
(b) Measurement
(c) Assessment
(d) Evaluation

14. Permanent difficulties in learning are investigated in?
(a) Placement Assessment
(b) Formative Assessment
(c) Summative Assessment
(d) ✓ Diagnostic Assessment

15. Broader in meaning is?
(a) ✓ Aims
(b) Objectives
(c) Instructional objectives
(d) Specific Objectives

16. Procedures used to determine person abilities are?
(a) ✓ Maximum performance test
(b) Typical performance test
(c) Norm performance test

17. In norm referenced test the comparison is between?
 (a) Groups (b) Individuals
 (c) Areas (d) Interest
18. In which question marking will be more reliable?
 (a) Completion
 (b) Short answer
 (c) ✓ Multiple choice question
 (d) Essay
19. Facility value of less than 0.20 means?
 (a) Item is too easy
 (b) ✓ Item is difficult
 (c) Item is acceptable
 (d) Item is easy
20. Objective type question have advantage over essay type because such questions?
 (a) Are easy to prepare
 (b) Are easy to solve
 (c) ✓ Are easy to mark
 (d) None of these
21. Discrimination value of more than 0.4 means:
 (a) Item is good
 (b) ✓ Item is acceptable
 (c) Item is weak
 (d) None of these
22. Test involving the construction of certain patterns is called?
 (a) Intelligence test
 (b) ✓ Performance tests
 (c) Scholastic test
 (d) None of these
23. In multiple choice items the stem of the items should be?
 (a) Large (b) Small
 (c) ✓ Meaningful
 (d) None of these
24. Which appropriate verb will you use to make an objective behavioral?
 (a) To know
 (b) To appreciate
 (c) To understand
 (d) ✓ To construct
25. What are the components of instruction of a teacher are called?
 (a) ✓ Performance
 (b) ✓ Instructional
 (c) Attainment
 (d) None of these
26. Running description of active behavior of a student as observed by the teacher is?
 (a) ✓ Anecdotal record
 (b) Autobiography
 (c) Interview
 (d) None of these
27. A test very popular with class room teacher is?
 (a) True false test
 (b) ✓ Multiple choices
 (c) Matching
 (d) Completion test
28. Frequently used tools of summative evaluation are?
 (a) ✓ Test
 (b) Teacher observation
 (c) Daily assignment
 (d) None of these
29. The most commonly used guessing correction formula to predict and control is?
 (a) $S=R-W$
 (b) ✓ $S=R-W/N-1$
 (c) $S=R-w/2-1$
 (d) None of these
30. The summative evaluation is?
 (a) Diagnostic
 (b) ✓ Certifying judgment
 (c) Continuous
 (d) None of these
31. The difference between maximum and minimum values is?
 (a) Mean (b) Mode
 (c) ✓ Range (d) None of these
32. The number of score lying in a class interval is?
 (a) Mid point (b) Quartiles
 (c) Class (d) ✓ Frequencies
33. A test item composed of question referred as:
 (a) ✓ Stem (b) Distracter
 (c) Foil (d) Response
34. In a norm referenced test which item is best?
 (a) Item difficulty is near zero
 (b) Item difficulty is near 100
 (c) Item difficulty is near 70
 (d) ✓ Item difficulty is near 50
35. Which question has increasing objectivity of marking?
 (a) Unstructured essay
 (b) Structured essay
 (c) Short answer
 (d) ✓ Multiple type questions
36. Most widely used format on standardized test in USA is?
 (a) Unstructured essay
 (b) Structured essay
 (c) Short answer
 (d) ✓ Multiple type questions
37. Which questions are difficult to mark with reliability?
 (a) ✓ Unstructured essay
 (b) Structured essay
 (c) Short answer
 (d) Multiple type questions
38. Projective techniques are used to measure?
 (a) Aptitude (b) Intelligence
 (c) Knowledge (d) ✓ Personality
39. Test meant for prediction on a certain criterion is called?
 (a) ✓ Aptitude test
 (b) Intelligence
 (c) Knowledge
 (d) Personality
40. Kuder Richardson method is used to estimate?
 (a) ✓ Reliability (b) Validity
 (c) Objectivity (d) Usability
41. Value that divides the data into two equal parts is?
 (a) Mean (b) ✓ Median
 (c) Mode (d) None of these
42. The test measures what we intend to measure. This quality of the test is called?
 (a) Reliability (b) ✓ Validity
 (c) Objectivity (d) Usability
43. The length of a test is an important factor in obtaining a representative?
 (a) Mean (b) Median
 (c) Mode (d) ✓ Sample
44. Median of 1,2,4,5,2,3, is:
 (a) 2 (b) 5
 (c) ✓ 3.5 (d) None of these
45. The test made to compare the performance of student with the other students is called?
 (a) Criterion reference
 (b) ✓ Norm reference
 (c) Achievement
 (d) None of these
46. The summative evaluation is used?
 (a) ✓ At the end of the program
 (b) At the middle of the program
 (c) At the start of the program
 (d) None of these
47. The appearance of normal curve resembles with?
 (a) U (b) ✓ Bell
 (c) V (d) None of these
48. The alternative name of the "table of specification" is:
 (a) ✓ Test Blue Print
 (b) Test Construction
 (c) Test Administration
 (d) Test Scoring
49. "Table of specification" helps in:
 (a) ✓ Test development
 (b) Test Construction
 (c) Test Administration
 (d) Test Scoring
50. The supply type test item is:
 (a) True / False items
 (b) Matching items
 (c) MCQ items
 (d) ✓ Completion items
51. Alternative response item is:
 (a) True / False items

- (b) Right / wrong
 (c) Correct / incorrect
 (d) All of the above

52. How many columns matching items have?

- (a) One (b) Two
 (c) Four (d) Five

53. The item in the column for which a match is sought is?

- (a) Premise (b) Response
 (c) Destructor (d) None of these

54. Identifying relationship between two things is demonstrated by?

- (a) True / False items
 (b) Matching items
 (c) MCQ items
 (d) Completion items

55. The statement of problem in MCQs is:

- (a) Premise (b) Response
 (c) Stem (d) None of these

56. The correct option in MCQ is:

- (a) Answer (b) Premise
 (c) Response (d) Destructor

57. The incorrect options in MCQ are:

- (a) Answer (b) Premise
 (c) Response (d) Destructor

58. The most widely applicable test item is:

- (a) True / False items
 (b) Matching items
 (c) MCQ items
 (d) Completion items

59. The type of essay item in which contents are limited is:

- (a) Restricted Response Questions
 (b) Extended Response Questions
 (c) Matching items
 (d) MCQ items

60. The ability to select to organize, integrate and evaluate ideas is demonstrated by:

- (a) Restricted Response Questions
 (b) Extended Response Questions
 (c) Matching items
 (d) MCQ items

61. The Analysis of items is necessary in:

- (a) ✓ Standardized Test
 (b) Essay Type Test
 (c) Objective type test
 (d) Norm referenced test

62. Which one is not the type of test of test by purpose?

- (a) Standardized Test
 (b) ✓ Essay Type Test
 (c) Objective type test
 (d) Norm referenced test

63. The type of the test by method is:

- (a) Standardized Test
 (b) Essay Type Test
 (c) ✓ Objective type test
 (d) Norm referenced test

61. Student's performance is compared with other students in:

- (a) Standardized Test
 (b) Essay Type Test
 (c) Objective type test
 (d) ✓ Norm referenced test

62. Student performance is compared with clearly defined learning tasks in:

- (a) Standardized Test
 (b) Essay Type Test
 (c) ✓ Criterion reverenced test
 (d) Norm referenced test

63. Test that measure learning outcome of students is:

- (a) ✓ Achievement test
 (b) Aptitude test
 (c) Criterion reverenced test
 (d) Norm referenced test

64. The tests designed to predict future performance is:

- (a) Achievement test
 (b) ✓ Aptitude test
 (c) Criterion reverenced test
 (d) Norm referenced test

65. The founder of modern intelligent tests was:

- (a) ✓ Alfred Binet
 (b) Stern
 (c) Guilford (d) None of these

66. The formula to determine I.Q was presented by?

- (a) Alfred Binet
 (b) ✓ Stern
 (c) Guilford (d) None of these

69. I.Q of a student having same physical and mental age will be:

- (a) ✓ 100 (b) 120
 (c) 50 (d) 140

70. The I.Q of a student having twelve years mental age and ten years physical age will be:

- (a) 100 (b) ✓ 120
 (c) 50 (d) 140

71. The quality of test that measures "what it claims to measure" is:

- (a) ✓ Validity
 (b) Differentiability
 (c) Objectivity (d) Reliability

72. The characteristic of a test to discriminate between high achievers and low achievers is:

- (a) Validity
 (b) ✓ Differentiability
 (c) Objectivity (d) Reliability

73. If the scoring of the test is not effected by any factor quality of test is called?

- (a) Validity
 (b) Differentiability
 (c) ✓ Objectivity (d) Reliability

74. The quality of test to give same scores when administered at different occasions is:

- (a) Validity
 (b) Differentiability
 (c) Objectivity (d) ✓ Reliability

75. If the sample of the question in the test is sufficiently large enough, the quality of test is:

- (a) ✓ Adequacy
 (b) Differentiability
 (c) Objectivity (d) Reliability

76. The quality of test showing ease of time, cost, administration and interpretation is called?

- (a) ✓ Usability
 (b) Differentiability
 (c) Objectivity (d) Reliability

77. Facility index of an item determines?

- (a) ✓ Ease or difficulty
 (b) Discrimination power
 (c) Objectivity (d) Reliability

78. High and low achievers are sorted out by:

- (a) Ease or difficulty
 (b) ✓ Discrimination power
 (c) Objectivity (d) Reliability

79. Test item is acceptable which its facility index /difficulty level ranges from?

- (a) ✓ 30-70 % (b) 70 %
 (c) 30% (d) None of these

80. Test item is very easy when value of faculty index/ difficulty level is higher than?

- (a) 30-70 % (b) ✓ 70 %
 (c) 30% (d) None of these

81. Test item is very difficult when value of facility index/ difficulty level is less than:

- (a) 30-70 % (b) 70 %
 (c) ✓ 30% (d) None of these

82. Discrimination power of an item is acceptable when its value ranges from:

- (a) ✓ 0.30 – 1 (b) 1
 (c) 0.30 (d) None of these

83. Test item discriminates 100% when its value for discrimination is:

- (a) 0.30 – 1 (b) ✓ 1
 (c) 0.30 (d) None of these

84. Test item cannot discriminate low achievers and high achievers when its value is lower than:

- (a) 0.30 – 1 (b) 1
 (c) ✓ 0.30 (d) None of these

85. An assessment is _____ if it consistently achieves the same results with the same students.

- (a) Valid (b) Invalid
 (c) ✓ Reliable (d) Unreliable

86. A/An _____ assessment is one which measures what it is intended to measure.

- (a)✓ Valid
- (b) Invalid
- (c) Reliable
- (d) Unreliable

87. The use of technology to enhance learning process is called _____ in education.

- (a) IT
- (b)✓ ICT
- (c) Information technology
- (d) Communication technology

88. An assessment that measures a student's current knowledge for the purpose of assigning a suitable course is called?

- (a)✓ Diagnostic assessment
- (b) Formative assessment
- (c) Summative assessment
- (d) Contemporary assessment

89. An assessment that is generally carried out throughout a course is called?

- (a) Diagnostic assessment
- (b)✓ Formative assessment
- (c) Summative assessment
- (d) Contemporary assessment

90. An assessment that is generally carried out at the end of a course to assign students a course grade is called?

- (a) Diagnostic assessment
- (b) Formative assessment
- (c)✓ Summative assessment
- (d) Contemporary assessment

91. Which from the following is NOT a formal assessment?

- (a) Assignment
- (b) Paper
- (c) Quiz
- (d)✓ Discussion

92. Which from the following is NOT an informal assessment?

- (a)✓ Assignment
- (b) Observation
- (c) Rating scales
- (d) Discussion

93. According to John Dewey, the teacher should guide students the way of the knowledge as a _____ in learning process.

- (a) Facilitator
- (b) Guider
- (c) Philosopher
- (d)✓ Partner

94. The philosopher who worked in mathematical and scientific didactics was?

- (a) Jean Piaget
- (b) John Dewey
- (c)✓ Martin Wagenschein
- (d) Lev Vygotsky

95. Which philosopher gave the idea that education should be based on the principles of human development?

- (a) Dewey
- (b) Watson
- (c)✓ Rousseau
- (d) Thorndike

96. Who introduced the theory of empiricism?

- (a) D.J. O'Connor
- (b) John Dewey
- (c) William James
- (d)✓ John Locke

97. Who gave the Totality Conscious Ideas?

- (a) Jean Piaget
- (b)✓ Herbert Spencer
- (c) Hill Gard
- (d) Woodworth

98. Who wrote the book "Emile"?

- (a) William Stern
- (b) John Locke
- (c)✓ Rousseau
- (d) Thorndike

99. Which philosopher compiled Kindergarten education system?

- (a)✓ Friedrich Frobel
- (b) Herbert Spencer
- (c) John Locke
- (d) D.J. O'Connor

100. When was the book "Child Development" for early childhood studies published for the first time in:

- (a) 1893
- (b)✓ 1895

(c) 1897 (d) 1899
101. Which educator gave the idea of Behaviorism in education system?

- (a) John Locke
- (b) Thorndike
- (c) Herbert Spencer
- (d)✓ Watson

102. At the beginning of the nineteenth century whose focus was the study of the development of the mind?

- (a)✓ Jean Piaget
- (b) William James
- (c) Hill Gard
- (d) William Stern

103. Who had devised the term IQ (Intelligence Quotient)?

- (a) William James
- (b)✓ William Stern
- (c) John Locke
- (d) John Dewey

104. Bert called the intelligence to

- (a) Nature
- (b) Jeans
- (c)✓ Innate
- (d) Health

105. Which educator presents "Law of Readiness, Law of Exercise and Law of Effect"?

- (a) Hill Gard
- (b)✓ Thorndike
- (c) Spencer
- (d) Rousseau

106. Who said that "These situations are mental evolutions that are aspects of conflict and anxiety."?

- (a) Hill Gard
- (b) Watson
- (c) Jean Piaget
- (d)✓ Ralph Tyler

107. Formal education or school training represent _____

- (a) Learner programs of study
- (b)✓ Planned programs of study
- (c) Collective programs of study
- (d) Basic programs of study

108. In childhood which conditions are favorable for improving of skills and knowledge begun in _____

(a)✓ Home (b) Library
(c) Mosque (d) Park

109. From the given below which is most suitable for the study of human behaviour?

- (a) Humanism
- (b) Naturalism
- (c)✓ Psychology
- (d) Sociality

110. Education _____ explains the gaining experience from birth through old age.

- (a) Training
- (b) Philosophy
- (c) Programmer
- (d)✓ Psychology

111. Who are usually responsible for conducting classroom and laboratory learning studies which are carefully planned?

- (a) School Principal
- (b) District Education Officer
- (c)✓ Psychologists of Education
- (d) School Teachers

112. Psychologists are agreed that education implies can be regarded as

- (a) Process
- (b) Product
- (c)✓ Both Process & Product
- (d) None of these

113. In 19th century European psychologists devoted best attention to studies dealing with _____ Imagery.

- (a)✓ Mental
- (b) Physical
- (c) Individual
- (d) Social

114. Which psychologists introduced the application of scientifically evolved principles and theories of learning in education system?

- (a) Chinese
- (b)✓ American
- (c) Germen
- (d) British

115. At the end of 19th century, which philosopher formulated laws of learning as a result of his experiments with animals?

- (a) Hill Gard
- (b) Watson
- (c)✓ Edward Thorndike

- (d) John Dewey
 116. Successful educational practices evolve from the application of _____ Methods.
 (a) Analog (b) ✓ Scientific
 (c) Virtual (d) Technical
117. By Genetic method of studying human development can be utilized _____
 (a) Horizontal (b) Vertical
 (c) Both Horizontal and vertical
 (d) None of these
118. The _____ method is very useful in some areas of investigation:
 (a) Critical (b) Observation
 (c) Dialogue (d) ✓ Questionnaire
119. Skilled interviewer can discover many _____ about the person interviewed:
 (a) Feature (b) Values
 (c) ✓ Facts (d) Background
120. _____ includes data concerning family background and educational development.
 (a) ✓ Case study
 (b) General behavior
 (c) Genetic approach
 (d) Adequacy
121. Psychological experiment is used to test concerning human _____.
 (a) Nature (b) ✓ Behavior
 (c) Education (d) Problems
122. Method of research is _____ method of conducted experimentation probably:
 (a) Exact (b) Refined
 (c) ✓ Both Exact and Refined
 (d) None of these
123. According to human factor, individuals may vary from _____ today in their performance.
 (a) ✓ Day (b) Week
 (c) Year (d) Month
124. For study purposes, the members of a group of young people can be differ among themselves in habits _____.
 (a) Abilities (b) Interests
 (c) ✓ Both Abilities and Interests

- (d) None of these
 125. Teacher is closely associated with the process:
 (a) Study (b) ✓ Learning
 (c) Evaluation (d) Observing
126. The teacher can provide the kind of stimulation to enable the child to become _____ learner:
 (a) Quality (b) Social
 (c) Interesting (d) ✓ Active
127. Children should be given opportunity to _____ the democratic way of life in school:
 (a) Learn (b) ✓ Experience
 (c) Understand
 (d) Knowing
128. The value of satisfaction in _____ is emphasized by the psychologist now a days:
 (a) ✓ Learning (b) Education
 (c) Management
 (d) Environment
129. For growth of children some parents and teachers were over concerned about providing _____ conditions:
 (a) Certain
 (b) Fundamentally
 (c) Powerful (d) ✓ Healthful
130. A teacher should have an intelligence quotient of _____.
 (a) ✓ 120 (b) 125
 (c) 130 (d) 135
131. When a teacher is certified to teach it does not mean his _____ is completed:
 (a) Learning (b) ✓ Education
 (c) Training (d) Planning
132. Who said that "a single shelf of a good European library was worth the whole native literature of India and Arabia"?
 (a) Sir John Shore
 (b) Sir Alured Clarke
 (c) ✓ Lord Macaulay
 (d) Sir George Barlow
133. Which is the medium of instruction at primary level in Pakistan?

- (a) ✓ Provincial language / Urdu
 (b) Urdu (c) English
 (d) Provincial language / English
134. Approximately 35 working weeks in a year at _____
 (a) Primary Level
 (b) Secondary Level
 (c) ✓ Both Primary and Secondary Levels
 (d) None of these
135. In 1974 University Grants Commission was established in _____
 (a) Peshawar (b) Karachi
 (c) Lahore (d) ✓ Islamabad
136. The University Grants Commission has started training programme for teachers of _____
 (a) Degree Colleges
 (b) Universities
 (c) ✓ Both Degree Colleges and universities
 (d) Schools
137. In the organization of the school the basic determining factor is the _____ of the school.
 (a) ✓ Curriculum
 (b) Management
 (c) Social life (d) Trainers
138. The curriculum should be _____ on cooperative basis.
 (a) Planned (b) ✓ Formulated
 (c) Managed (d) Contributed
139. The staff should examine the programme continuously with the _____ of the principal.
 (a) Administration
 (b) Supporting
 (c) Helping (d) ✓ Leadership
140. Pakistan Studies was made a _____ subject for Classes X, XII and XIV.
 (a) Optional (b) Elective
 (c) Basic (d) ✓ Compulsory
141. The _____ Universities and Colleges were organized a number of

- programmes for teacher training for the teaching of _____
 (a) Science (b) Education
 (c) ✓ Agriculture (d) Geology
142. The scientific development in various fields is brought forward for advising the government by the National _____
 (a) ✓ Committees
 (b) Institutions
 (c) Organizations
 (d) Academies
143. Technical Education was _____ from the Universities and Boards of Intermediate and Secondary Education were established:
 (a) ✓ Separated (b) Joined
 (c) Merge (d) None of these
144. Education Bureaus were attached to the education departments in the _____
 (a) Cities (b) Town
 (c) Countries (d) ✓ Provinces
145. At the time of partition in 1947, there were _____ colleges in working:
 (a) ✓ 40 (b) 45
 (c) 50 (d) 55
146. At the time of partition in 1947, there were _____ universities in working:
 (a) 5 (b) 4
 (c) 3 (d) ✓ 2
147. President of Pakistan is the _____ in case of Federal Universities:
 (a) Administrator
 (b) ✓ Chancellor
 (c) Rector (d) Incharge
148. Vice-Chancellor shall preside at the _____ of the university in the absence of the Chancellor:
 (a) Result (b) Annual day
 (c) Meeting (d) ✓ Convocation
149. A quantitative description of experienced data is _____ a measurement:
 (a) ✓ Simply (b) Particularly
 (c) Individually

- (d) None of these
150. Community health agencies should recognize the importance of the _____ aspect of education:
 (a) Learning (b) Physical
 (c) Virtual (d) Healthy
151. In our schools and colleges, evaluation of individual readiness for further learning is becoming a common _____
 (a) Problem (b) Procedure
 (c) Practice (d) Agenda
152. A nervous or shy child cannot obtain the benefit from his _____ experiences:
 (a) Personal (b) Learning
 (c) Social (d) None of these
153. Learning to read is a complex _____
 (a) Procedure (b) Phenomenon
 (c) Activity (d) Behavior
154. The obtaining of thought from the written material can be possible through silent _____.
 (a) Reading (b) Planning
 (c) Practice (d) Learning
155. A successful practice is the real test of _____ achievement:
 (a) Teacher (b) Principal
 (c) Learning (d) Evaluation
156. It is openly observed that _____ involves much more than measurement:
 (a) Government
 (b) Environment
 (c) Learning (d) Evaluation
157. Motivation is the _____ purpose of evaluation:
 (a) Basic (b) Primary
 (c) Optional (d) Individual
158. Primary purpose of evaluation is to provide a basis for curriculum _____
 (a) Revision (b) Improvement
 (c) Both Revision and Improvement
 (d) None of these

159. Environments should be main focus in the case of _____
 (a) Learning (b) Institutes
 (c) Training (d) Teaching
160. It is _____ exercise for complete evaluation of institutions:
 (a) Time consuming
 (b) Costly
 (c) Both costly and time consuming
 (d) None of these
161. Webster _____ evaluation as "examining and judging the worth quality, significance, amount, degree or condition of something":
 (a) Defined (b) Described
 (c) Present (d) None of these
162. _____ defined evaluation as "a process of delineating, obtaining and providing useful information for judging decision alternatives":
 (a) Webster (b) Cronbach
 (c) Stufflebeam
 (d) Kaufman
163. In educational research, how many styles that are used:
 (a) 7 (b) 6
 (c) 5 (d) 4
164. The other main _____ is that education is a human activity:
 (a) Assumption
 (b) Concepts
 (c) Method (d) Philosophy
165. Which city of Pakistan is called "City of Colleges"?
 (a) Peshawar (b) Karachi
 (c) Lahore (d) Islamabad
166. Reciting of the national anthem made compulsory in high schools in _____
 (a) May, 09, 1957
 (b) June, 09, 1957
 (c) July, 09, 1957
 (d) August, 09, 1957
167. At the time of partition in 1947, there were _____ primary schools in working:
 (a) ✓ 8413 (b) 9256
 (c) 7687 (d) 6567
168. At the time of partition in 1947, there were _____ technical schools in working:
 (a) 30 (b) 35
 (c) ✓ 40 (d) 45
169. In 1997 how many male teachers were working in Pakistan?
 (a) ✓ 48676 (b) 49080
 (c) 51090 (d) 53427
170. Who became Vice-Chancellor of The Punjab University after partition?
 (a) Dr. Sultan Bukhari
 (b) Dr. Shameem Hanfi
 (c) ✓ Dr. Umer Hayat Malik
 (d) Dr. Abdullah Khan
171. Who was the first female Vice-Chancellor of Pakistan?
 (a) Dr. Naghma Ali
 (b) ✓ Dr. Kaneez Yousaf
 (c) Dr. Memmona Bibi
 (d) Dr. Attia Rehman
172. Who introduced the term mental tests?
 (a) Jean Piaget (b) ✓ Cattell
 (c) Rousseau (d) Thorndike
173. The famous educational psychologist Alfred Binet was _____.
 (a) French (b) German
 (c) Russian (d) American
174. The famous educational psychologist Terman was _____.
 (a) French (b) German
 (c) Russian (d) ✓ American
175. An attitude of fair-minded appreciation of its value can be obtained through a consideration of mental _____.
 (a) Evaluation (b) Behavior
 (c) ✓ Measurement
 (d) Consideration
176. The first Binet-Simon test appeared with revisions in 1908 and _____.
 (a) ✓ 1911 (b) 1912
 (c) 1913 (d) 1914

177. In America during World War I, the testing of the intelligence of individuals began in _____.
 (a) Experience (b) As a whole
 (c) Combinations
 (d) ✓ Groups
178. Which test represents the tests of abstract intelligence?
 (a) ✓ Language (b) Percentage
 (c) Leadership (d) Measurement
179. In 1854, which philosopher set up laboratory to measure human characteristics:
 (a) D.J. O'Connor
 (b) John Dewey
 (c) ✓ Galton (d) Woodworth
180. Whose statement was "Guidance is the direct relation with a person in whom he is taught to adjust with society"?
 (a) ✓ Machdonial
 (b) John Locke
 (c) Rousseau
 (d) Thorndike
181. Mother is the _____ academy of a child:
 (a) Social (b) Natural
 (c) Optional (d) ✓ First
182. Society, Family, Radio and Television are the main _____ of informal education:
 (a) ✓ Centre (b) Source
 (c) Material
 (d) None of these
183. Realistic Education system supports the _____ progress:
 (a) Natural (b) Social
 (c) ✓ Scientific (d) Technical
184. To read the lesson before teaching it is called _____.
 (a) Measurement
 (b) Teaching practice
 (c) Preparation
 (d) ✓ Lesson plan