

# setgeneral-25qn

Foundation of Education



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1. ----- is the power of the human mind to create new contents by transforming relations and thereby generating new correlations ?

**A** Creativity

**B** Innovation

**C** Intelligence

**D** None of the above

### **Solution**

1. According to Drevdahl “Creativity is the capacity of a person to produce composition products or ideas which are essentially new or novel and previously unknown to the producer”.

2. Creativity has novelty and usefulness, either for the individual or society.

3. Creativity is imagination involving imagination since it is the process of generating something original.

4. Creativity produces something original about one’s previous work, to peer group, or anyone’s previous output in a particular field.

2. Which of the following is not the characteristics of creativity ?

**A** Flexibility

**B** Originality

**C** Elaboration

**D** Consistency

### Solution

- Characteristics of creativity are:-
  - Creativity is not confined to any individual.
  - Creativity is innate as well as acquired.
  - Creativity is adventurous and open thinking.
  - Creativity has a wide scope.

3. A creative student refers to one who is -----?

A Very talented in singing

B Very talented in sports

C Capable of scoring good marks

**D Very talented in writing poems and stories**

### Solution

- Creativity can be described in reference to people, the inventive acts or products, a new creation like a composition or an art/sculpture, or a scientific theory.
- we mainly refer creativity to the person or to some tangible product or new creation of that individual.
- We can describe the creative persons in terms of various specific characteristics.
- Thus, creativity can be considered:-
  - From the point of view of the person who creates
  - In terms of the mental and emotional processes such as perception, motivation, learning, thinking and communication
  - In terms of its products such as inventions, theories, poems, paintings, etc.

4. Creative answer requires ----- ?

A Direct teaching and direct questions

B Content-based questions

**C Open-ended questions**

D A highly disciplined classroom

### Solution

- Creative answers require open-ended questions.
- Open-ended questions are free form of questions where the respondent can answer in open text format.
- These questions cannot be answered with simple 'yes' or 'no'.
- Here students can elaborate their points by divergent thinking.

5. Which among the following statements are true ?

Statement i) Creativity is not completely spontaneous.

Statement ii) Intrinsic motivation and anxiety are closely related to creativity.

**A** Statement I is true, but statement II is false

**B** Statement I is false, but statement II is true

**C** Both statements are true

**D** Both statements are false

### Solution

- The nature of creativity are:-
  - It is universal.
  - Creativity is innate as well as acquired.
  - Creativity carries ego involvement.
  - Creativity rest more on divergent thinking rather than convergent thinking.
  - The scope of creativity is unlimited.
  - It involves novelty.
  - Creativity is a means and end in itself.
  - It involves open thinking.



6. Which among the following are the stages of creativity ?

**A** Illumination

**B** Synthesis

**C** Evaluation

**D** Expansion

### Solution

- Creative thinking involves four distinct stages. They are:-
  1. **Preparation**
  2. **Incubation**
  3. **Illumination**
  4. **Verification**
- **The stage of preparation:-** This stage consists of purposeful study and enquiry in order to collect experience and information needed to solve the mystery.
- **The stage of incubation:-** There is a period of rest when there is no obvious activity and progress. This period involves vicarious experiencing of the problem. Flashes of light and trial judgement occurs.
- **The stage of illumination:-** During this stage, the individual suddenly perceives the theme and new relationship among various

components of the problem. This results in the solution of the problem.

- **The stage of verification:-** The individual rethinks, revise and refines the solution.

7. Which among the following are levels of creativity ?

A Productive level

B Innovative level

C Emergency level

D All of the above

### Solution

- There are five developmental levels for creative personality. They are:-
  1. **Expressive level**
  2. **Productive level**
  3. **Discovering level**
  4. **Innovative level**
  5. **Emergency level**
- Expressive level is characterised by spontaneity and freedom.
- In productive level the individual acquires certain ways, techniques and expression for his idea.
- In discovering level the individual discover something new from past knowledge.
- Innovative level is characterised by making innovations and improvements in what already exist at a high level.

- In emergency level previous knowledge and notions are restructured leading to the emergence of new theories and trends or a new school of thought. This level is attained by only few people.

8. Children are most creative when they participate in an activity -----?

A Under stress to do well in front of others

**B Of interest**

C For rewards

D To escape their teacher's scolding

### Solution

- Creating an environment to full growth and development of the creative abilities of children should be focused by teachers and parents.
- Creativity is not a single or simple process. It includes several key elements that, when combined, result in a new and innovative product or process.
- One of the key elements of creativity is intensive interest.
- It also includes intelligence, knowledge, originality, creative instincts, and courage.

9. Which is the factor in the school that hinders creativity ?

A Traditional curriculum

B Rigid teaching methods

C Teacher centered instruction

D All of the above

### Solution

- Principles for fostering creativity:-
  1. Introduce a variety of instructional materials need to be used to facilitate different forms of student expression.
  2. Develop a favourable attitude towards creative achievement.
  3. Provide encouragement for creative ideas and creative expression.
  4. Foster the creative abilities of children through feedback and support.
  5. Provide reinforcement for engaging in creative work.
  6. Provide a supportive environment at school and home to foster a creative personality – being self confident, sensitive, independent, unconventional, etc.
- Researches in the field of creativity have suggested special techniques and methods for fostering creativity among children.

They are:-

- Brainstorming
- Use of teaching models
- Use of gaming technique
- Synectics, etc

10. ----- is an example of creativity test ?

**A** Minnesota test

**B** Individual verbal test

**C** Individual non-verbal test

**D** None of the above

### Solution

- The psychological tool used to assess the creativity of an individual is known as *creativity test*.
- Standardized creativity tests may be used for the identification of creative individuals and also for assessing the extent of their creative abilities.
- Examples for creativity test are :
  - **Wallach and Kogan creativity test**
  - **Torrance tests of creative thinking**
  - **Minnesota tests of creative thinking**

11. ----- refers to a form of communication in which we learn to use complex rules to form and manipulate symbols that are to generate an endless number of meaningful sentences ?

**A** Language

**B** Sentence

**C** Behaviour

**D** None of the above

### Solution

- According to John Milton "*Language is the instrument convey things to us that are useful to be known*".
- All of our progress as human beings has been achieved with communication; language is the instrument for communication.
- Language is needed to express our thoughts in spoken or written forms.
- Language is intrinsic to the expression of culture.
- Language provides a set of rules that helps us organize our thoughts and construct logical meaning with our thoughts.

12. ----- is a social and live phenomenon ?

**A** Language

**B** Behaviour

**C** Motivation

**D** Memory

### Solution

- The concept language is derived from Latin term '**Lingua**' which means tongue and the French term '**Langue**' .
- Language undergoes a continuous, though unnoticed, process of growth and change.
- It becomes sharp, crisp, refined and versatile with the passage of time.
- In historical background of any lanaguage there is a major changes in spellings, meaning, pronunciation and its connotation and denotation.
- Hence language is a *social and live phenomenon*.

13. Which among the following are nature of language ?

**A** It is living

**B** It is non-living

**C** It is anti-social

**D** None of the above

### Solution

- The nature of language includes:
- It is speech: Language is speech and is distinct from signs, gestures and sound produced by animals or pets to convey a particular feeling or emotions.
- It is living: Any language undergoes a continuous and un-noticed change for its refinement and depth. It respond to the demands and needs of the group that it represents.
- Operation of language: As language has relevance only in social context, it is necessary that a social context, it is necessary that a social scenario exist for its operation.
- Examples:
  - Sounds and signals
  - Language and society

14. Which among the following are the characteristics of language?

**A** It is a system

**B** It is a system of symbols

**C** Both A & B

**D** None of the above

### Solution

- The characteristics of language are:-
  - Language is learned.
  - It is a system.
  - It is a system of symbols
  - The system is arbitrary
  - Language symbols are vocal
  - Language is relevant in a social setting
  - Language changes

15. Who introduced LAD ?

**A** Noam Chomsky

**B** Vygotsky

**C** Piaget

**D** Kohlberg

### Solution

- **Noam Chomsky**, posited that children are born with powerful **language acquisition device (LAD)**.
- It represents a knowledge of universal grammar.
- All human beings are born with an innate tendency to learn a language.
- This tendency is encased in our biological make-up.
- The LAD processes and shapes the primary linguistic data received by the child from his surroundings and enables him to acquire ideas about the rules of language as applied to one's own language without even being aware of.

16. The deep structure exists in ----- ?

**A** Long-term memory

**B** Short-term memory

**C** Both A & B

**D** None of the above

### Solution

- A sentence has two level of representation
  - **Surface structure**
  - **Deep structure**
- **Surface structure:** It consists of the words and their organization.
- **Deep structure:** refers to abstract, underlying representation of the sentence.

17. Which process of cognitive development refers to retention and recall of perceived information?

**A** Insight

**B** Attention

**C** Perception

**D** Memory

### Solution

- Memory refers to the ability to retain information and reproduce it over a period of time when required to perform a cognitive task.
- Memory is the ability to retain information and reproduce it over some time when required to perform a cognitive task.
- Memory refers to the retention and recall of perceived information.
- It has been conceptualized as a process comprised of three stages:
  - **Encoding**
  - **Storage**
  - **Retrieval**

18. Which is not a part of memory ?

A Learning

**B Thinking**

C Retention

D Recall

### Solution

- Memory has three main stages – **acquisition, retention, and retrieval.**
  - **Acquisition** - To remember, one must first have learned something and the relevant experience left some enduring record in the nervous system. This is called acquisition.
  - **Retention** - During retention, the information is filed away for later use.
  - **Retrieval** - It is a point at which one tries to remember the information.
- *Thinking is the production of thought using the knowledge and information stored in the memory.*

19. According to Atkinson-Shiffrin model of information processing, which among the following are three distinct memory stores ?

A Sensory memory

B STM

C LTM

D All of the above

### Solution

- The Atkinson-Shiffrin model of memory was first developed by **Richard Atkinson** and **Richard Shiffrin** in **1968**.
- Atkinson and Shiffrin believed that once information enters the brain, it must be either stored or maintained and that the information which is stored goes into three distinct memory systems.
- They are:-
  - **Sensory memory**
  - **Short-term memory (STM)**
  - **Long-term memory (LTM)**

20. Sensory register refers to ----- ?

**A** Where sensory information enters memory

**B** Working memory

**C** Long-term memory

**D** None of the above

### Solution

- When an environmental stimulus is detected by the senses, it is briefly available in what
- **Atkinson** and **Shiffrin** called the **sensory registers**.
- It is also called **sensory buffers** or **sensory memory**.
- It is actually composed of multiple registers, one for each sense.
- The sensory registers do not process the information carried by the stimulus, but rather detect and hold that information for use in short-term memory.

21. Echoic memory refers to ----- ?

**A** Visual memory

**B** Auditory memory

**C** Both A & B

**D** None of the above

### Solution

- Echoic memory coined by **Ulric Neisser**.
- It refers to information that is registered by the auditory system.
- As with iconic memory, echoic memory only holds superficial aspects of sound (e.g. pitch, tempo, or rhythm) and it has a nearly limitless capacity.
- Echoic memory is generally cited as having a duration of between 1.5 and 5 seconds depending on context but has been shown to last up to 20 seconds in the absence of competing information.

22. UNESCO is an example for ----- ?

**A** Acronym

**B** Acrostic

**C** Chunking

**D** None of the above

### Solution

- Acronym is a mnemonic technique.
- It is a technique for remembering names, phrases, or steps by using the first letter of each word to form a **new, memorable word**.
- Example: **VIBGYOR** - is popularly used for remembering the order of seven colours visible within the spectrum.

23. The technique chunking is used to ----- ?

**A** Remember numbers

**B** Remember letters

**C** Remember pictures

**D** None of the above

### **Solution**

- It is a technique generally used to remembering numbers.
- It is based on the idea that a person can remember 7 (+2) items in short-term memory.
- People can remember between 5 and 9 things at one time.
- To remember a number bigger than 9 digits, it will be easy to keep in memory if we segregate them into group of two or three.

24. A musician might learn a new piece, only to find that the new song makes it more difficult to recall an older, previously learned piece. It is an example of ----- ?

**A** Retroactive inhibition

**B** Proactive inhibition

**C** Memory

**D** None of the above

### Solution

- Retroactive interference is when newer memories interfere with the retrieval of older memories.
- This type of interference creates a backward effect, making it more difficult to recall things that have been previously learned.
- In the case of retroactive interference, learning new things can make it more difficult to recall things that we already know.
- It means 'acts backward'.

25. If you move into a new house, you might find yourself accidentally writing your old address down when filling out forms. This is an example of  ?

A Chunking

B Retroactive inhibition

C Proactive inhibition

D None of the above

### Solution

- Proactive inhibition is when older memories interfere with the retrieval of newer memories.
- Because older memories are often better rehearsed and more strongly cemented in long-term memory, it is often easier to recall previously learned information rather than more recent learning.
- Proactive inhibition can sometimes make it more difficult to learn new things.
- Supposing you learn English, then French and recall French, you would find that study of English interferes with your recall of French. Here what you that learned earlier, interferes with the subsequent memory.
- It means 'acts forward'.





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