

NISHTHA 3.0 MODULE 2 – QUESTIONS & ANSWERS

Shifting towards Competency Based Education

1. In the FLN Framework, competencies and learning outcomes have been derived from – **Developmental Goals**
2. Lakshya/Targets have been defined to monitor the progress of FLN mission by the – **State Functionaries**
3. Children learn to read mechanically through simple decoding, but without much comprehension if there ——is not ensured– **Oral language base**
4. Activities requiring running, jumping, balancing, cycling should be provided for – **Large muscle development**
5. It is not one of the developmental goals of FLN Framework – **Children participate in games and sports**
6. Instruction which does not serve the learning needs of children but focuses on completing the syllabus without monitoring what children are learning is known as– **Non-responsive instruction**
7. In the FLN framework learning outcomes are arranged – **Spirally**
8. The Right of Children to Free and Compulsory Education Act (RTE Act), aims to provide free and compulsory elementary education for children between - **6 -14 years of age**
9. A combination of knowledge, skills and attitudes appropriate to the context is defined as– **Competency**
10. The framework for Foundational Literacy and Numeracy has been divided into– **Three developmental goals**

11. Each competency has been given a number/code for – **Easy identification and referencing**

12. The competency based education (CBE) is based on the idea that learners should be enabled to develop in-depth understanding of concepts and principles so that – **they can transfer the knowledge to real life situations.**

13. Activities like cutting, pasting, tearing, stringing the beads, fixing the puzzles, playing with blocks, and playing with clay, dough, sand, water lead to **Fine muscle development**

14. Protein, fat and carbohydrates in the diet provide **-Macronutrients**

15. Expression and management of emotions, and the ability to establish positive and rewarding relationships with others and the ability to explore and engage with the environment is a part of- **Socio-emotional development**

16. Developmental Goals 3 progresses into following subjects in Grade 3 - **Mathematics and EVS**

17. In competency model, instruction is designed to match the ____of the students. **-Developmental readiness**

18. The guiding points for the teachers and the stakeholders to assess the progress of learning by children are - **Learning Outcomes**

19. In Competency Based Education system, learning outcomes for each class are **Well defined and fixed**

20. Children who maintain good health and wellbeing does not focus on **-Language and Literacy**