**EDUCATION XII – OPTIONAL (B) : PEDAGOGY**

**Unit – I: Nature and Characteristics of Teaching**

**MULTIPLE CHOICE QUESTIONS**

Choose the most appropriate answer by putting a Tick (√) mark against it in the brackets provided:

1. Pedagogy is a

 (a) science of behavior ( )

 (b) science of learning ( )

 (c) science of teaching ( )

 (d) science of testing ( )

2. The main aim of teaching is

 (a) to disseminate information to the learners ( )

 (b) to help the child in passing his examinations ( )

 (c) to help the learners in getting employment easily ( )

 (d) to help the child to respond to his environment in an effective way ( )

3. Teaching can be made effective by relating it to

 (a) learning ( )

 (b) reading ( )

 (c) lecture ( )

 (d) discussion ( )

4. Both teaching and learning aim at one and the same thing, that is,

 (a) make the learner more intelligent ( )

 (b) make the learner full of knowledge ( )

 (c) bring changes in the behavior of the learner ( )

 (d) deliver information to the learner ( )

5. A good teaching must always be so designed and performed as to result in

 (a) minimum learning ( )

 (b) maximum learning ( )

 (c) self-learning ( )

 (d) self-control ( )

6. Teacher’s interest in teaching and the children can

 (a) never help children in any way ( )

 (b) motivate the learners to learn ( )

 (c) help the learners to learn everything ( )

 (d) never encourage the learners ( )

7. The soul of effective teaching is

 (a) good command of the subject matter ( )

 (b) salary ( )

 (c) health ( )

 (d) social status ( )

8. Which of the following statement is true of an effective teacher?

(a) He must be biased and try to influence the learners in accordance with his personal views ( )

 (b) His education is completed when he is certified to teach ( )

 (c) He should not take into consideration the interests, abilities and limitations of the learner ( )

 (d) He should understand human developmental patterns ( )

9. Which one of the following is least important in teaching?

 (a) lecturing in impressive ways ( )

 (b) maintaining discipline in the class ( )

 (c) punishing the students ( )

 (d) drawing sketches and diagrams on the blackboard if needed ( )

10. The main objectives to be achieved through memory level of teaching are

 (a) acquisition of the body of facts with full understanding and application ( )

 (b) development of higher cognitive abilities ( )

 (c) the knowledge objectives ( )

 (d) equipment of the learners with the ability of reflective thinking ( )

11. Teaching at memory level is based on

 (a) S-R theory ( )

 (b) field theory ( )

 (c) Gestalt theory ( )

 (d) cognitive field theory ( )

12. The method of teaching at memory level is

 (a) subject centered ( )

 (b) teacher centered ( )

 (c) learner centered ( )

 (d) problem-solving centered ( )

13. The main objectives to be achieved through understanding level of teaching are

 (a) the knowledge objectives ( )

 (b) acquisition of the body of facts with full understanding and application ( )

 (c) acquisition of facts and information ( )

 (d) equipment of students with problem solving ability and skills of facing the problems ( )

14. Teaching at understanding level is based on

 (a) Gestalt theory ( )

 (b) cognitive field theory ( )

 (c) S-R theory ( )

 (d) field theory ( )

15. The main objective of reflective level teaching is

 (a) acquisition of the body of facts with full understanding ( )

 (b) to provide knowledge to the learners ( )

 (c) to equip the learners with the ability of reflective thinking ( )

 (d) acquisition of facts and information ( )

16. The method of teaching at reflective level is

 (a) teacher centered ( )

 (b) learner centered ( )

 (c) problem-solving centered ( )

 (d) subject centered ( )

17. Which of the following level of teaching requires more active participation, more imaginative and creative thinking?

 (a) reflective level ( )

 (b) memory level ( )

 (c) understanding level ( )

 (d) all levels ( )

18. The educational objective of pre-active phase of teaching is

 (a) action and reaction ( )

 (b) reinforcement and feedback ( )

 (c) selection of the most appropriate techniques of evaluation ( )

 (d) to define educational aims ( )

19. Pre-active phase of teaching includes

 (a) feedback and reinforcement ( )

 (b) sizing up of the class ( )

 (c) presentation of stimuli ( )

 (d) decision about the strategies of teaching ( )

20. Inter-active phase of teaching includes

 (a) fixation of goals ( )

 (b) deployment of strategies ( )

 (c) sizing up of the class ( )

 (d) decision making about the subject matter ( )

21. In which phase of teaching the knowledge which is given to student is evaluated?

 (a) interactive phase ( )

 (b) post-active phase ( )

 (c) pre-active and inter-active phases ( )

 (d) pre-active phase ( )

22. Which of the following activity is considered in the post-active phase of teaching?

 (a) distribution of teaching strategies ( )

 (b) changing the strategies in terms of evidences gathered ( )

 (c) diagnosis of the learners ( )

 (d) sequencing the elements of content for presentation ( )

23. Educationists insist of learning by doing. This is called

 (a) principle of activity ( )

 (b) principle of motivation ( )

 (c) principle of interest ( )

 (d) principle of planning ( )

24. The educator cannot elicit any useful response from the learner in the absence of

 (a) good physique ( )

 (b) wealth ( )

 (c) motivation ( )

 (d) examination ( )

25. The technique of teaching is determined by

 (a) the behavior of the teacher ( )

 (b) the educational institution ( )

 (c) the evaluation system ( )

 (d) the objective of the lesson ( )

26. Educational psychology tells the educator that he cannot make his teaching effective unless

 (a) he arouses the pupil’s interest in the subject being taught ( )

 (b) the pupils behave accordingly ( )

 (c) he is satisfied with his salary ( )

 (d) the classroom is big ( )

27. After selecting a topic, teacher should

 (a) rest for a while ( )

 (b) do the planning of the chapter ( )

 (c) concentrate on student’s evaluation ( )

 (d) deliver information to students ( )

28. Modern educationists suggest that the process of teaching must be

 (a) dull ( )

 (b) clumsy ( )

 (c) creative and entertaining ( )

 (d) unimaginative ( )

29. The teacher should select the teaching material in such a way so that

 (a) he can achieve a high level of mental development ( )

 (b) he can produce citizens capable of living in a democratic society ( )

 (c) he can easily attain the fundamental principles of education ( )

 (d) he can help the learner in his later adjustment with life ( )

30. According to the principle of division, the subject matter should be divided into different steps so that

 (a) it can easily be presented to the class in an ordered and systematic manner ( )

 (b) children are motivated to take interest in their lesson ( )

 (c) the teacher can use different strategies ( )

 (d) children can learn by themselves ( )

31. Teacher must bear the principle of individual difference in his mind in order to

 (a) distribute study materials ( )

 (b) complete a course on time ( )

 (c) assess student performance ( )

 (d) adopt a suitable technique and standard ( )

32. Maxims of teaching are

 (a) fundamental principles to teach children in an accurate manner ( )

 (b) rules for presenting difficult terms and concepts to make

them easy to comprehend in classroom teaching ( )

(c) learning levels which can be affected with the acquisition

 of various teaching objectives ( )

 (d) learning experiences which are acquired in a natural way ( )

33. The most natural and simple way of teaching a lesson is to proceed from

 (a) something that the students already know ( )

 (b) those facts which are unknown to the learners ( )

 (c) examples ( )

 (d) illustrations ( )

34. It is best for teachers to teach

 (a) from the viewpoint of adults ( )

 (b) complex task first ( )

 (c) simple topic first ( )

 (d) from the viewpoint of experts ( )

35. Particular facts and examples should be presented to the children before giving them

 (a) abstract rules and principles ( )

 (b) general rules and principles ( )

 (c) complex rules and principles ( )

 (d) difficult rules and principles ( )

36. Empirical knowledge is that a pupil gains through

 (a) reading ( )

 (b) fantasy ( )

 (c) teacher’s lecture ( )

 (d) his own observation ( )

37. Rational knowledge implies

 (a) observation and experience ( )

 (b) action and performance ( )

 (c) a bit of abstraction and argumentative approach ( )

 (d) achievement and accomplishment ( )

38. Gestalt psychologists proved that

 (a) the child perceives the object as a whole and then its parts ( )

 (b) the child gains knowledge about the ‘parts’ first and then about the ‘whole’ ( )

 (c) part learning is more meaningful because the material to be learnt makes sense ( )

 (d) part learning should be followed by whole approach ( )

39. Rousseau has given the concept of Follow Nature. The meaning of this maxim is

 (a) to give full freedom to the teacher ( )

 (b) to regulate the education of a pupil according to his nature ( )

 (c) the teacher should follow his discretion ( )

 (d) knowledge should be given according to the teacher’s nature ( )

40. Maxims are meant

 (a) to be followed strictly ( )

 (b) for learners and parents ( )

 (c) for supervisors and administrators ( )

 (d) to be our servants and not masters ( )

**FILL IN THE BLANKS**

1. Pedagogy is a science of \_\_\_\_\_\_\_\_\_\_.

2. Teaching is helping a child to adjust himself to his \_\_\_\_\_\_\_\_\_\_.

3. Teaching can be made effective by relating it to \_\_\_\_\_\_\_\_\_\_.

4. Both teaching and learning aim at one and the same thing, that is, bring changes in the \_\_\_\_\_\_\_\_\_\_ of the learner.

5. As teaching and learning are interlinked, we cannot think of \_\_\_\_\_\_\_\_\_\_ without learning.

6. The initial stage of teaching is the \_\_\_\_\_\_\_\_\_\_ level.

7. Memory level of teaching is based on \_\_\_\_\_\_\_\_\_\_ theory of learning.

8. The main objectives to be achieved through memory level of teaching are the \_\_\_\_\_\_\_\_\_\_ objectives.

9. Understanding level of teaching is based upon prescription of \_\_\_\_\_\_\_\_\_\_ theorists of learning.

10. The main objectives to be achieved through understanding level of teaching are acquisition of the body of facts with full understanding and \_\_\_\_\_\_\_\_\_\_.

11. Reflective level of teaching is based upon \_\_\_\_\_\_\_\_\_\_ of learning as new insights are developed.

12. Teaching at the \_\_\_\_\_\_\_\_\_\_ level helps in the development of higher cognitive abilities in students.

13. The \_\_\_\_\_\_\_\_\_\_ phase of teaching includes all those activities which a teacher performs before classroom teaching or before entering the classroom.

14. In the \_\_\_\_\_\_\_\_\_\_ phase of teaching, all those activities are included which a teacher carries over right from entering the classroom till the presentation of the contents.

15. The knowledge which is given to student and which is really required by student is evaluated in the \_\_\_\_\_\_\_\_\_\_ phase of teaching.

16. A child always feels joy in activities and learns by \_\_\_\_\_\_\_\_\_\_.

17. The subject material should be connected with \_\_\_\_\_\_\_\_\_\_ because a child learns a subject more effectively and in an easier way which leads his life.

18. In determining what is easy and what is difficult teachers have to take into account the psychological make-up of the \_\_\_\_\_\_\_\_\_\_.

19. Known to unknown is a \_\_\_\_\_\_\_\_\_\_.

20. A teacher should always proceed from induction to \_\_\_\_\_\_\_\_\_\_ in his teaching.

**Unit – II: Audio-Visual Aids**

**MULTIPLE CHOICE QUESTIONS**

Choose the most appropriate answer by putting a Tick (√) mark against it in the brackets provided:

1. An object or device used by a teacher to enhance or enliven classroom instruction is known as

 (a) audio aid ( )

 (b) visual aid ( )

 (c) teaching aid ( )

 (d) activity aid ( )

2. A teaching aid is anything used by a teacher to help teach a lesson or make it more interesting to

 (a) students ( )

 (b) teachers ( )

 (c) parents ( )

 (d) principals ( )

3. Audio-visual material means those sources in which the knowledge is acquired by

 (a) hearing ( )

 (b) seeing ( )

 (c) sense organs ( )

 (d) both audio and visual sense organs ( )

4. Audio-visual aids should help in achieving

 (a) success ( )

 (b) fame ( )

 (c) the teaching objectives ( )

 (d) wealth ( )

5. Audio-visual aids should be used

 (a) when teachers are absent ( )

 (b) when the object is not available ( )

 (c) during examinations ( )

 (d) during evaluation ( )

6. Audio-visual aids

 (a) should be small ( )

 (b) should be large ( )

 (c) should be heavy ( )

 (d) should neither be large nor too small ( )

7. Teaching aids which are presented before the pupils should

 (a) accompany the actions also ( )

 (b) be handled by all the students ( )

 (c) be huge in size ( )

 (d) not help in acquiring knowledge ( )

8. With the help of audio-visual aids, the vast and complicated world

 (a) can be explored in a day ( )

 (b) can easily be taught and understood as well ( )

 (c) can be developed in a year ( )

 (d) can be reformed by experts ( )

9. Audio-visual aids are related to

 (a) hearing and sight ( )

 (b) feeling ( )

 (c) pain ( )

 (d) taste ( )

10. Audio-visual aids provide reinforcement to the

 (a) learner ( )

 (b) teacher ( )

 (c) parents ( )

 (d) school ( )

11. A teaching aid proves effective only when

 (a) it is presented before the above average group of learners ( )

 (b) it suits the interest of the learner ( )

 (c) it is presented before the backward learners ( )

 (d) it suits the teaching objectives ( )

12. According to the principle of selection, a teacher should take care of

 (a) the opinion of his colleagues ( )

 (b) the appropriate and wide selection of audio-visual material ( )

 (c) the assessment of the pupils ( )

 (d) the selection of learners ( )

13. The teacher should be fully aware of the nature of the teaching aid and the way it is to be used for

 (a) final examinations ( )

 (b) showing his knowledge to the learners ( )

 (c) the effective realization of the set objectives ( )

 (d) proving his efficiency in teaching ( )

14. The principle of preparation demands from the teacher as well as students

 (a) learning readiness ( )

 (b) good communication skills ( )

 (c) a great deal of effort ( )

 (d) due pre-preparation on their part for the utilization of audio-visual aid material ( )

15. The principle of physical control requires

 (a) great physique ( )

 (b) physical fitness ( )

 (c) to arrange or handle the necessary details relating to

physical facilities and conditions ( )

 (d) to maintain healthy lifestyle ( )

16. The effectiveness of an audio-visual presentation can fail if the materials are mishandled. Therefore,

 (a) the aids should have specific value besides being interesting and motivating ( )

 (b) they should be true and accurate ( )

 (c) proper care is to be taken for minimizing such occurrences ( )

 (d) they should suit the age-level of the learners ( )

17. Teachers should carefully plan and visualize the use of aid material

 (a) to produce effective citizens ( )

 (b) after its actual presentation ( )

 (c) before its actual presentation ( )

 (d) to collect information of the pupils ( )

18. The principle of action demands from the teachers to guide their students in the process of

 (a) adjustment ( )

 (b) reacting to the audio-visual experience situations in an appropriate manner ( )

 (c) facing challenges in higher classes ( )

 (d) getting employment in the future ( )

19. While selecting teaching aids, the principle of appraisal demands

(a) continual evaluation of both the audio-visual material and accompanying techniques ( )

 (b) wide selection of audio-visual material ( )

 (c) due pre-preparation for the utilization of audio-visual material ( )

 (d) appropriate presentation of the material ( )

20. For the realization of better results with audio-visual teaching aids, a teacher should bear in mind.

 (a) principle of proper presentation ( )

 (b) principle of action ( )

 (c) principle of appraisal ( )

 (d) the guiding principles of selection of these aids ( )

21. Teaching aids are classified under the following categories:

 (a) radio, TV and camera ( )

 (b) audio, visual and audio-visual ( )

 (c) chalk board and bulletin board ( )

 (d) maps and diagrams ( )

22. The aids which help the individuals to learn through listening are known as

 (a) audio aids ( )

 (b) visual aids ( )

 (c) activity aids ( )

 (d) audio-visual aids ( )

23. The cheapest and the most easily accessible aid among the audio teaching aids is

 (a) television ( )

 (b) tape recorder ( )

 (c) radio ( )

 (d) film ( )

24. Audio teaching aids facilitate

 (a) student-teacher relationship ( )

 (b) the teaching technique ( )

 (c) the seeing function ( )

 (d) the listening function ( )

25. Aids through the eye are known as

(a) audio aids ( )

 (b) visual aids ( )

 (c) activity aids ( )

 (d) audio-visual aids ( )

26. Visual teaching aids

(a) enrich the listening functions ( )

 (b) enrich the seeing functions ( )

 (c) facilitate the audio senses ( )

 (d) increase the rate of hearing ( )

27. Map is one of the

 (a) audio-visual teaching aids ( )

 (b) audio teaching aids ( )

 (c) visual teaching aids ( )

 (d) activity aids ( )

28. Which of the following aid is the simplest and easiest to use and not expensive?

 (a) transparencies ( )

 (b) television ( )

 (c) cassettes ( )

 (d) compact discs ( )

29. Teaching aids which encourage both listening and observing functions are called

 (a) booklets ( )

 (b) journals ( )

 (c) specimens ( )

 (d) audio-visual teaching aids ( )

30. The following aids increase the rate of hearing and seeing simultaneously.

 (a) sound motion picture ( )

 (b) flannel board ( )

 (c) diagrams ( )

 (d) phonograph ( )

31. Using teaching aids in the classroom

 (a) distract the learners ( )

 (b) irritate the teacher and the learner ( )

 (c) makes learning more interesting ( )

 (d) cannot improve student performance ( )

32. The audio-visual aids can be used to realize

 (a) the cognitive objective of learning ( )

 (b) the affective objective of learning ( )

(c) the psychomotor objective of learning ( )

 (d) the cognitive, affective and psychomotor objectives of learning ( )

33. The use of audio-visual aids makes

 (a) the lesson boring and uninteresting ( )

 (b) the experiences of the pupils meaningful ( )

 (c) the learners uncomfortable ( )

 (d) the pupils lazy ( )

34. If used throughout the entire presentation, visual aids are

 (a) more of a distraction ( )

 (b) the best motivators ( )

 (c) helpful to reduce verbalism ( )

 (d) interesting ( )

35. Teaching aids may not prove useful because of

 (a) proper preparation ( )

 (b) correct presentation ( )

 (c) lack of proper planning ( )

 (d) appropriate application ( )

36. Modern devices can enrich

 (a) student’s performance ( )

 (b) teacher’s performance ( )

 (c) student-teacher relationship ( )

 (d) the classroom learning as well as teaching ( )

37. Audio-visual aids help the teacher in

 (a) creating rapport with other teachers ( )

 (b) passing time quickly ( )

 (c) maintaining the interest and attention of the students in classroom activities ( )

 (d) making students occupied with some works ( )

38. The pupils get various opportunities of doing various activities by

 (a) writing notes ( )

 (b) listening teacher’s lecture ( )

 (c) attending classes regularly ( )

 (d) using audio-visual aids ( )

39. By using audio-visual aids, the pupils take interest in the development of the lesson and they acquire the knowledge by

 (a) doing themselves ( )

 (b) making study routine ( )

 (c) changing mindset ( )

 (d) doing homework ( )

40. Things and difficult ideas which a pupil is unable to understand with chalk and talk, are followed easily by using

 (a) internet ( )

 (b) audio-visual aids ( )

 (c) audio aids ( )

 (d) visual aids ( )

**FILL IN THE BLANKS**

1. \_\_\_\_\_\_\_\_\_\_ aids are those instructional aids which are used in the classroom to encourage teaching learning process.

2. Audio-visual material means those sources in which both audio and visual \_\_\_\_\_\_\_\_\_\_ are used.

3. Audio-visual aids should help in achieving the \_\_\_\_\_\_\_\_\_\_ objectives.

4. Audio-visual aids should be used when the object is too \_\_\_\_\_\_\_\_\_\_ that it is not possible to see it easily, e.g., atoms, amoeba etc.

5. Audio-visual aids should arouse the curiosity of the \_\_\_\_\_\_\_\_\_\_ instead of their entertainment, otherwise pupils will divert towards entertainment only.

6. According to the principle of \_\_\_\_\_\_\_\_\_\_, a teacher should take care of the appropriate and wide selection of audio-visual material.

7. The students should be made clear about the \_\_\_\_\_\_\_\_\_\_ of their participation in teaching-learning activities involving the use of audio-visual aid material.

8. \_\_\_\_\_\_\_\_\_\_ should carefully plan and visualize the use of aid material before its actual presentation.

9. The effectiveness of an audio-visual \_\_\_\_\_\_\_\_\_\_ can fail if the materials are mishandled.

10. The principle of \_\_\_\_\_\_\_\_\_\_ puts the need of continual evaluation of both the audio-visual material and accompanying techniques in the light of the realization of the stipulated objectives.

11. Teaching aids are classified into three categories, namely \_\_\_\_\_\_\_\_\_\_, visual aids and audio-visual aids.

12. The audio aids are used to realize the cognitive and affective objectives and cannot be used in achieving the \_\_\_\_\_\_\_\_\_\_ objectives.

13. Audio teaching aids are related to audio senses and encourage the \_\_\_\_\_\_\_\_\_\_ functions.

14. The visual aids are more useful and economical than \_\_\_\_\_\_\_\_\_\_ aids.

15. Visual teaching aids are related to visual senses and encourage the \_\_\_\_\_\_\_\_\_\_ functions.

16. The audio-visual aids can be used to realize the cognitive, \_\_\_\_\_\_\_\_\_\_ and psychomotor objectives of learning.

17. Audio-visual aids call for the utilization of as many senses as possible and thereby facilitate the acquisition of \_\_\_\_\_\_\_\_\_\_ on the part of students.

18. Audio-visual aids help in solving the problems of \_\_\_\_\_\_\_\_\_\_ by providing alternative media for effective communication.

19. More and more training colleges or specialized agencies should be opened to train \_\_\_\_\_\_\_\_\_\_ in the use of audio-visual aids.

20. Audio-visual aids help the teacher in creating proper situations and environment for capturing as well as maintaining the interest and \_\_\_\_\_\_\_\_\_\_ of the students in the classroom activities.

**Unit – III: Lesson Plan and Diagnostic Testing**

**MULTIPLE CHOICE QUESTIONS**

Choose the most appropriate answer by putting a Tick (√) mark against it in the brackets provided:

1. A small unit or units of the subject matter which a teacher plans to teach in a definite period is

 (a) lesson plan ( )

 (b) micro-teaching ( )

 (c) diagnostic testing ( )

 (d) remedial teaching ( )

2. Lesson plan is

 (a) acquisition of information ( )

 (b) small unit/units of the subject-matter which

a teacher teaches in a definite period ( )

 (c) the task of preparing students for future ( )

 (d) improvement of teaching-learning ( )

3. The teacher of every school should prepare a lesson plan for

 (a) 5 or 10 to 15 minutes ( )

 (b) 30 or 35 to 50 minutes ( )

 (c) 1 to 2 hours ( )

 (d) 2 to 3 hours ( )

4. The development of lesson planning occurred as a result of

 (a) Behaviorism ( )

 (b) Functionalism ( )

 (c) Psychoanalysis ( )

 (d) Gestalt psychology ( )

5. Lesson planning means

 (a) development of skill ( )

 (b) habit formation ( )

 (c) that detailed description which a teacher completes in a definite period ( )

 (d) practice and experience ( )

6. In preparing lesson plans, the teacher presents new knowledge as the basis of

 (a) his achievement ( )

 (b) pupil’s health status ( )

 (c) principles of teaching ( )

 (d) previous knowledge of the pupils ( )

7. In a lesson plan,

 (a) the subject-matter becomes limited ( )

 (b) objectives cannot be fixed ( )

 (c) the teacher’s and pupil’s activities cannot be

pre-decided according to the class level ( )

 (d) the teaching strategies cannot be decided beforehand ( )

8. While preparing a lesson plan,

 (a) the learner should divide the topic in one or more units ( )

 (b) the learner should point out the teacher’s weaknesses ( )

 (c) the teacher should divide the topic in one or more units ( )

 (d) the teacher should point out the learner’s weaknesses ( )

9. In order to create attraction and interest in the lesson,

 (a) the teacher is occupied with students’ problems ( )

 (b) the teacher is free to make changes in the lesson plan ( )

 (c) the learner decides what strategies and instruments to be used ( )

 (d) the learner evaluates the teaching tactics and techniques used by the teacher ( )

10. The teacher should write a lesson plan in detail

 (a) in the classroom ( )

 (b) while giving a presentation ( )

 (c) after final examinations ( )

 (d) before commencing the task of teaching ( )

11. A scaled down teaching encounter in class size and time is known as

 (a) micro-teaching ( )

 (b) lesson plan ( )

 (c) remedial teaching ( )

 (d) diagnostic testing ( )

12. Micro-teaching is a

 (a) devise ( )

 (b) method ( )

 (c) scaled down teaching ( )

 (d) law ( )

13. A systematic training to provide feedback to teacher-trainee for the modification of teacher behavior is

 (a) remedial teaching ( )

 (b) diagnostic testing ( )

 (c) micro-teaching ( )

 (d) lesson planning ( )

14. The aim of micro-teaching is

 (a) to create simulated situations ( )

 (b) to strengthen educational institutions ( )

 (c) to modify student behavior ( )

 (d) to modify teacher behavior ( )

15. In micro-teaching, a pupil-teacher teaches a short lesson to

 (a) large group of pupils ( )

 (b) small group of pupils ( )

 (c) the whole school students ( )

 (d) the school administrators ( )

16. Micro-teaching is a scaled down teaching encounter to reduce the duration of period of

 (a) 5 to 10 minutes ( )

 (b) 30 to 50 minutes ( )

 (c) 1 to 2 hours ( )

 (d) 2 to 3 hours ( )

17. Micro-teaching as a training technique involves three phases. They are

 (a) knowledge acquisition, skill acquisition and transfer ( )

 (b) preparation, orientation and selection ( )

 (c) presentation, observation and discussion ( )

 (d) re-planning, re-teaching and evaluation ( )

18. In micro-teaching, the student-teacher plans a short lesson in which he can

 (a) learn a new skill ( )

 (b) develop a new opinion ( )

 (c) acquire a new knowledge ( )

 (d) practice a particular skill ( )

19. A micro-teaching cycle used to practice a teaching skill consists of

 (a) teaching, planning, feedback ( )

 (b) planning, feedback, teaching ( )

 (c) planning, teaching, feedback ( )

 (d) teaching, feedback, planning ( )

20. Micro-teaching can control the practice by

 (a) knowledge acquisition ( )

 (b) observation ( )

 (c) feedback ( )

 (d) orientation ( )

21. A diagnostic test is a tool used by teachers

 (a) to identify students with special needs only ( )

 (b) to give information to the students ( )

 (c) to prepare extra classes for examination ( )

 (d) to evaluate students’ prior knowledge of a particular subject ( )

22. Diagnostic testing is usually done

 (a) after the end of the school year ( )

 (b) before the start of a new unit of study ( )

 (c) before giving assignments to the students ( )

 (d) after finishing final examination ( )

23. The purpose of diagnostic testing is

 (a) to motivate the student ( )

 (b) to find out the particular problem faced by the student ( )

 (c) to make the student understand the subject matter ( )

 (d) to control the behavior of the student ( )

24. Diagnostic tests help teachers diagnose the needs of the students

 (a) to meet their instruction needs ( )

 (b) to pass in their examinations ( )

 (c) to retain whatever is learnt ( )

 (d) to survive ( )

25. Diagnostic tests are those which help the teacher

 (a) to improve his teaching skill ( )

 (b) to measure the achievement of the student ( )

 (c) to know the family background of the student ( )

 (d) to know the particular strength and weakness of the student ( )

26. A test which is designed to reveal specific weakness or failures to learn in some subject of study is known as

 (a) achievement test ( )

 (b) attainment test ( )

 (c) prognostic test ( )

 (d) diagnostic test ( )

27. A diagnostic test is useful if a teacher uses it

 (a) every month ( )

 (b) once throughout the school year ( )

 (c) more than once throughout the school year ( )

 (d) every week ( )

28. Diagnostic tests are also known as

 (a) analytical tests ( )

 (b) attainment tests ( )

 (c) achievement tests ( )

 (d) prognostic tests ( )

29. A diagnostic test measures where a student is in terms of his

 (a) habit ( )

 (b) knowledge and skills ( )

 (c) physical fitness ( )

 (d) attitude ( )

30. A diagnostic test should identify

 (a) the school curriculum ( )

 (b) teacher efficacy ( )

 (c) next steps for the pupil ( )

 (d) teacher competency ( )

31. An educational instruction which is usually organized to eliminate the influences of defective teaching and learning which a child gains during his starting days of learning is called

 (a) remedial teaching ( )

 (b) micro-teaching ( )

 (c) lesson planning ( )

 (d) diagnostic testing ( )

32. A remedial teaching is one that is meant to

 (a) improve study habits ( )

 (b) rectify a particular problem area in a student ( )

(c) identify special learners ( )

 (d) evaluate the achievement of a student ( )

33. Remedial teaching is also known as

 (a) special education ( )

 (b) technical education ( )

 (c) compensatory education ( )

 (d) learning by doing ( )

34. Remedial teaching indicates

 (a) elimination of attitudes ( )

 (b) elimination of skills ( )

 (c) elimination of habits ( )

 (d) elimination of drawbacks ( )

35. The function of remedial teaching is to

 (a) solve the problem faced by the teacher ( )

 (b) recondition habit and skill ( )

 (c) encourage teaching profession ( )

 (d) modify teacher behavior ( )

36. The remedial teaching is followed

 (a) after actual classroom teaching ( )

 (b) before actual classroom teaching ( )

 (c) before the beginning of a new lesson ( )

 (d) during actual classroom teaching ( )

37. The first step in remedial teaching is

 (a) to give instructions ( )

 (b) to identify poor students ( )

 (c) to locate the learning difficulties ( )

 (d) to use appropriate strategy ( )

38. After identifying the poor students, the next step in remedial teaching is to

 (a) prepare remedial instructions ( )

 (b) remove the learning difficulties ( )

 (c) locate the learning difficulties and its causes ( )

 (d) provide suitable strategy ( )

39. After teaching in remedial teaching, a test is administered

 (a) to ascertain how far learning difficulties could be removed ( )

 (b) to identify poor and slow learners ( )

 (c) to discover the causes of learning difficulties ( )

 (d) to develop instructions ( )

40. Remedial teaching aims for

 (a) feedback ( )

 (b) identification of a particular strength of a child ( )

 (c) modification of student behavior ( )

 (d) the correction of errors in learning ( )

**FILL IN THE BLANKS**

1. A small unit or units of the subject-matter which a teacher teaches in a definite period is known as a \_\_\_\_\_\_\_\_\_\_.

2. The development of the lesson planning occurred as a result of \_\_\_\_\_\_\_\_\_\_ psychology.

3. A lesson plan develops the possibilities of adjustment in the classroom situations. This makes the teaching \_\_\_\_\_\_\_\_\_\_.

4. In a lesson plan, \_\_\_\_\_\_\_\_\_\_ are fixed and the teaching strategies, techniques and material aid etc. are decided before-hand.

5. The lesson plan acts as an important means for developing \_\_\_\_\_\_\_\_\_\_ skills in the pupil-teachers.

6. A scaled down teaching encounter in class size and time is called \_\_\_\_\_\_\_\_\_\_.

7. Micro-teaching is considered as a mechanism of feedback device for the modification of \_\_\_\_\_\_\_\_\_\_ trainees.

8. Micro-teaching is based on the teaching theory underlying \_\_\_\_\_\_\_\_\_\_ learning and computer assisted instruction.

9. Micro-teaching is real teaching. However, it focuses on developing \_\_\_\_\_\_\_\_\_\_ skills and competencies.

10. In micro-teaching, the teaching is followed by discussion to provide \_\_\_\_\_\_\_\_\_\_ to the trainees.

11. A \_\_\_\_\_\_\_\_\_\_ test is a tool used by teachers to evaluate students’ prior knowledge of a particular subject.

12. Diagnostic tests can be especially beneficial for \_\_\_\_\_\_\_\_\_\_ who have multiple classes to teach within one subject.

13. A diagnostic test can show a teacher and a \_\_\_\_\_\_\_\_\_\_ how much he has grown in a class or in his knowledge of a subject.

14. In a \_\_\_\_\_\_\_\_\_\_, score or mark is not assigned for the correct answer but wrong answer provides the basis for the causes of his failure.

15. Diagnostic tests are those which help the teacher to know the particular strength and \_\_\_\_\_\_\_\_\_\_ of the student.

16. Remedial teaching aims to correct errors of the past and thus, in a sense, prevents \_\_\_\_\_\_\_\_\_\_ errors.

17. Remedial teaching is given to students when they require inculcation of \_\_\_\_\_\_\_\_\_\_ habits.

18. If there are no mistakes in teaching and learning, there is no need for \_\_\_\_\_\_\_\_\_\_ teaching.

19. The first step in remedial teaching is to \_\_\_\_\_\_\_\_\_\_ poor students.

20. Remedial teaching has for its purpose the development of effective techniques for the correction of \_\_\_\_\_\_\_\_\_\_ in all types of learning.

**Unit – IV: Models and Methods of Teaching**

**MULTIPLE CHOICE QUESTIONS**

Choose the most appropriate answer by putting a Tick (√) mark against it in the brackets provided:

1. The depiction of teaching and learning environment, including the behavior of teachers and students while the lesson is presented through that model, is known as

 (a) teaching report ( )

 (b) style of teaching ( )

 (c) model of teaching ( )

 (d) teaching paradigm ( )

2. Teaching models are prescriptive teaching strategies designed to accomplish particular

 (a) instructional goals ( )

 (b) teaching skills ( )

 (c) lessons ( )

 (d) interests ( )

3. Models of teaching have been developed to help a teacher to improve his capacity to

 (a) influence other members of the society ( )

 (b) reach more children ( )

 (c) take extra classes ( )

 (d) live life without problems ( )

4. Different teaching models stress on a different instructional goal when put these models into

 (a) rule ( )

 (b) power ( )

 (c) instruction ( )

 (d) action ( )

5. A pattern or plan, which can be used to shape a curriculum or course, to select instructional materials and to guide a teacher’s actions, is called

 (a) functions of teaching ( )

 (b) factors of teaching ( )

 (c) method of teaching ( )

 (d) model of teaching ( )

6. Teaching models help a teacher to create a richer and more diverse environment for

 (a) teachers ( )

 (b) learners ( )

 (c) parents ( )

 (d) planners ( )

7. A model of teaching is meant for

 (a) substituting teachers ( )

 (b) recording students’ activities ( )

 (c) creating suitable learning environments ( )

 (d) student’s evaluation ( )

8. Models of teaching describe teaching, as

 (a) it ought to be ( )

 (b) giving information ( )

 (c) sharing experiences ( )

 (d) assignment ( )

9. Teaching models used by teachers in the classroom to facilitate group work are

 (a) information processing models ( )

 (b) behavioral models ( )

 (c) personal models ( )

 (d) social interaction models ( )

10. The major theorists of social interaction models are

 (a) Carl Rogers & Fritz Pearls ( )

 (b) Herbert & John Dewey ( )

 (c) David Hunt & William Glasser ( )

 (d) Bethal & William Gordon ( )

11. The family of social interaction models are

 (a) Non-directive Model and Awareness Training Model ( )

 (b) Synetics Model and Classroom Meeting Model ( )

 (c) Group Investigation Model and Social Inquiry Model ( )

 (d) Conceptual System Model and Information Processing Model ( )

12. In the models based on social interaction source, the social aspects of human beings are kept in mind and

 (a) their social development is more emphasized ( )

 (b) physical development is more emphasized ( )

 (c) self-awareness is more emphasized ( )

 (d) concept development is more emphasized ( )

13. The models belonging to social interaction category give more emphasis on

 (a) the development of the society ( )

 (b) personality development ( )

 (c) behavior ( )

 (d) information ( )

14. Social interaction models are concerned with

 (a) concept development and analysis ( )

 (b) the attainment of the social goals belonging to the affective domain ( )

 (c) body and sensory awareness ( )

 (d) self-awareness, understanding, autonomy and self-concept ( )

15. Teaching models mainly related to the emotional life of a person and also assist in developing a productive relationship to the environment are

 (a) information processing models ( )

 (b) behavioral models ( )

 (c) personal models ( )

 (d) social interaction models ( )

16. Personal models are concerned with

 (a) social problem-solving ( )

 (b) relationship of the individual to society ( )

 (c) attainment of social goals ( )

 (d) teaching by example ( )

17. The major theorists of personal models are

 (a) Herbert & John Dewey ( )

 (b) Byron & Benjamin Cox ( )

 (c) Carl Rogers & Fritz Pearls ( )

 (d) Donald Oliver & James P.Shaver ( )

18. The family of personal development models are

 (a) Laboratory Method Model & Jurisprudential Model ( )

 (b) Role-playing Model and Social Simulation Model ( )

 (c) Group Investigation Model and Social Inquiry Model ( )

 (d) Non-directive Model and Conceptual System Model ( )

19. Personal models of teaching emphasize development of

 (a) behavior modification ( )

 (b) self-awareness, understanding and self-concept ( )

 (c) social values ( )

 (d) social relationship ( )

20. Which of the following statements is true about personal models of teaching?

(a) They share an orientation towards the individual and the development of self-hood ( )

(b) They share an orientation towards the information processing capabilities of the students ( )

 (c) They emphasize relationship of the individual to society ( )

(d) They are associated with productive thinking and the development of general intellectual abilities ( )

21. A teaching procedure involved in the clarification or explanation to the student of some major idea is called

 (a) demonstration method ( )

 (b) lecture method ( )

 (c) story telling method ( )

 (d) problem solving method ( )

22. Lecture method lays emphasis on

 (a) the presentation of the content ( )

 (b) the participation of the learner ( )

 (c) the solution of problems faced by the learner ( )

 (d) the removal of errors in learning ( )

23. In lecture method,

 (a) the teacher is the recipient ( )

 (b) the teacher makes elaborate arrangements for demonstration or experiments ( )

 (c) students are more active and teacher is passive ( )

 (d) teacher is more active and students are passive ( )

24. A good lecture provides

 (a) active participation for learners ( )

 (b) creative thinking ( )

 (c) better scope for clarification ( )

 (d) real experience ( )

25. Lecture method is a

 (a) project approach ( )

 (b) activity centered approach ( )

 (c) student-controlled approach ( )

 (d) teacher-controlled approach ( )

26. The presentation of a pre-arranged series of events or equipment to a group of students for their observation is known as

 (a) demonstration method ( )

 (b) problem solving method ( )

 (c) story telling method ( )

 (d) lecture method ( )

27. Demonstration method is

 (a) oldest teaching strategy given by idealism philosophy ( )

 (b) a classroom strategy used in technical schools and training colleges ( )

 (c) made interesting with extra-addition of flannel board or puppets ( )

 (d) considered both autocratic and permissive type of teaching ( )

28. For a successful demonstration, the teacher

 (a) should never involve students in demonstration ( )

 (b) should never break down the demonstration into a simple step by step pattern ( )

 (c) should plan all the activities in great detail and rehearse it ( )

 (d) should proceed with the demonstration as quickly as possible ( )

29. The demonstration aids in bringing about a relationship between the theory and

 (a) practice ( )

 (b) hypothesis ( )

 (c) concept ( )

 (d) observation ( )

30. Demonstration is a

 (a) learner-centered method ( )

 (b) teacher-centered method ( )

 (c) subject-centered method ( )

 (d) curriculum-centered method ( )

31. An educational device where the teacher and students attempt in a conscious, planned and purposeful effort to arrive at an explanation is known as

 (a) lecture method ( )

 (b) story telling method ( )

 (c) demonstration method ( )

 (d) problem solving method ( )

32. Problem solving method is

 (a) a teacher-controlled instruction ( )

 (b) used in technical schools and training colleges ( )

(c) used to train pupils’ mind by confronting them with real problems and giving them the opportunity and freedom to solve them ( )

(d) used for teaching lower classes ( )

33. In problem solving method, a systematic and orderly process is adopted for carrying out

 (a) the teaching-learning process ( )

 (b) data collection ( )

 (c) evaluation ( )

 (d) analysis ( )

34. Problem solving involves

 (a) imagination ( )

 (b) reflective thinking ( )

 (c) divergent thinking ( )

 (d) convergent thinking ( )

35. Problem solving method help the learner to

 (a) depend on teachers ( )

 (b) think critically and independently ( )

 (c) summarize the main points covered in the lesson ( )

 (d) be actively involved in observing ( )

36. Which of the following teaching method is considered as an art that enables the teacher to come very close to the heart of the students and thereby attracts their attention?

 (a) problem solving method ( )

 (b) demonstration method ( )

 (c) story telling method ( )

 (d) lecture method ( )

37. Story telling enables the teacher to make lessons

 (a) boring ( )

 (b) complicated ( )

 (c) a burden for students ( )

 (d) lively and interesting to the pupils ( )

38. Students grasp very easily the knowledge presented in the form of a

 (a) fact ( )

 (b) figure ( )

 (c) graph ( )

 (d) story ( )

39. In story telling technique, the language should be

 (a) difficult ( )

 (b) ineffective ( )

 (c) simple and easy ( )

 (d) dull ( )

40. Story telling method is commonly used for teaching

 (a) lower classes ( )

 (b) higher classes ( )

 (c) university students ( )

 (d) adults ( )

**FILL IN THE BLANKS**

1. Teaching model is a pattern or plan which can be used to guide a \_\_\_\_\_\_\_\_\_\_’s action.

2. Model of teaching consists of \_\_\_\_\_\_\_\_\_\_ for designing educational activities and environments.

3. Teaching models are prescriptive teaching strategies designed to accomplish particular \_\_\_\_\_\_\_\_\_\_ goals.

4. Social interaction model is a \_\_\_\_\_\_\_\_\_\_ centered teaching approach that allows students to interact with each other in a structured manner.

5. When students work together in \_\_\_\_\_\_\_\_\_\_ they learn to use leadership as well as problem solving skills.

6. The family of social interaction models aims to develop \_\_\_\_\_\_\_\_\_\_ efficiency among the pupils.

7. As the human nature emphasizes the social relations more, therefore its analysis comes under the \_\_\_\_\_\_\_\_\_\_ model.

8. Personal models of teaching are mainly related to the \_\_\_\_\_\_\_\_\_\_ life of a person.

9. The main instructional \_\_\_\_\_\_\_\_\_\_ of personal models of teaching is self-development or personal-development.

10. In personal models, more emphasis is given to the development of internal and external powers of the pupils by developing their \_\_\_\_\_\_\_\_\_\_ domain.

11. \_\_\_\_\_\_\_\_\_\_ method is the oldest and the easiest method of teaching.

12. Lecture method of teaching is based on the philosophy of \_\_\_\_\_\_\_\_\_\_.

13. Lecture is a \_\_\_\_\_\_\_\_\_\_ channel method, therefore presentation is more emphasized, but the pupils function as passive listeners.

14. Demonstration implies the presentation of a pre-arranged series of events or equipment to a group of students for their \_\_\_\_\_\_\_\_\_\_.

15. \_\_\_\_\_\_\_\_\_\_ method of teaching is most commonly used in technical schools and training colleges.

16. Problem solving involves the \_\_\_\_\_\_\_\_\_\_ process that results from doubt, perplexity or a problem.

17. In problem solving, the pupil can easily see the significance of a problem and work for its \_\_\_\_\_\_\_\_\_\_.

18. Problem solving method provides for \_\_\_\_\_\_\_\_\_\_ way of thinking in the pupils.

19. In story telling, the \_\_\_\_\_\_\_\_\_\_ should be according to the mental level, interests and emotional stage of the children.

20. The main objectives in story telling method are to develop imagination, \_\_\_\_\_\_\_\_\_\_ and interest among the learners.

**Unit – V: Role and Functions of a Teacher**

**MULTIPLE CHOICE QUESTIONS**

Choose the most appropriate answer by putting a Tick (√) mark against it in the brackets provided:

1. Teacher effectiveness is the major area of

 (a) pedagogy ( )

 (b) sociology ( )

 (c) technology ( )

 (d) philosophy ( )

2. A teacher, in order to be successful, should

 (a) help students in achieving their goals ( )

 (b) provide subject knowledge to students ( )

 (c) concentrate on syllabus completion ( )

 (d) prepare students to score high marks ( )

3. An effective teacher

 (a) disrespects students ( )

 (b) makes the same mistake repeatedly ( )

 (c) presents facts and concepts from related fields ( )

 (d) turns classes into PowerPoint shows ( )

4. Teacher must be a good human being first before designated as a

 (a) successful manager ( )

 (b) good teacher ( )

 (c) problem solver ( )

 (d) good orator ( )

5. Teachers can play a quite significant role in bringing desirable social changes by possessing

 (a) tolerance and patience ( )

 (b) studious and scholarly nature ( )

 (c) good physical and mental health ( )

 (d) cordial relationship with parents and guardians of the students ( )

6. In terms of his teacher behavior, an effective teacher should

 (a) be courageous ( )

 (b) be self confident ( )

 (c) have good temperament ( )

 (d) have mastery over his subject ( )

7. How far a teacher has been successful in his mission, may reflect upon his

 (a) love for students ( )

 (b) teacher effectiveness ( )

 (c) regularity ( )

 (d) attitude towards other teachers ( )

8. As an individual an effective teacher should

 (a) have social maturity ( )

 (b) be a good communicator of ideas and actions ( )

 (c) be duty bound and sincere ( )

 (d) respect other members of the society ( )

9. An effective teacher should

 (a) maintain distance from the media ( )

 (b) be systematic and methodical in classroom management ( )

 (c) be cold and hostile ( )

 (d) have pessimistic and regressive outlook ( )

10. In terms of his output, an effective teacher may be observed to possess the following characteristic:

(a) his students demonstrate a reasonable performance in terms of the realization of educational objectives ( )

 (b) his students do not appreciate his ways of teaching ( )

 (c) his students are found to possess pessimistic outlook

 in dealing with the problem of real life ( )

 (d) his students are incapable of utilizing the things learned in the real life settings ( )

11. The quality of a great teacher, according to students, is

 (a) failure to honor commitments ( )

 (b) deliberate deception ( )

 (c) violation of conscience ( )

 (d) knowledge of learners ( )

12. The main function of teacher as a planner includes

 (a) assessment ( )

 (b) evaluation ( )

 (c) setting learning objectives ( )

 (d) encouraging independent study habits ( )

13. As a planner, the teacher must

 (a) encourage classroom and panel discussion ( )

 (b) be guidance minded ( )

 (c) first decide what changes should take place in the learner ( )

 (d) observe students’ reactions skillfully ( )

14. The teacher should plan the learning tasks in accordance with the

 (a) abilities and interests of students ( )

 (b) performance of students ( )

 (c) reaction of students ( )

 (d) assignments given by other teachers ( )

15. As a facilitator, the teacher must be

 (a) dominating ( )

 (b) short-tempered ( )

 (c) autocratic ( )

 (d) warm, understanding and self-controlling ( )

16. For facilitating learning, the teacher must encourage

 (a) lecture ( )

 (b) question and answer session ( )

 (c) extra class ( )

 (d) work experience ( )

17. As a facilitator of learning, a teacher requires

 (a) two months leave ( )

 (b) one year training ( )

 (c) opportunities for professional and academic advancement ( )

 (d) opportunities to travel around the world ( )

18. For guiding children, the teacher can play an important role provided he has the right attitude as a teacher towards

 (a) his colleagues ( )

 (b) his pupils ( )

 (c) the society ( )

 (d) the school ( )

19. As a counselor, the teacher is supposed to be

 (a) self-controlling ( )

 (b) stimulating and imaginative in his approach to classroom behavior and subject ( )

 (c) concerned directly with the problems related to the behavior of the students ( )

 (d) guidance minded having an eye on individual children in the class ( )

20. A teacher’s attitude is to be that of help and guidance so that he can play an important role in putting

(a) children on the right track ( )

 (b) his opinion a rule ( )

 (c) children under his care ( )

 (d) his job first ( )

21. The knowledge of counseling skills is essential for teachers

(a) to promote student learning and well-being ( )

 (b) to prepare weekly lesson plans ( )

 (c) to collect data ( )

 (d) to guide the student in possessing technical competence ( )

22. The final role of a teacher is to

 (a) plan ( )

 (b) teach ( )

 (c) facilitate ( )

 (d) evaluate ( )

23. Evaluation is vital to a teacher’s success. It is this role that allows the teacher to discover

 (a) the social condition ( )

 (b) the expectations of parents ( )

 (c) the worth of his work ( )

 (d) the value of family ( )

24. The difficulty with evaluation is that it is often confused with assessment. Assessments are used as

 (a) teaching aids ( )

 (b) tools to evaluation ( )

 (c) teaching methods ( )

(d) guidelines ( )

25. When teachers complete a lesson, they ask what worked and why. This is called

 (a) planning ( )

 (b) identification ( )

 (c) teaching ( )

 (d) evaluation ( )

26. Professional ethics for teachers is the study area of

 (a) pedagogical beliefs ( )

 (b) social psychology ( )

 (c) philosophy ( )

 (d) psychology ( )

27. The characteristics of ethical teaching include

 (a) depreciation for courage and interpersonal skills ( )

 (b) depreciation for moral deliberation ( )

 (c) appreciation for apathy ( )

 (d) appreciation for moral deliberation ( )

28. In education, the teacher in order to be a professional, must promote learning on the part of

 (a) the students ( )

 (b) the home ( )

 (c) the parents ( )

 (d) the teacher ( )

29. Teaching will attain the status of a recognized profession if a teacher is propelled by his

 (a) physical condition ( )

 (b) motive ( )

 (c) covetousness ( )

 (d) socio-economic condition ( )

30. Professional ethics is defined as the personal and corporate rules that govern behavior within the context of

 (a) family ( )

 (b) social service ( )

 (c) a particular profession ( )

(d) a particular lesson ( )

31. A teacher who is whole heartedly dedicated and devoted to his profession is

 (a) dishonest ( )

 (b) injustice ( )

 (c) sincere ( )

 (d) partial ( )

32. The professional ethics will enlighten the teachers that they have a major role in bringing

 (a) unpleasant study environment ( )

 (b) desirable changes in the behavior of the students ( )

 (c) detrimental effect to the students ( )

 (d) undesirable changes in the learner ( )

33. Professional ethics help teachers to understand their profession as a

 (a) guide ( )

 (b) helper ( )

 (c) teacher ( )

 (d) director ( )

34. An ethical teacher is always involved in

 (a) taking bribes from students ( )

 (b) sexual exploitation ( )

 (c) pressuring students to buy books ( )

 (d) equality and respect towards the students ( )

35. In fulfillment of the obligation to the profession, the educator should

 (a) make false statements about a colleague ( )

 (b) treat other members of the profession in the same manner

as he himself wishes to be treated ( )

 (c) assist a non-educator in the unauthorized practice of teaching ( )

(d) make false statement concerning the qualifications of

a candidate for a professional position ( )

36. In teaching, to succeed, a teacher has to be devoted to his work and

 (a) remain ever ready to help his students ( )

 (b) lack respect for students ( )

 (c) show partial treatment to students ( )

 (d) emotionally immature ( )

37. An ethical teacher is guided by a set of beliefs that leads to attitudes and actions focused on

 (a) what is best for him ( )

 (b) what is best for the school ( )

 (c) what is best for the parents ( )

 (d) what is best for students ( )

38. In order to keep himself alive and up to date, a teacher is required to dedicate himself to acquire knowledge at the frontiers of new knowledge. This is required

 (a) to develop his I.Q. ( )

 (b) to develop his emotion ( )

 (c) to enhance his competence in teaching ( )

 (d) to enhance his knowledge ( )

39. An effective teacher thinks of teaching as his profession because

 (a) teaching is his passion ( )

 (b) he enters it by chance ( )

(c) he is influenced by monetary gain in the form of tuition ( )

 (d) he is influenced by family circumstances ( )

40. The teacher, in order to dedicate himself to the welfare of his students, should truthfully disseminate his expert service solely for

 (a) good results ( )

 (b) the benefit of his students ( )

 (c) his promotion ( )

 (d) increase in salary ( )

**FILL IN THE BLANKS**

1. A school without a \_\_\_\_\_\_\_\_\_\_ is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance.

2. Teaching effectiveness includes class-performance of teacher which can be observed and \_\_\_\_\_\_\_\_\_\_ objectively.

3. An effective teacher as an \_\_\_\_\_\_\_\_\_\_ should have an affectionate and cooperative attitude.

4. In terms of his teacher behavior, an effective teacher should have concern with the total \_\_\_\_\_\_\_\_\_\_ of the personality of the students.

5. The first important step a teacher must follow in teaching is \_\_\_\_\_\_\_\_\_\_.

6. No planning can be done if one does not know where one has to go. As such, teachers must first decide what \_\_\_\_\_\_\_\_\_\_ should take place in the learner.

7. As a \_\_\_\_\_\_\_\_\_\_, the teacher must be warm, understanding and self-controlling.

8. For facilitating learning, the teacher must encourage classroom discussion, panel \_\_\_\_\_\_\_\_\_\_ and question and answer session.

9. A true \_\_\_\_\_\_\_\_\_\_ is supposed to be guidance minded having an eye on children in the class and to know the stuff he is trying to mould.

10. \_\_\_\_\_\_\_\_\_\_ has to be given to children in the choice of subjects especially at +2 stage, where there is a diversification of courses the class teacher’s opinion and estimate is an important source which could be relied upon.

11. The final role of a teacher, to evaluate, is vital to a teacher’s \_\_\_\_\_\_\_\_\_\_.

12. A teacher’s role is an \_\_\_\_\_\_\_\_\_\_ of many things – student performance, student improvement, the need for improvement, a student’s social skills, a student’s character etc.

13. A professional code of \_\_\_\_\_\_\_\_\_\_ outlines teachers’ main responsibilities to their students and defines their role in students’ lives.

14. It is said that \_\_\_\_\_\_\_\_\_\_ is the foundation for building bright national future and it is up to the classroom teachers to lay that foundation.

15. Teachers must demonstrate integrity, impartiality and ethical behavior in the \_\_\_\_\_\_\_\_\_\_.

16. Teachers’ role is not just to become supreme and authoritarian in front of their \_\_\_\_\_\_\_\_\_\_ and colleagues.

17. A sound relation between the teacher and the society would help the teacher to create awareness in the \_\_\_\_\_\_\_\_\_\_ of the educational programmes being offered.

18. Being ethical means taking the high road and behaving professionally in the midst of big issues as well as in everyday decision making in the \_\_\_\_\_\_\_\_\_\_.

19. Maintaining good interpersonal relations with students is considered as a \_\_\_\_\_\_\_\_\_\_ role of the teacher.

20. All \_\_\_\_\_\_\_\_\_\_ is founded on ethics – whether it be the teacher-student relationship, pluralism or a teacher’s relationship with their work.

**Answer Sheet**

**Unit – I: Nature and Characteristics of Teaching**

**KET TO MULTIPLE CHOICE QUESTIONS**

1. (c) science of teaching

2. (d) to help the child to respond to his environment in an effective way

3. (a) learning

4. (c) bring changes in the behavior of the learner

5. (b) maximum learning

6. (b) motivate the learners to learn

7. (a) good command of the subject matter

8. (d) He should understand human developmental patterns

9. (c) punishing the students

10. (c) the knowledge objectives

11. (a) S-R theory

12. (a) subject centered

13. (b) acquisition of the body of facts with full understanding and application

14. (d) field theory

15. (c) to equip the learners with the ability of reflective thinking

16. (b) learner centered

17. (a) reflective level

18. (d) to define educational aims

19. (d) decision about the strategies of teaching

20. (c) sizing up of the class

21. (b) post-active phase

22. (b) changing the strategies in terms of evidences gathered

23. (a) principle of activity

24. (c) motivation

25. (d) the objective of the lesson

26. (a) he arouses the pupil’s interest in the subject being taught

27. (b) do the planning of the chapter

28. (c) creative and entertaining

29. (c) he can easily attain the fundamental principles of education

30. (a) it can easily be presented to the class in an ordered and systematic manner

31. (d) adopt a suitable technique and standard

32. (b) rules for presenting difficult terms and concepts to make them easy to comprehend in classroom teaching

33. (a) something that the students already know

34. (c) simple topic first

35. (b) general rules and principles

36. (d) his own observation

37. (c) a bit of abstraction and argumentative approach

38. (a) the child perceives the object as a whole and then its parts

39. (b) to regulate the education of a pupil according to his nature

40. (d) to be our servants and not masters

**Unit – II: Audio-Visual Aids**

**KET TO MULTIPLE CHOICE QUESTIONS**

1. (c) teaching aid

2. (a) students

3. (d) both audio and visual sense organs

4. (c) the teaching objectives

5. (b) when the object is not available

6. (d) should neither be large nor too small

7. (a) accompany the actions also

8. (b) can easily be taught and understood as well

9. (a) hearing and sight

10. (a) learner

11. (d) it suits the teaching objectives

12. (b) the appropriate and wide selection of audio-visual material

13. (c) the effective realization of the set objectives

14. (d) due pre-preparation on their part for the utilization of audio-visual aid material

15. (c) to arrange or handle the necessary details relating to physical facilities and conditions

16. (c) proper care is to be taken for minimizing such occurrences

17. (c) before its actual presentation

18. (b) reacting to the audio-visual experience situations in an appropriate manner

19. (a) continual evaluation of both the audio-visual material and accompanying techniques

20. (d) the guiding principles of selection of these aids

21. (b) audio, visual and audio-visual

22. (a) audio aids

23. (c) radio

24. (d) the listening function

25. (b) visual aids

26. (b) enrich the seeing functions

27. (c) visual teaching aids

28. (a) transparencies

29. (d) audio-visual teaching aids

30. (a) sound motion picture

31. (c) makes learning more interesting

32. (d) the cognitive, affective and psychomotor objectives of learning

33. (b) the experiences of the pupils meaningful

34. (a) more of a distraction

35. (c) lack of proper planning

36. (d) the classroom learning as well as teaching

37. (c) maintaining the interest and attention of the students in classroom activities

38. (d) using audio-visual aids

39. (a) doing themselves

40. (b) audio-visual aids

**Unit – III: Lesson Plan and Diagnostic Testing**

**KET TO MULTIPLE CHOICE QUESTIONS**

1. (a) lesson plan

2. (b) small unit/units of the subject-matter which a teacher teaches in a definite period

3. (b) 30 or 35 to 50 minutes

4. (d) Gestalt psychology

5. (c) that detailed description which a teacher completes in a definite period

6. (d) previous knowledge of the pupils

7. (a) the subject-matter becomes limited

8. (c) the teacher should divide the topic in one or more units

9. (b) the teacher is free to make changes in the lesson plan

10. (d) before commencing the task of teaching

11. (a) micro-teaching

12. (c) scaled down teaching

13. (c) micro-teaching

14. (d) to modify teacher behavior

15. (b) small group of pupils

16. (a) 5 to 10 minutes

17. (a) knowledge acquisition, skill acquisition and transfer

18. (d) practice a particular skill

19. (c) planning, teaching, feedback

20. (c) feedback

21. (d) to evaluate students’ prior knowledge of a particular subject

22. (b) before the start of a new unit of study

23. (b) to find out the particular problem faced by the student

24. (a) to meet their instruction needs

25. (d) to know the particular strength and weakness of the student

26. (d) diagnostic test

27. (c) more than once throughout the school year

28. (a) analytical tests

29. (b) knowledge and skills

30. (c) next steps for the pupil

31. (a) remedial teaching

32. (b) rectify a particular problem area in a student

33. (c) compensatory education

34. (d) elimination of drawbacks

35. (b) recondition habit and skill

36. (a) after actual classroom teaching

37. (b) to identify poor students

38. (c) locate the learning difficulties and its causes

39. (a) to ascertain how far learning difficulties could be removed

40. (d) the correction of errors in learning

**Unit – IV: Models and Methods of Teaching**

**KET TO MULTIPLE CHOICE QUESTIONS**

1. (c) model of teaching

2. (a) instructional goals

3. (b) reach more children

4. (d) action

5. (d) model of teaching

6. (b) learners

7. (c) creating suitable learning environments

8. (a) it ought to be

9. (d) social interaction models

10. (b) Herbert & John Dewey

11. (c) Group Investigation Model and Social Inquiry Model

12. (a) their social development is more emphasized

13. (a) the development of the society

14. (b) the attainment of the social goals belonging to the affective domain

15. (c) personal models

16. (d) teaching by example

17. (c) Carl Rogers & Fritz Pearls

18. (d) Non-directive Model and Conceptual System Model

19. (b) self-awareness, understanding and self-concept

20. (a) They share an orientation towards the individual and the development of self-hood

21. (b) lecture method

22. (a) the presentation of the content

23. (d) teacher is more active and students are passive

24. (c) better scope for clarification

25. (d) teacher-controlled approach

26. (a) demonstration method

27. (b) a classroom strategy used in technical schools and training colleges

28. (c) should plan all the activities in great detail and rehearse it

29. (a) practice

30. (b) teacher-centered method

31. (d) problem solving method

32. (c) used to train pupils’ mind by confronting them with real problems and giving them the opportunity and freedom to solve them

33. (a) the teaching-learning process

34. (b) reflective thinking

35. (b) think critically and independently

36. (c) story telling method

37. (d) lively and interesting to the pupils

38. (d) story

39. (c) simple and easy

40. (a) lower classes

**Unit – V: Role and Functions of a Teacher**

**KET TO MULTIPLE CHOICE QUESTIONS**

1. (a) pedagogy

2. (a) help students in achieving their goals

3. (c) presents facts and concepts from related fields

4. (b) good teacher

5. (d) cordial relationship with parents and guardians of the students

6. (d) have mastery over his subject

7. (b) teacher effectiveness

8. (c) be duty bound and sincere

9. (b) be systematic and methodical in classroom management

10. (a) his students demonstrate a reasonable performance in terms of the realization of educational objectives

11. (d) knowledge of learners

12. (c) setting learning objectives

13. (c) first decide what changes should take place in the learner

14. (a) abilities and interests of students

15. (d) warm, understanding and self-controlling

16. (b) question and answer session

17. (c) opportunities for professional and academic advancement

18. (b) his pupils

19. (d) guidance minded having an eye on individual children in the class

20. (a) children on the right track

21. (a) to promote student learning and well-being

22. (d) evaluate

23. (c) the worth of his work

24. (b) tools to evaluation

25. (d) evaluation

26. (a) pedagogical beliefs

27. (d) appreciation for moral deliberation

28. (a) the students

29. (b) motive

30. (c) a particular profession

31. (c) sincere

32. (b) desirable changes in the behavior of the students

33. (c) teacher

34. (d) equality and respect towards the students

35. (b) treat other members of the profession in the same manner as he himself wishes to be treated

36. (a) remain ever ready to help his students

37. (d) what is best for students

38. (c) to enhance his competence in teaching

39. (a) teaching is his passion

40. (b) the benefit of his students

**Answer Sheet**

**Unit – I: Nature and Characteristics of Teaching**

**FILL IN THE BLANKS**

1. teaching

2. environment

3. learning

4. behavior

5. teaching

6. memory

7. S-R or Stimulus-Response

8. knowledge

9. field

10. application

11. cognitive field theory

12. reflective

13. pre-active

14. inter-active

15. post-active

16. doing

17. life

18. child

19. maxim

20. deduction

**Unit – II: Audio-Visual Aids**

**FILL IN THE BLANKS**

1. Audio-visual

2. senses

3. teaching

4. small

5. pupils

6. selection

7. objectives

8. Teachers

9. presentation

10. appraisal

11. audio aids

12. psychomotor

13. listening

14. audio

15. seeing

16. affective

17. learning

18. verbalism

19. teachers

20. attention

**Unit – III: Lesson Plan and Diagnostic Testing**

**FILL IN THE BLANKS**

1. lesson plan

2. Gestalt

3. effective

4. objectives

5. teaching

6. micro-teaching

7. teacher

8. programmed

9. teaching

10. feedback

11. diagnostic

12. teachers

13. student

14. diagnostic test

15. weakness

16. future

17. good

18. remedial

19. identify

20. errors

**Unit – IV: Models and Methods of Teaching**

**FILL IN THE BLANKS**

1. teacher

2. guidelines

3. instructional

4. student

5. groups

6. social

7. social interaction

8. emotional

9. objective

10. affective

11. Lecture

12. idealism

13. one

14. observation

15. Demonstration

16. thought

17. solution

18. logical

19. theme

20. curiosity

**Unit – V: Role and Functions of a Teacher**

**FILL IN THE BLANKS**

1. teacher

2. measured

3. individual

4. development

5. planning

6. changes

7. facilitator

8. discussion

9. teacher

10. Guidance

11. success

12. evaluator

13. ethics

14. education

15. classroom

16. students

17. society

18. classroom

19. professional

20. teaching