



PEDAGOGY - TEACHING METHODS

INCLUDING INSTRUCTIONAL PLANNING, STRATEGIES, ASSESSMENT, LEARNING ENVIRONMENT

Introduction: Learning is a process and it takes time for children to learn. Teacher should develop such a safe and thoughtful learning environment in which all children can learn. It requires such teaching activities and strategies that all students have active participation in the learning process. It requires the teachers to encourage children's efforts and acknowledge their success. It is also the responsibility of teachers to deal with student's misbehaviour during learning process by using timely and positive strategies. This teaching and learning resource is designed to help you become a good teacher.

تعلیم ایک مسلسل عمل ہے اور بچے سیکھنے میں وقت لیتے ہیں۔ اساتذہ کو چاہیے کہ سیکھنے کا ایسا مفعول اور فکر انگیز ماحول پیدا کریں جس میں تمام بچے سیکھ سکیں۔ اس کے لیے ایسی تدریس سرگرمیوں اور حکمت عملیوں کی ضرورت ہے کہ سیکھنے کے عمل میں تمام طلبہ کی فعال شمولیت ہو۔ اساتذہ کو چاہیے کہ وہ کاوش کرنے کے لیے بچوں کا حوصلہ بڑھائیں اور ان کی کامیابی کو سراہیں۔ اساتذہ کی یہ بھی ذمہ داری ہے کہ سیکھنے کے عمل کے دوران طلبہ کے نامناسب رویوں سے بروقت اور مثبت حکمت عملی کے ساتھ نمٹیں۔ درس و تدریس کا یہ مواد آپ کو ایک اچھا استاد بنانے میں مدد کے لیے مرتب کیا گیا ہے۔

The Traditional Classroom: Most of the teaching in our classroom is done in a traditional monologue way. The children sit quietly in rows in the classroom, the teacher does all the talking and the students passively listen to the teacher. They speak only when called on to and do exactly as they are told. Research shows that when students are taught in this way, they get very little (about 5%) of the knowledge. Research also shows that the learning of students improves a lot when their active participation is ensured.

In a traditional classroom, the learning capabilities of most students are limited merely to copy what is written on the board and they are not able to actively process the information through thinking, comparison and analysis. Due to this limited mental ability, students lose interest in learning. Another reason is that teachers do not vary teaching style to suit the requirements of the subject.

روایتی کمرہ جماعت: ہمارے ہاں کمرہ جماعت میں تدریس کا عمل روایتی ایک طرفہ انداز میں سرانجام دیا جاتا ہے۔ کلاس میں بچے قطاروں میں خاموشی سے بیٹھ جاتے ہیں اساتذہ کا تار بولتا رہتا ہے اور طلبہ استاد کو سنتے رہتے ہیں۔ طلبہ صرف اسی وقت بولتے ہیں جب انہیں پکارا جاتا ہے اور بالکل وہی کرتے ہیں جیسا انہیں کہا جاتا ہے۔ تحقیق سے یہ بات ثابت ہو چکی ہے کہ جب طلبہ کو ایسی تعلیم دی جاتی ہے تو وہ بہت ہی کم (تقریباً 50%) علم حاصل کر پاتے ہیں۔ تحقیق سے یہ بات بھی ثابت ہوتی ہے کہ طلبہ میں سیکھنے کا عمل ایسی صورت میں بہت تیز ہو جاتا ہے جب ان کی عملی شمولیت کو یقینی بنایا جائے۔

ایک روایتی کمرہ جماعت میں زیادہ تر طلبہ کے سیکھنے کی استعداد بورڈ پر لکھے ہوئے مواد کو نقل کرنے تک ہی محدود رہ جاتی ہے اور وہ قیاس آرائی، موازنہ اور تجزیہ کے ذریعہ معلومات کی جانچ کرنے کے قابل نہیں رہتے۔ اس محدود چٹائی صلاحیت کی وجہ سے طلبہ سیکھنے میں دلچسپی کھو دیتے ہیں۔ اس کی ایک اور وجہ یہ ہے کہ اساتذہ مضمون کی ضرورت کی مناسبت سے اپنا تدریس انداز تبدیل نہیں کرتے۔

Going Beyond the Lecture: By using a variety of interactive activities in classrooms, students' interest and active participation in learning can be enhanced. Such activities also enable students to construct their own knowledge. While designing these activities, teacher must ensure that all students participate.



تدریس میں جی جیتیں: کمرہ جماعت میں مختلف قسم کی باہمی سرگرمیوں کے ذریعے طلبہ کی دلچسپی اور سیکھنے کے عمل میں شمولیت بڑھائی جاسکتی ہے۔ ایسی سرگرمیاں طلبہ کو اس قابل بھی بناتی ہیں کہ وہ معلومات خود سے تیار کریں۔ ان سرگرمیوں کو تیار کرتے وقت استاد کو تمام طلبہ کی شمولیت یقینی بنانی چاہیے۔

Research Shows That:

- * Students learn and retain more when asked to do something just learn information.
- * Students learn more by actively participating in observing, speaking, writing, listening, thinking, drawing and doing.
- * Learning is enhanced when a student applies his/her knowledge for benefits to himself and others.
- * Learning styles of different children vary and teachers should design activities and strategies accordingly.
- * Knowing about learning style can help teacher plan lessons, assignments and activities.

حقائق سے واقف ہونا ہے کہ:

- ☆ طلبہ اس وقت زیادہ سیکھتے اور سمجھتے ہیں جب انہیں محض معلومات کو از یاد کرنے کی بجائے کچھ کرنے کا کہا جائے۔
- ☆ مشاہدہ کرنے، بولنے، لکھنے، سننے، سوچنے، خاکہ بنانے اور کام کرنے کے عمل میں شرکت سے طلبہ زیادہ سیکھتے ہیں۔
- ☆ جب ایک طالب علم اپنے اور دوسروں کے فائدہ کے لیے علم کا اطلاق کرتا ہے تو اس کے سیکھنے کے عمل میں اضافہ ہو جاتا ہے۔
- ☆ مختلف بچوں کے سیکھنے کے انداز مختلف ہوتے ہیں اور اساتذہ کو ان کی مطابقت سے ہی سرگرمیاں اور حکمت عملیاں ترتیب دینی چاہئیں۔
- ☆ سیکھنے کے مختلف انداز کا علم ہونے سے اساتذہ کو اس بات کی منصوبہ بندی طلبہ کو یاد جانے والا کام اور سرگرمیاں تیار کرنے میں مدد مل سکتی ہے۔

Effective Teaching Involves:

- * The use of teaching tools, techniques, and strategies.
- * An understanding of how students learn, how they process information, what motivates them to learn more, and what impedes the learning process.
- * Creating effective learning environment where students are actively participating and engaged with the material.
- * The use of different instructional strategies for the development of skills, values and psychological health.

موثر تدریس میں شامل ہیں:

- ☆ تدریسی سامان (اوزار) طریق کار اور حکمت عملیوں کو استعمال کرنا۔
- ☆ یہ سمجھنا کہ طلبہ کس طرح سیکھتے ہیں وہ معلومات کی کس طرح جانچ کرتے ہیں انہیں کیا چیز زیادہ سیکھنے کے لیے متحرک کرتی ہے اور کیا چیز ان کے سیکھنے کے عمل کو مست کرتی ہے۔
- ☆ سیکھنے کے لیے موثر ماحول پیدا کرنا جہاں طلبہ مواد کے ساتھ سرگرم انداز میں مشغول اور مصروف ہوں۔
- ☆ طلبہ میں مہارتیں اقدار اور نفسیاتی صحت پیدا کرنے کے لیے مختلف ہدایاتی حکمت عملیاں استعمال کرنا۔

Teaching Strategies in the New Curriculum:

Making Lessons Interactive: Ask questions, encourage students to questions, engage students in individual, pair, or small-group activities.

Discussion: Discussion is an excellent way to engage students in thinking and analyzing and defending an issue. Students respond to one another better than interacting only with the teacher.



نئے نصاب میں تدریسی حکمت عملیاں:

اسباق میں طلبہ کی شمولیت: سوالات پوچھیں سوالات کرنے کے لیے طلبہ کی حوصلہ افزائی کریں طلبہ کو انفرادی جوڑوں یا چھوٹے گروہوں کی صورت میں سرگرمیوں میں مشغول رکھیں۔

بحث/مباحثہ: طلبہ کو سوچنے اور تجزیے کے عمل میں مصروف کرنے اور کسی مسئلہ/موضوع پر بات کرنے کے لیے بحث ایک بہت ہی عمدہ طریقہ ہے۔ محض استاد کے ساتھ ہی سوچ بچار میں مصروف رہنے کی نسبت طلبہ ایک دوسرے کو بہتر طور پر جواب دیتے ہیں۔

Interactive Demonstrations: Developing an environment of fun and demonstration in classroom stimulates students' interest and curiosity.

باہمی طور پر عملی مظاہرے: کمرہ جماعت میں کھیل اور عملی مظاہرہ کی فضا قائم کرنے سے طلبہ میں دلچسپی اور تجسس بڑھتا ہے۔

Role Play: Students learn by acting and observing. Some students act out a scenario and others watch and discuss.

رول پلے: طلبہ عملی طور پر کچھ کر کے اور مشاہدہ کر کے سیکھتے ہیں۔ کچھ طلبہ ایک صورت حال کی عملی طور پر کردار نگاری کرتے ہیں اور باقی طلبہ اس کو دیکھتے اور اس پر بحث کرتے ہیں۔

Cooperative Learning: Students work together in small groups. During this group work, students cooperate with each other. It maximizes their learning and they get the learning objectives through interactive dialogues.

معاوناتی تدریس: طلبہ چھوٹے چھوٹے گروہوں کی صورت میں کام کرتے ہیں۔ اس گروہی کام کے دوران طلبہ ایک دوسرے سے معاونت کرتے ہیں۔ اس طرح ان میں سیکھنے کا عمل تیز تر ہو جاتا ہے اور وہ باہمی بات چیت سے تدریسی مقاصد حاصل کرتے ہیں۔

Inquiry-Based Teaching: It enables the students to frame questions, gather information, analyze it and draw conclusion.

تحقیق و تجسس پر مبنی تدریس: طریقہ طلبہ کو سوالات تیار کرنے، معلومات اکٹھی کرنے، معلومات کا تجزیہ کرنے اور پھر نتائج اخذ کرنے کے قابل بناتا ہے۔

Lesson Planning: Many teachers in Pakistan rely on textbooks only for teaching. They come into the classroom, ask students to open the textbook to a certain page and have students read a portion of the text. Then they ask students to answer questions which require them to reproduce material from the text. Most of the teachers teach all subjects (except mathematics) and use the same style for every subject. By spending a little time to plan the lessons, the teachers can deliver lesson in meaningful and interesting way.

سبق کی منصوبہ بندی: پاکستان میں بہت سے اساتذہ تدریس کے لیے صرف ٹیکسٹ بکس کا سہارا لیتے ہیں۔ وہ کمرہ جماعت میں آتے ہیں طلبہ کو ٹیکسٹ بک کا خاص صفحہ کھولنے کا کہتے ہیں اور پھر ان سے ٹیکسٹ کا مخصوص حصہ پڑھنے کو کہتے ہیں۔ پھر وہ طلبہ سے ایسے سوالات پوچھتے ہیں جن کے لیے انہیں ٹیکسٹ کا ہی مواد ہو بہو لکھنے کی ضرورت ہوتی ہے۔ اکثر اساتذہ تمام مضامین (ریاضی کے علاوہ) پڑھاتے ہیں اور ہر مضمون کے لیے ایک ہی انداز اختیار کرتے ہیں۔ سبق کی منصوبہ بندی پر تھوڑا سا وقت صرف کرنے سے اساتذہ سبق کو باہمی اور دلچسپ انداز میں پڑھا سکتے ہیں۔

Development of Lesson Plans: The lesson plan can be developed concentrating on the following important points:

1. Where are your students going? (Aims, Objectives, SLOs)
2. How the students going to get these aims? (Lesson introduction and development)
3. How will you know when the students have got the aims? (Assessment/evaluation)

سبقی منصوبہ کی تیاری کا عمل: مندرجہ ذیل اہم نکات کو زیر غور لا کر سبقی منصوبہ تیار کیا جاسکتا ہے:



- 1- آپ کے طلبہ کیا حاصل کرنے لگے ہیں؟ (مقاصد اور حاصلات تعلیم)
- 2- طلبہ ان مقاصد کو کیسے حاصل کریں گے؟ (سبق کا تعارف اور پختگی)
- 3- آپ کو کیسے پتہ چلے گا کہ طلبہ مقاصد حاصل کر چکے ہیں؟ (جائزہ/ جانچ)

Important Components of a Lesson Plan in Teachers Guides:

1. Students' Learning Outcomes (SLOs): The topics of different subjects have been given in the National Curricula. In each topic, the students' learning outcomes have been identified. In teacher's guides, the lesson plans have been developed on the base of these students' learning outcomes. Each lesson plan covers 1 to 3 learning outcomes. Students' learning outcomes help you to clarify the knowledge, skills and attitudes/values to be developed in students.

رہنمائے اساتذہ میں ایک سبقی منصوبہ کے اہم حصے:

1- سبق کا موضوع اور طلبہ کے حاصلات تعلیم: قومی نصابات میں ہر مضمون میں پڑھائے جانے والے موضوعات دیے گئے ہیں۔ ہر موضوع میں طلبہ کے حاصلات تعلیم کی نشاندہی کر دی گئی ہے۔ رہنمائے اساتذہ میں سبقی منصوبے ان ہی حاصلات تعلیم کو بنیاد بنا کر تیار کیے گئے ہیں۔ ہر سبقی منصوبہ 1 سے 3 حاصلات تعلیم کا احاطہ کرتا ہے۔ طلبہ کے حاصلات تعلیم سے طلبہ کو دی جانے والی معلومات، مہارتیں، رویے، اقدار کو واضح کرنے میں مدد ملتی ہے۔

2. Time: Number of Periods: Each lesson plan mentions the time/number of periods required to teach the lesson effectively. A teacher may him/herself divide the time for different types of activities given in the lesson plan. In teachers' guides, the same time distribution has not been emphasized. Teachers may also consult the academic calendar for the management of whole course.

2- وقت/پریزور کی تعداد: ہر سبقی منصوبہ میں سبق کی موثر انداز میں تدریس کے لیے درکار وقت/پریزور کی تعداد ظاہر کر دی گئی ہے۔ سبقی منصوبہ میں دی گئیں مختلف نوعیت کی سرگرمیوں کے لیے وقت کو استاد خود ہی تقسیم کر سکتا/سکتی ہے۔ رہنمائے اساتذہ میں وقت کی اسی تقسیم پر عمل کرنے پر زور نہیں دیا گیا۔ مکمل کورس کے انتظام کے لیے اساتذہ تعلیمی کیلنڈر سے بھی استفادہ کر سکتے ہیں۔

3. Information for Teachers: This section includes the important information, concept maps etc. that are essential for the teacher for effective delivery of the lesson.

3- استاد کے لیے معلومات: اس حصہ میں وہ اہم معلومات، تصوراتی خاکے وغیرہ شامل ہیں جو سبق کو موثر انداز میں پڑھانے کے لیے استاد کے پاس ہونا لازمی ہیں۔

4. Material/Resources: It is an important part of lesson plan that the material and resources for teaching the lesson be identified, for example, the apparatus to be used in activities (e.g. charts, coloured pencils, ruler etc.) and textbook etc.

4- سامان/وسائل:

سبقی منصوبہ کا ایک اہم حصہ یہ ہے کہ سبق پڑھانے کے لیے درکار سامان اور وسائل کی نشاندہی کی جائے مثلاً سرگرمیوں میں استعمال ہونے والا سامان (مثلاً چارٹس، رنگین پینسلز، پیانہ) اور فیکٹ بک وغیرہ۔

5. Introductory Activities: Introductory activities are designed to introduce the lesson or establish connection with the previous lesson. Such activities build readiness, create interest, and identify what students already know about the topic. In introductory activities, student's attention may be gained by showing pictures, stating a problem or a dilemma, or reading a poem/story. A test/quiz may be used to find out what students already know.



5- تعارفی سرگرمیاں: سبق کو متعارف کرانے کے لیے یا گزشتہ سبق سے ربط پیدا کرنے کے لیے تعارفی سرگرمیاں تیار کی جاتی ہیں۔ یہ سرگرمیاں طلبہ کو سبق کے لیے تیار کرتی ہیں ان میں دلچسپی پیدا کرتی ہیں اور نشان دہی کرتی ہیں کہ طلبہ موضوع کے بارے میں پہلے سے کیا جانتے ہیں۔ تعارفی سرگرمیوں میں کوئی تصویر دکھا کر مسئلہ یا مشکل بیان کر کے یا کوئی نظم/کہانی سنا کر طلبہ کی توجہ حاصل کی جاسکتی ہے۔ یہ جاننے کے لیے کہ طلبہ کیا جانتے ہیں کوئی آزمائش/سوال استعمال کیا جاسکتا ہے۔

6. Developmental Activities: This section is the most important part of lesson plan. Most of the time allotted for in a lesson plan, is for these activities. Developmental activities grow out of the introductory activities. These activities are designed to attain the students' learning outcomes. During these activities new concepts, skills and values are introduced and these are built on past learning. These activities have this sequence: data gathering activities, data organizing activities, demonstrative or applicative activities, and creative and expressive activities.

6- پیش کے لیے سرگرمیاں: سبقی منصوبہ کا یہ سب سے اہم حصہ ہے۔ سبقی منصوبہ میں متعین کردہ زیادہ تر وقت ان سرگرمیوں کے لیے ہوتا ہے۔ یہ سرگرمیاں تعارفی سرگرمیوں سے ہی بنتی ہیں۔ ان سرگرمیوں کو طلبہ کے حاصلاتِ تعلیم کو پانے کے لیے تیار کیا جاتا ہے۔ ان سرگرمیوں کے دوران نئے تصورات، مہارتیں اور اقدار متعارف کروائی جاتی ہیں اور انہیں گزشتہ علم کو بنیاد بنا کر ہی تیار کیا جاتا ہے۔ ان سرگرمیوں کی ترتیب اس طرح ہوتی ہے: ڈیٹا اکٹھا کرنے کی سرگرمیاں، ڈیٹا منظم کرنے کی سرگرمیاں، عملی یا اطلاقی سرگرمیاں اور تخلیقی یا اظہاری سرگرمیاں۔

7. Concluding Activities/Sum up: Such activities are used to enable students to consolidate and summarize their knowledge. They facilitate the application of knowledge and skills to a new situation. They are generally related to the main idea of the lesson.

7- نتیجہ خیز سرگرمیاں: ایسی سرگرمیاں طلبہ کو اس قابل بناتی ہیں کہ وہ اپنے علم کو پختہ کریں اور اس کا خلاصہ کریں۔ یہ طلبہ کو اپنے علم اور مہارت کو نئی صورت حال میں استعمال کرنے میں مدد دیتی ہیں۔ ان کا تعلق عام طور پر سبق کے مرکزی خیال سے ہوتا ہے۔

8. Assessment of Learning: This section includes such questions or activities that can assess to what extent the students' learning outcomes have been achieved. Assessment is important in all phases of the lesson i.e. from introduction to conclusion. A variety of techniques can be used to assess the achievement of the chosen learning outcomes. Some of these are prepared as part of the learning activities; for example, the drawing and labelling of a map, the questions for evaluating a discussion, the final written report etc. Other tools such as tests/quiz are used at the end of lesson.

8- سیکھنے کے عمل کا جائزہ: اس حصہ میں ایسے سوالات یا سرگرمیاں ہوتی ہیں جن سے جائزہ لیا جاسکے کہ کہاں تک طلبہ کے حاصلاتِ تعلیم کا حصول ہو چکا ہے۔ سبق کے تمام حصوں یعنی تعارف سے اختتام تک کا جائزہ بہت ضروری منتخب حاصلاتِ تعلیم کے حصول کا جائزہ لینے کے لیے مختلف قسم کے طریقے استعمال کیے جاسکتے ہیں۔ ان میں سے کچھ کو سیکھنے کے عمل کی سرگرمیوں کے حصے کے طور پر تیار کیا جاتا ہے مثلاً کوئی نقشہ بنانا اور اس میں لیبل لگانا، کسی بحث کو جانچنے کے لیے سوالات، حتمی تحریری رپورٹ وغیرہ۔ دوسرے طریقے مثلاً آزمائشیں/ٹیسٹ سبق کے اختتام پر استعمال کیے جاتے ہیں۔

9. Follow up: This section includes enrichment activities, projects, questions or homework to be assigned to the students. The said activities enable the students to apply their knowledge and skills in daily life.

9- فالو اپ (مشق): اس حصہ میں طلبہ کو علم کو وسعت دینے والی سرگرمیاں، پراجیکٹس، سوالات یا گھر کا کام دیا جاتا ہے۔ ایسی سرگرمیاں طلبہ کو اس قابل بناتی ہیں کہ وہ اپنے علم اور مہارتوں کا اطلاق روزمرہ زندگی میں کریں۔

**PEDAGOGY - OBJECTIVE (MCQs)****TEACHING METHOD TEST - 1**

- The meaning of teaching method is:
 - Style of teaching
 - Way of teaching
 - Art of teaching
 - Substitution of the knowledge from outer world into child's intellect
- A teaching method completes with the help of:
 - Various techniques
 - Many tactics
 - Many postures
 - Many approaches
- What a teaching method is?
 - An art
 - A science
 - Both art and science
 - Can't say
- It is possible to teach without a teaching method but it is harmful because one cannot:
 - Attain the objective
 - Develop perfection in learning situation
 - Deliver organised teaching
 - All of the above
- What term has been used when the external knowledge of the environment is fused with a child's brain?
 - Teaching method
 - Teaching tactics
 - Teaching skill
 - Teaching process
- Which of the following method is termed as an essential evil?
 - Lecture method
 - Lecture-cum-demonstration method
 - Assignment method
 - Discussion method
- The end product of teacher-centred method is:
 - To memorize the facts
 - To express belief in traditional agencies
 - To depend on teacher's authority
 - All of the above
- Which of the following is not included in process dimension of teacher-centred methods of teaching?
 - Reception
 - Authority
 - Memory
 - Discovery
- Which one of the following characteristics is present in teacher-centred method?
 - Formality
 - Teacher's authority
 - Neglect of innovations
 - All of the above
- The dimension of a teaching method is:
 - Factual
 - Process
 - Environmental
 - All of the above
- The main objective of child-centred teaching method is:
 - To develop the learning abilities in children in free way
 - To develop independence in students
 - To develop the skills in children
 - All of the above
- Generally in child-centred methods of teaching, the role of teacher is:
 - To formulate the problematic situations
 - To collect the possible material and resources for the children
 - To help the children in formulation of their hypotheses
 - All of the above
- The end product of child-centred method is:
 - The development of high level inquiry methods in children
 - Imparting full freedom to the children
 - Enhancing the potentialities of the children
 - All of the above
- In which of the following, the teacher is ready to follow the innovations?
 - Child-centered methods
 - Teacher-centered methods
 - Both of the above
 - None of the above
- In which of the following, the teacher emphasizes on democratic values?
 - Child-centred methods
 - Student-centred methods
 - Both of the above
 - None of the above



- above
16. The salient feature of lecture method is:
 (a) Economy (b) Teacher leisure
 (c) Communication of factual information (d) None of the above
17. Which one of the following is not the teaching principle?
 (a) Lecture method (b) Heuristic method
 (c) Assignment method (d) Project method
18. When a teacher is comparatively passive and the students are overtly active and sit as listeners only—this way of teaching method is called:
 (a) Lecture method (b) Assignment method
 (c) Project method (d) None of the above
19. The defect of lecture method is:
 (a) Lack in scientific attitude (b) Devoid of the principle of learning by doing
 (c) A one-way teaching process (d) All of the above
20. In which of the following methods, the teacher takes least interest towards the attention of the students in a classroom?
 (a) Project method (b) Assignment method
 (c) Lecture method (d) Discussion method
21. Which one of the following is required in lecture method?
 (a) Training (b) Exercise
 (c) Maturity (d) Intellectual skills
22. Generally, lecture method is assumed as the best method for:
 (a) High school students (b) Intermediate students
 (c) Graduate students (d) All of the above
23. The lecture should be:
 (a) Interesting (b) Well-organised and systematic
 (c) Medium level with proper modulations (d) All of the above
24. In modern classes, how extent the authoritative behaviour of a teacher is suitable?
 (a) To a great extent (b) Not at all
 (c) Can't say (d) Depend on the teacher's
25. Which one of the following is not a quality of a teacher?
 (a) Economy (b) Fast pace
 (c) Time saving (d) Free thinking
26. The defect in lecture method is:
 (a) Extra emphasis on memory (b) Lack of self-thinking
 (c) Lack of scientific attitude (d) All of the above
27. What is the importance of rehearsal before actual demonstration carried out in the class-room?
 (a) It creates self-confidence in a teacher (b) The teacher becomes familiar with the difficulties which may occur during experimentation in the classroom conditions
 (c) The teacher performs the experiment's demonstration in a perfect fashion (d) All of the above
28. The single most important point for demonstration of a lesson is:
 (a) Selection of content (b) Lesson pointers and selection of questions
 (c) Collection of essential apparatuses (d) All of the above
29. During demonstration, the topic should be presented in:
 (a) Problematic manner (b) Debatable manner
 (c) Suspending manner (d) None of the above
30. Which of the following perception should be taken by a teacher for presentation of content along with demonstration?
 (a) Use of examples (b) Presentation of right questions
 (c) Vivid pronunciation and proper language fluency (d) All of the above
31. The main characteristic of demonstration method is:
 (a) Economic (b) Activity-oriented
 (c) Eliminating (d) All of the



- lurking dangers as conducted by expert teachers
32. The defect of lecture-cum-demonstration method is that:
- (a) It is not child-centred (b) It creates obstacles in the development of scientific attitude (c) It neglects direct experiences (d) All of the above
33. The pioneer of Heuristic method is:
- (a) Prof. H.E. Armstrong (b) Prof. D.S. Kothari (c) Prof. J.A. Stevenson (d) Prof. Leopold Thorndike
34. The original idea of Armstrong is that:
- (a) The realistic aim of science is discovery through pure researches (b) The student's participation is compulsory in pure researches (c) The pure researches should be conducted on the basis of traditional researches (d) The future of a country is safe in its pure researches
35. The word "Heuristic" is derived from:
- (a) Greek word *heuristic* (b) Latin word *heuri* (c) English word *humorous* (d) None of the above
36. "In discovery methods of teaching, the students are generally forced to work as scientists." This statement is propounded by:
- (a) John Dewey (b) John Little (c) Armstrong (d) Theodore Bit
37. H.E. Armstrong was working as a professor of:
- (a) Chemistry (b) Physics (c) Education (d) Philosophy
38. The exact meaning of the term *Heurisko* is:
- (a) To find out (b) To discover (c) To derive conclusions (d) None of the above
39. The equivalent term of *Heuristic* is *Euriskein* which is meant:
- (a) To visualize science by doing (b) To observe science (c) To discover science (d) None of the above

40. A teacher-centred method is converted into child-centred method, if a teacher can do:
- (a) It partially in a deliberate manner (b) It perfectly through insight (c) It in reversible fashion (d) It in the presence of large audience of the students
41. Westaway has presumed Heuristic method as:
- (a) Only teaching method (b) Only training method (c) Only research method (d) Only a method for acquiring knowledge
42. Which of the following psychological principles have been followed by Heuristic method?
- (a) Principle of freedom (b) Principle of experience (c) Principle of activity (d) All of the above
43. The central principle of Heuristic method is:
- (a) Learning by doing (b) Learning through personal working experiences (c) Learning through labour (d) Learning through experiences
44. What is the role of a teacher is Heuristic method?
- (a) Teacher as a friend (b) Teacher as a stage-setter (c) Teacher as creator of inductive method of teaching (d) All of the above
45. The main characteristics of Heuristic method is:
- (a) Learning by doing (b) Training in scientific method (c) Independence (d) All of the above
46. Which one of the following is appeared to be a defect of Heuristic method?
- (a) It assumes child as a little scientist (b) It treated child as a father of man (c) It teaches child through playway (d) None of the above
47. The application of Heuristic method in our classrooms is:



- (a) Highly practical (b) Impractical
(c) Practical (d) Cannot say
48. The best use of Heuristic method takes place in:
(a) Science club (b) Classroom teaching
(c) Educational excursions (d) None of the above
49. Heuristic method is not suitable in the condition of:
(a) Traditional curriculum (b) Traditional classroom
(c) Traditional system of instruction (d) All of the above
50. The learning of abilities in a free manner gives birth to:
(a) Self-development (b) Spontaneity
(c) Self-expression (d) All of the above
51. The relationship between teacher and student in Heuristic method of teaching can be compared as of:
(a) Guide and follower (b) Friends in a cooperative venture
(c) Participants on a mutual venture (d) All of the above
52. The 'Problem' is defined as:
(a) An unanswered question (b) A mental burden
(c) A continuous tension (d) All the above
53. The fundamental basis of problem-solving resembles with:
(a) Scientific method (b) Heuristic method
(c) Project method (d) None of the above
54. Generally, problem solving behaviour originates in the situation of:
(a) Unexpected difficulties (b) Normal classroom
(c) Classroom teaching (d) Routine life
55. Problem-solving is defined as:
(a) A psychological concept (b) A method of teaching
(c) A reflective thinking (d) All of the above
56. The important step of problem-solving method is:
(a) Defining of a problem (b) Collection of adequate data
(c) Observation of (d) All of the
- the events above
57. The main characteristic of problem-solving method is:
(a) Learning by doing (b) Development of scientific attitude
(c) Independence (d) All of the above
58. Which one of the following is the demerit of problem-solving method?
(a) Retarded speed (b) Emphasis on experimental work
(c) Non-availability of textbooks (d) All of the above
59. Assignment method is a mixed version of:
(a) Lecture-cum-demonstration method and individual laboratory work (b) Project method and lecture method
(c) Heuristic method and problem-solving method (d) None of the above
60. The types of assignment are of:
(a) 2 (b) 3
(c) 4 (d) 6
61. The meaning of home assignment is:
(a) To complete the teachers' work at home by the students (b) To complete the work at home with the help of tutor
(c) To prepare the detailed account of class work at home by the students (d) None of the above
62. School assignment is associated with:
(a) The assignment given to students in their classes (b) The experiments performed by the students in their school-lab
(c) Both the above (d) None of the above
63. The aim of the assignment is:
(a) The development of scientific attitude (b) The training in scientific method
(c) The discovery of scientific facts and (d) All of the above



- deviation of its principles
64. The central quality of assignment method is:
- (a) Students learning by doing taken place (b) The students develop the habit of hardwork
- (c) The method is economic (d) It saves teachers from exclusive evaluation
65. The important defect of assignment method is:
- (a) Non-availability of the textbooks (b) Need of adequate library
- (c) Need of well-equipped laboratory (d) All of the above
66. Assignment method is suitable for:
- (a) High school and intermediate students (b) Higher education students
- (c) University students (d) All of the above levels of students
67. The pioneer of project method is:
- (a) John Dewey (b) W.A. Kilpatrick
- (c) Both of the above (d) None of the above
68. The basic philosophy of project method is:
- (a) Progressivism (b) Idealism
- (c) Pragmatism (d) Individualism
69. In project method emphasis is laid down on:
- (a) Learning by doing (b) Learning by living
- (c) Learning by cooperation and competition (d) All of the above
70. The role of a teacher in project method is:
- (a) Like a friend (b) Like a guide
- (c) Like a co-worker (d) All of the above
71. The most important characteristic of project method is:
- (a) Child-centredness (b) Training in scientific
- (c) Learning of science through playing (d) Emphasis on democratic principle
72. The characteristic of an excellent project is:
- (a) Purposiveness (b) Favourable activities for focusing children's attention
- (c) Freedom to work to children (d) All of the above
73. Project should be selected by:
- (a) The teachers only (b) The students only
- (c) Both of the above (d) None of the above
74. The nature of the project should be:
- (a) Most difficult (b) Most early
- (c) Average level (d) Can't say
75. Which one of the following law of learning is fulfilled through project method?
- (a) Law of readiness (b) Law of exercise
- (c) Law of effect (d) All of the above

ANSWERS

1.	D	2.	A	3.	C	4.	D	5.	A
6.	A	7.	D	8.	D	9.	D	10.	D
11.	D	12.	D	13.	D	14.	A	15.	A
16.	A	17.	A	18.	A	19.	D	20.	C
21.	B	22.	C	23.	D	24.	A	25.	D
26.	D	27.	D	28.	D	29.	A	30.	D
31.	D	32.	D	33.	A	34.	A	35.	A
36.	C	37.	A	38.	A	39.	C	40.	A
41.	B	42.	D	43.	A	44.	D	45.	D
46.	A	47.	C	48.	A	49.	D	50.	D
51.	D	52.	D	53.	A	54.	A	55.	D
56.	D	57.	D	58.	D	59.	A	60.	A
61.	A	62.	B	63.	D	64.	A	65.	D
66.	A	67.	C	68.	C	69.	D	70.	D
71.	B	72.	D	73.	C	74.	C	75.	D

**TEACHING METHOD TEST - 2**

1. **SOLO stands for:**
(A) System of the observed learning outcome (B) Structure of the observed learning output
(C) Structure of the observed learning outcome (D) System of the observed learning output
2. **SOLO taxonomy consists of levels:**
(A) 2 (B) 3
(C) 4 (D) 5
3. **With reference to SOLO taxonomy one aspect of a task is understood in:**
(A) Unistructural level (B) Multistructural level
(C) Relation level (D) Extended abstract level
4. **Two or more aspects are understood in:**
(A) Unistructural level (B) Multistructural level
(C) Relational level (D) Extended abstract level
5. **Integration is developed between two or more aspects in:**
(A) Unistructural level (B) Multistructural level
(C) Relational level (D) Extended abstract level
6. **SOLO taxonomy was presented by:**
(A) Bloom (B) Krathwhol
(C) Simpson (D) Biggs & Collis
7. **Students are passive in:**
(A) Project method (B) Discovery method
(C) Lecture method (D) Inquiry method
8. **Symposium is a type of:**
(A) Discovery method (B) Discussion method
(C) Lecture method (D) Demonstration method
9. **In teaching, experienced members guide the immature one's for:**
(A) Spending time (B) Qualification
(C) Quality of life (D) Adjustment of life
10. **Which is not the focal point of triangular process of teaching?**
(A) Teaching method (B) Teacher
(C) Pupil (D) Contents
11. **The goal of teaching is:**
(A) To give information (B) To involve pupils in activities
(C) To impart knowledge (D) Desirable change in behaviour
12. **The rules of presenting the contents to make them easy are called:**
(A) Methods of teaching (B) Maxims of teaching
(C) Techniques of teaching (D) Teaching strategies
13. **Heuristic means:**
(A) To investigate (B) To show
(C) To do (D) To act
14. **According to Kilpatrick, the types of projects are:**
(A) 2 (B) 3
(C) 4 (D) 5
15. **Activity involves:**



- (A) Physical action (B) Mental action
(C) Mere action (D) Physical and mental action
16. *We move from specific to general in:*
(A) Inductive method (B) Deductive method
(C) Drill method (D) Discussion method
17. *Practice is made in:*
(A) Inductive method (B) Deductive method
(C) Drill method (D) Discussion method
18. *The Socratic method is known as:*
(A) Lecture demonstration method (B) Discussion method
(C) Inquiry method (D) Question-Answer method
19. *Duration of lessons in macro-lesson plans is:*
(A) 5-10 min, (B) 10-20 min,
(C) 20-30 min, (D) 35-45 min,
20. *In British approach of lesson planning, more emphasis is on:*
(A) Activity (B) Teacher
(C) Content presentation (D) Teacher and content presentation
21. *American approach emphasizes:*
(A) Teacher (B) Content presentation
(C) Learning objectives (D) Methods
22. *Which one is not the type of lesson plans on the basis of objectives?*
(A) Micro lesson plan (B) Cognitive lesson plan
(C) Affective lesson plan (D) Psychomotor lesson plan
23. *A good drama does not include:*
(A) Interesting story (B) Alive dialogues
(C) Very long play (D) Subject full of feeling
24. *Which is not the objective of drama / role play?*
(A) Recreation and enjoyment (B) Development of social skills
(C) Development of skills of conversation (D) Do make rehearsals
25. *Drama or role play is useful for teaching:*
(A) History (B) Science
(C) Maths (D) Language
26. *The main types of teleconferencing identified are:*
(A) 2 (B) 3
(C) 4 (D) 5
27. *Which is not the type of teleconferencing?*
(A) Audio teleconferencing (B) Video teleconferencing
(C) T.V teleconferencing (D) Computer teleconferencing
28. *Which one is accountable in cooperative learning?*
(A) Individual (B) Group
(C) Both a & b (D) None of a & b
29. *Cooperative learning is an alternative to:*
(A) Competitive models (B) Teaching models
(C) Lesson plans (D) Micro teachings
30. *The number of students in cooperative learning groups is?*
(A) 3-4 (B) 5-6



- (C) 8-10 (D) 10-15
31. *The essential characteristic of cooperative learning is:*
(A) Effective learning (B) Positive interdependence
(C) Cooperation (D) Division of labour
32. *The students like to spend the most of the time with:*
(A) Teachers (B) Parents
(C) Relatives (D) Peers
33. *Peer culture constitutes:*
(A) Socialization (B) Individualization
(C) Both a & b (D) None of a & b
34. *Which is not the advantage of team, teaching?*
(A) Better utilization of resources (B) Better planning
(C) Better use of teaching techniques (D) Better financial benefits of teachers
35. *The hypothesis underlying team teaching is:*
(A) Teachers fell bore while working alone (B) Teacher are not competent
(C) The best teachers in schools are shared by more students (D) The single teacher cannot control the class
36. *CAI stands for:*
(A) Computer analyzed instruction (B) Computer assisted instruction
(C) Computer assisted interview (D) Computer analyzed interview
37. *Which is not the mode of CAI?*
(A) Tutorial mode (B) Drill mode
(C) Simulation mode (D) Question mode
38. *Ability to develop a life style based upon the preferred value system is:*
(A) Responding (B) Valuing
(C) Organizing (D) Characterizing
39. *Example of cognitive domain is:*
(A) Describe a topic (B) Develop an X-ray film
(C) Type a letter (D) Take responsibility for tools
40. *At the highest level of hierarchy is:*
(A) Understanding (B) Application
(C) Evaluation (D) Analysis
41. *The number of domains in taxonomies of educational objectives is:*
(A) Two (B) Three
(C) Five (D) Six
42. *The highest level of cognitive domain is:*
(A) Synthesis (B) Analysis
(C) Comprehension (D) Evaluation
43. *The process of determining the value or worth of anything is:*
(A) Test (B) Measurement
(C) Assessment (D) Evaluation
44. *Educational objectives have been divided into:*
(A) Two domains (B) Three domains
(C) Four domains (D) Five domains
45. *Taxonomy of educational objectives was presented in:*
(A) 1946 (B) 1956



- (C) 1966 (D) 1976
46. *The classification of cognitive domain was presented by:*
(A) Benhjamin S. Bloom (B) Skinner
(C) Krathwhol (D) Simpson
47. *Cognitive domain has:*
(A) Three subgroups (B) Four subgroups
(C) Five subgroups (D) Six subgroups
48. *The lowest level of learning in cognitive domain is:*
(A) Comprehension (B) Application
(C) Knowledge (D) Synthesis
49. *The highest level of learning in cognitive domain is:*
(A) Evaluation (B) Synthesis
(C) Analysis (D) Application
50. *Knowing memorizing and recalling is concerned with:*
(A) Comprehension (B) Application
(C) Knowledge (D) Evaluation
51. *To grasp the meaning of the material is:*
(A) Comprehension (B) Application
(C) Knowledge (D) Synthesis
52. *To use previous learned material in new situation is:*
(A) Comprehension (B) Application
(C) Knowledge (D) Analysis
53. *To break down material into component parts to know its organzlatonal structure is:*
(A) Comprehension (B) Application
(C) Analysis (D) Synthesis
54. *To put ideas together to form a new whole is:*
(A) Evaluation (B) Synthesis
(C) Analysis (D) Application
55. *To know the worth or value of material is:*
(A) Analysis (B) Application
(C) Knowledge (D) Evaluation
56. *The intellectual skills are reflected by:*
(A) Cognitive Domain (B) Affective Domain
(C) Psychomotor Domain (D) Physical Domain
57. *Attitudes, values and interests are reflected by:*
(A) Cognitive Domain (B) Affective Domain
(C) Psychomotor Domain (D) Evaluative Domain
58. *Which domain is concerned with physical and motor skills?*
(A) Cognitive Domain (B) Affective Domain
(C) Psychomotor Domain (D) Evaluative Domain
59. *The focus of cognitive domain is:*
(A) Physical and Motor Skills (B) Intellectual Skills
(C) Attitudes and Interests (D) None of above
60. *The affective domain was classified by:*
(A) Benjamin S. Bloom (B) Simpson
(C) Krathwhol (D) Burner
61. *Affective domain is divided into:*
(A) four subgroups (B) Five subgroups



- (C) Six subgroups (D) Seven subgroups
62. *The lowest level of learning in affective domain is:*
(A) Responding (B) Valuing
(C) Attending (D) Organizing
63. *Which is placed at the highest level of learning in affective domain?*
(A) Attending (B) Responding
(C) Organization (D) Characterization
64. *Willingness to attend to particular phenomenon is:*
(A) Attending / Receiving (B) Responding
(C) Valuing (D) Organization
65. *Brining together different values into a consistent value system is:*
(A) Attending / Receiving (B) Responding
(C) Valuing (D) Organization
66. *Affective domain focuses on adoption of a value system as a part of life style in:*
(A) Responding (B) Valuing
(C) Organization (D) Characterization
67. *Psychomotor domain was classified by Simpson in:*
(A) 1962 (B) 1972
(C) 1982 (D) 1992
68. *Affective domain was divided into subgroups by Krathwhol in:*
(A) 1954 (B) 1964
(C) 1974 (D) 1984
69. *Psychomotor domain was divided by Simpson in:*
(A) Four subgroups (B) Five subgroups
(C) Six subgroups (D) Seven subgroups
70. *The characteristic of behavioral objective is:*
(A) Observable and Immeasurable (B) Non-observable and measurable
(C) Observable and measurable (D) Non-observable and immeasurable
71. *Objective related to affective domain is:*
(A) Student can pain a picture (B) Students can draw a graph
(C) Students values honesty (D) Students can write a letter
72. *Bringing together scientific ideas to form a unique idea is:*
(A) Application (B) Analysis
(C) Synthesis (D) Evaluation
73. *Which is vast in Scope?*
(A) Teaching Tactic (B) Teaching Technique
(C) Teaching Strategy (D) Teaching Method
74. *Students find/explore the information themselves in:*
(A) Lecture method (B) Discovery method
(C) Both (D) None
75. *Teacher performs practically and explains in:*
(A) Lecture method (B) Discovery method
(C) Demonstration method (D) Problem solving method
76. *Role of student is active in:*
(A) Discovery method (B) Problem solving method
(C) Inquiry method (D) All of above
77. *Micro teaching is a:*



- (A) Teaching method (B) Teacher training technique
(C) Motivational technique (D) None of above
78. *What is the time of presentation in microteaching?*
(A) 1-5 min. (B) 5-10 min
(C) 10-15 min (D) 15-20 min
79. *What is the no. of students in microteaching?*
(A) 1-15 (B) 5-10
(C) 10-15 (D) 15-20
80. *Microteaching started in:*
(A) 1950 (B) 1960
(C) 1970 (D) 1980
81. *Microteaching focuses on the competency over:*
(A) Methods (B) Skills
(C) Contents (D) Observations
82. *Which is more suitable in teaching of science?*
(A) Lecture method (B) Demonstration method
(C) Discussion method (D) Project method
83. *Which one is exception?*
(A) Books (B) Magazines
(C) Diagrams (D) T.V
84. *Which is not included in print media?*
(A) Books (B) Magazines
(C) Diagrams (D) T.V
85. *How many senses a person uses while observing film?*
(A) 1 (B) 2
(C) 3 (D) 4
86. *How much knowledge is gained through the sense of seeing?*
(A) 75% (B) 13%
(C) 6% (D) 3%
87. *How much knowledge is gained through the sense of listening?*
(A) 75% (B) 13%
(C) 6% (D) 3%
88. *How much knowledge is gained through the sense of touch?*
(A) 75% (B) 13%
(C) 6% (D) 3%
89. *How much knowledge is gained through the sense of smell?*
(A) 75% (B) 13%
(C) 6% (D) 3%
90. *How much knowledge is gained through the sense of taste?*
(A) 75% (B) 13%
(C) 6% (D) 3%
91. *According to W. Therber, types of models are:*
(A) 2 (B) 3
(C) 4 (D) 5
92. *Mock up models are those which explain?*
(A) Principles or working of machine (B) Internal structure
(C) External structure (D) Internal and external structure



93. *A field trip is arranged for:*
(A) Making an excursion (B) See other people doing things
(C) Note the meaning of action (D) All of the above
94. *Interest can be created in students in specific topics of study by the use of:*
(A) Chalk board (B) Fellalin
(C) Bulletin board (D) All of the above
95. *The most direct experience from the following is that of:*
(A) Motion pictures (B) Visual symbol
(C) Demonstration (D) Field trip
96. *Wragg has suggested how many number of students in a microteaching class?*
(A) 35 to 40 (B) 25 to 30
(C) 15 to 20 (D) 5 to 10
97. *Method based on the facts that students learn association, activity and cooperation is known as:*
(A) Demonstration (B) Project
(C) Problem-solving (D) Discussion
98. *Exhibition of science fairs promote students ability of:*
(A) Knowledge and comprehension (B) Comprehension and application
(C) Higher order skills (D) Lower order skills
99. *The ultimate focus of scientific method is on:*
(A) Hypothesis formulation (B) Observations
(C) Experimentation (D) Formulation of a law/theory
100. *What is the first step in the Project method of teaching?*
(A) Determination of activities (B) Determination of objectives
(C) Planning (D) Distribution of work
101. *Which one is not the Psychological principle of teaching?*
(A) Proceed from concrete to abstract (B) Proceed from complex to simple
(C) Proceed from known to unknown (D) Proceed from simple to difficult
102. *Which is the best method of teaching science at school level?*
(A) Lecture (B) Analytical
(C) Direct (D) Demonstration
103. *Which is not the step of scientific method?*
(A) Observation (B) Experiment
(C) Prediction (D) Interview
104. *The ultimate result of scientific method?*
(A) Development of knowledge (B) Development of senses
(C) Both a & b (D) None of a & b
105. *Aims are:*
(A) National expectations (B) Institution expectations
(C) Learning expectations (D) None of the above
106. *Goals are at:*
(A) National level (B) Subject level
(C) Classroom level (D) All of the above
107. *Objectives are at:*
(A) National level (B) Subject level
(C) Classroom level (D) All of the above



108. *Inquiry means:*
(A) To investigate (B) To learn
(C) To teach (D) To find
109. *Inquiry method includes:*
(A) Observation (B) Experiments
(C) Questioning answering (D) Showing
110. *Which one is the best for large group instruction?*
(A) Lecture method (B) Demonstration method
(C) Project method (D) Inquiry method
111. *Useful for higher classes is:*
(A) Lecture method (B) Demonstration method
(C) Project method (D) Inquiry method
112. *First component of lesson planning is:*
(A) Objective (B) Presentation
(C) Homework (D) Summary
113. *The teaching method recommended for elementary school science in Pakistan is:*
(A) Lecture method (B) Project method
(C) Activity method (D) Laboratory method
114. *Demonstration means:*
(A) To perform (B) To develop
(C) To show (D) To observe
115. *Herbert model for lesson planning has steps:*
(A) Three (B) Four
(C) Five (D) Six
116. *Discovery method is advanced method of:*
(A) Heuristic method (B) Inquiry method
(C) Both a & b (D) None of a & b
117. *The steps to be taken in problem solving method are:*
(A) Two (B) Three
(C) Four (D) Five
118. *Method based on Dewey's philosophy is:*
(A) Lecture method (B) Demonstration method
(C) Inquiry method (D) Project method
119. *Who says that project is a purposeful activity?*
(A) Dewey (B) Stevenson
(C) Ballard (D) Kilpatrick
120. *Which is not the step of project method?*
(A) Planning (B) Execution
(C) Analysis (D) Evaluation
121. *Programmed learning was presented by:*
(A) J.S. Burner (B) Benjamin Bloom
(C) John Dewey (D) B.F. Skinner
122. *Portfolio is the collection of:*
(A) School record (B) Teacher work
(C) Student work (D) Office work
123. *In programmed learning, learning takes place under:*
(A) Natural conditions (B) Artificial conditions
(C) Controlled conditions (D) Planned conditions



- 124. Teaching method based upon the assumption of Herbert Spencer that the learner should be told as little as possible is:**
- | | |
|-----------------------|--------------------------|
| (A) Heuristics Method | (B) Demonstration Method |
| (C) Discussion Method | (D) Lecture Method |
- 125. An overall procedure which is adopted by a teacher to achieve certain goals is:**
- | | |
|--------------|---------------|
| (A) Method | (B) Technique |
| (C) Strategy | (D) Tactic |
- 126. Selection of different media for different students is done in:**
- | | |
|----------------------------|------------------------------------|
| (A) Role Playing | (B) Individualized Instruction |
| (C) Programmed Instruction | (D) Computer Assistant Instruction |
- 127. A repeated performance of learning act until attainment of desired level of skill to do the act correctly is:**
- | | |
|--------------------------|----------------------------|
| (A) Demonstration Method | (B) Problem Solving Method |
| (C) Project Method | (D) Drill Method |
- 128. A process in which a small group assembles to communicate with each other, using speaking, listening and non-verbal processes in order to achieve instructional objectives is:**
- | | |
|----------------------------|--------------------------|
| (A) Lecture Method | (B) Discussion Method |
| (C) Question Answer Method | (D) Demonstration Method |
- 129. During discussion method, teacher passes/announces a:**
- | | |
|--------------|--------------|
| (A) Exercise | (B) Activity |
| (C) Topic | (D) Question |
- 130. The surface category in SOLO Taxonomy consists of:**
- | | |
|------------------|-----------------|
| (A) Five Stages | (B) Four Stages |
| (C) Three Stages | (D) Two Stages |
- 131. The 'surface' category in SOLO Taxonomy consists of:**
- | | |
|-------------------------------------|---------------------------------------|
| (A) Prestructural and Unistructural | (B) Unistructural and Multistructural |
| (C) Multistructural and Relational | (D) Relational and extended Abstract |
- 132. The 'deep' category in SOLO Taxonomy consists of:**
- | | |
|-------------------------------------|---------------------------------------|
| (A) Prestructural and Unistructural | (B) Unistructural and Multistructural |
| (C) Multistructural and Relational | (D) Relational and Extended Abstract |
- 133. Synthesis requires:**
- | | |
|--|---|
| (A) Formulation of new structural material | (B) Understanding the structure of the material |
| (C) Judge the value of material | (D) Use the material in new situation |
- 134. Microteaching is a technique of teaching:**
- | | |
|------------------------------|---------------------------------|
| (A) In classroom | (B) Subject in detail |
| (C) By more than one teacher | (D) A narrow and specific skill |
- 135. The fixation of correct information through repetition is caused by:**
- | | |
|---------------------|--------------------------|
| (A) Lecture Method | (B) Demonstration Method |
| (C) Activity Method | (D) Drill Method |
- 136. The domain which deals with physical abilities and coordination objectives is called:**
- | | |
|----------------------|------------------------|
| (A) Affective Domain | (B) Psychomotor Domain |
|----------------------|------------------------|



- (C) Cognitive Domain (D) Solo Taxonomy
137. *Lecture method is generally described as:*
(A) Teacher Centered (B) Child Centered
(C) Activity Centered (D) Education Centered
138. *The name of Heuristic method is derived from the Greek word:*
(A) Hervules (B) Hero
(C) Heurises (D) None of the above
139. *"Teaching is a form interpersonal influence aimed at the changing the behaviour potential of another is the view presented by:*
(A) N.L. Gage (B) A. Flanders
(C) M.C. Morrison (D) P.B. Frost
140. *Solo taxonomy provides systematic way of describing the learner's:*
(A) Ability (B) Understanding
(C) Performance (D) Skill
141. *Lesson plan makes the work:*
(A) Regular (B) Systematic
(C) Organized (D) All of above
142. *Simulation is an elaborate type of:*
(A) Role play (B) Gaming
(C) Socio drama (D) All of above
143. *Basic feature in lesson planning is:*
(A) Content (B) Method
(C) Objective (D) Evaluation
144. *The method based on the psychological principle of "Trial and Error" is:*
(A) Heuristic method (B) Problem solving method
(C) Project method (D) Activity method
145. *A student performs a skill independently at the level of psychomotor domain is:*
(A) Imitation (B) Manipulation
(C) Precision (D) Articulation
146. *Questioning by students is a sign of _____ teaching.*
(A) Experimental (B) Scholastic
(C) Systematic (D) Motivated
147. *Frequent correction of wrong answers is least likely to promote achievement among students of lower:*
(A) Economic status (B) Socioeconomic status
(C) Social status (D) Status
148. *Motivation, in the process of learning, creates interest for learning among young:*
(A) Children (B) Motivators
(C) Learners (D) Students
149. *A psychologist using the method of naturalistic observation would observe behaviour as it happens outside the laboratory or:*
(A) Library (B) Examination hall
(C) Hospital (D) Clinic
150. *The process whereby the genetic factors limit an individual's responsiveness to the environment is called:*
(A) Range of reaction (B) Range of action
(C) Range of response (D) Range of experiment
151. *Career education should begin in:*



- (A) 1st grade (B) Fifth grade
(C) Sixth grade (D) Kindergarten
152. *The Gestalt Kheorists augmented the insight theory of:*
(A) Understanding (B) Learning
(C) Motivation (D) Association
153. *Group tests that have norms for each grade and that are administered in accordance with uniform procedures listed in a manual of instruction are called:*
(A) Developmental tests (B) Qualified tests
(C) Normalized tests (D) Standardized tests
154. *When children become active members of their peer group?*
(A) In adolescence (B) In adulthood
(C) In early age (D) In childhood
155. *Discussing an individual pupil's test marks with the class is not a sound mental hygiene:*
(A) Behaviour (B) Standard
(C) Mark (D) Practice
156. *When the majority of students in a science class are well below grade level in reading, who should plan many hands-on activities?*
(A) Teacher (B) Parents
(C) Educator (D) Principal
157. *Frobel's most important contribution to education was his development of:*
(A) Secondary level (B) Primary level
(C) Elementary level (D) Kindergarten
158. *What is a 'dyslexia'?*
(A) Listening disorder (B) Reading disorder
(C) Mental disorder (D) Learning disorder
159. *The teacher should provide the child with purposeful activities that legitimize the need for movement to be successful with an:*
(A) Overactive child (B) Overintelligent child
(C) Overage child (D) Overboard child
160. *A child weak in studies can be improved through counselling and:*
(A) Teaching classes (B) Remedial classes
(C) Experimental classes (D) Disciplinary classes
161. *In which teaching aid, a blackboard can be included?*
(A) Visual aid (B) Audio aid
(C) Audio-visual aid (D) Casual aid
162. *An effective teacher shall ensure competition or _____ as the situation demands.*
(A) Punishment (B) Teaching
(C) Cooperation (D) Communication
163. *Knowledge of child psychology is a must for primary teacher because it helps the teacher in understanding the:*
(A) Nature of children (B) Behaviour of children
(C) Attitudes of children (D) Differences of children
164. *The statement "children actively construct their understanding of the world" is attributed to:*
(A) Kohlberg (B) Frobel

- (C) Pavlov (D) Piaget
165. *What is called a small machine used in the reading program to increase rate of speed?*
 (A) Digital device (B) Tachistoscope
 (C) Mnemonic device (D) None of these
166. *The discovery method of learning is best exemplified by experimentation in a:*
 (A) Class (B) Science laboratory
 (C) School (D) Ground
167. *An increase in comprehension skill is most likely to result from guided:*
 (A) Habitual reading (B) Effective reading
 (C) Oral reading (D) Silent reading
168. *The current view of childhood assumes that childhood is a unique period of:*
 (A) Growth (B) Evolution
 (C) Planning (D) Exposure
169. *The best procedure for a teacher to adopt with a pupil who frequently strammers is to suggest that the parents seek:*
 (A) Medicinal help (B) Professional help
 (C) Tutorial help (D) Parental help
170. *Remaining calm and just looking at students is a best way to control noise in:*
 (A) Laboratory (B) School
 (C) Classroom (D) Assembly
171. *Creative writing should be an activity planned for:*
 (A) All children (B) High class students
 (C) Elementary students (D) Special children
172. *The movement of behaviour modification, wherein tokens are awarded for correct responses, is a reflection of Thorndike's law of:*
 (A) Behaviour (B) Achievement
 (C) Correlation (D) Effect
173. *In school and classroom environment, the child's _____ development is defined in a best way.*
 (A) Cognitive (B) Learning
 (C) Psychological (D) Cultural
174. *To guide student's growth should be a teacher's:*
 (A) Domain (B) Matter
 (C) Attitude (D) Motto
175. *A teacher who creates interests in the subject amongst the students is the most:*
 (A) Competent (B) Authoritative
 (C) Complex (D) Commanding
176. *Who advanced the idea of the five formal steps in learning?*
 (A) Pestalozzi (B) James Franklin
 (C) Justin Pfeiffer (D) Johann Herbert
177. *"Development is a never ending process." This idea is associated with the principle of:*
 (A) Development (B) Performance



- (C) Continuity (D) Interrelation
178. *Who proposed the important theories of moral development?*
(A) Herbert (B) Pestalozzi
(C) Coleman (D) Kohlberg
179. *The discovery method of teaching is best exemplified by independent:*
(A) Work projects (B) Test projects
(C) Study projects (D) Tutorial projects
180. *A teacher who loves to _____ will be liked the most by students.*
(A) Teach (B) Work
(C) Study (D) Evaluate
181. *Who presented the educational philosophy that "the individual develops through the head, the heart, and the hand"?*
(A) Kohlberg (B) Froebel
(C) Pestalozzi (D) Herbert
182. *Educational _____ is related to the objective that a teacher should make an attempt to understand the potentialities of students.*
(A) Psychology (B) Philosophy
(C) Ethics (D) Sociology
183. *The teacher introduces a problem-solving lesson with a good motivation and then asks for proposed:*
(A) Ideas (B) Solutions
(C) Suggestions (D) Proposals
184. *Who developed the interactive analysis category system in education for increasing the teacher effectiveness?*
(A) Froebel (B) Pestalozzi
(C) Flanders (D) Simon
185. *A child from a _____ home will experience the greatest difficulty with independent study.*
(A) Disorganized (B) Discriminate
(C) Discourse (D) Discouragement
186. *The term 'identical elements' is closely associated with transfer of:*
(A) Feelings (B) Traits
(C) Characteristics (D) Learning
187. *A new teacher to start with will have to establish rapport with the:*
(A) Society (B) Faculty
(C) Students (D) Studies
188. *Students who do better in high school tend to do better in college. This is an example of a positive:*
(A) Participation (B) Understanding
(C) Transference (D) Correlation
189. *Who identified the four distinct stages of children's intellectual development?*
(A) Piaget (B) Simon
(C) Kohlberg (D) Edmond
190. *Teaching at which level is teacher-centered?*



- (A) Amateur (B) Concrete
(C) Authoritarian (D) Professional
191. *The medium of education should be:*
(A) National language (B) International language
(C) Mother language (D) Regional language
192. *Teaching is called a noble profession because it is a type of service provided to the:*
(A) Self (B) Society
(C) Institution (D) Department
193. *Dropping out from school means to leave the school:*
(A) Forever (B) For the time being
(C) Casually (D) None of these
194. *As far as socialising agency is concerned, a school can be considered a/an:*
(A) Elementary group (B) Supplementary group
(C) Primary group (D) Secondary group
195. *A successful communicator is the one who knows a lot but is somewhat reserve in his:*
(A) Attitude (B) Dealings
(C) Communication (D) Manners
196. *On whom lies the main responsibility of school management?*
(A) Registrar (B) School dean
(C) Vice-Principal (D) Principal
197. *If any two students are not alike, they differ in their physical and:*
(A) Mental approach (B) Natural approach
(C) Formal approach (D) Informal approach
198. *Who said that "at least one third of the learning that will determine later levels of school achievement has already taken place by age six"?*
(A) Mayer (B) Frobel
(C) Bloom (D) Kohlberg
199. *The main difference between evolutionary and cultural change is that evolutionary change alters heredity whereas cultural change alters:*
(A) Thought (B) Character
(C) Standards (D) Environment
200. *Most educators agree that _____ reading requires an audience situation.*
(A) Oral (B) Evaluative
(C) Learned (D) Thorough

ANSWERS

1.	C	2.	C	3.	A	4.	B	5.	C
6.	D	7.	C	8.	B	9.	D	10.	A
11.	D	12.	B	13.	A	14.	C	15.	D
16.	A	17.	C	18.	D	19.	D	20.	D
21.	C	22.	A	23.	C	24.	D	25.	A
26.	B	27.	C	28.	C	29.	A	30.	A
31.	B	32.	D	33.	A	34.	D	35.	C



36.	B	37.	D	38.	D	39.	A	40.	C
41.	B	42.	D	43.	D	44.	B	45.	B
46.	A	47.	D	48.	C	49.	A	50.	C
51.	A	52.	B	53.	C	54.	B	55.	D
56.	A	57.	B	58.	C	59.	B	60.	C
61.	B	62.	C	63.	D	64.	A	65.	D
66.	D	67.	B	68.	B	69.	D	70.	C
71.	C	72.	C	73.	C	74.	B	75.	C
76.	D	77.	B	78.	B	79.	B	80.	B
81.	B	82.	D	83.	D	84.	D	85.	B
86.	A	87.	B	88.	C	89.	D	90.	D
91.	B	92.	A	93.	D	94.	D	95.	D
96.	D	97.	B	98.	B	99.	D	100.	B
101.	B	102.	D	103.	D	104.	A	105.	A
106.	B	107.	A	108.	A	109.	C	110.	A
111.	A	112.	A	113.	C	114.	C	115.	C
116.	C	117.	D	118.	D	119.	D	120.	C
121.	D	122.	C	123.	C	124.	A	125.	C
126.	B	127.	D	128.	B	129.	C	130.	D
131.	B	132.	D	133.	A	134.	D	135.	D
136.	B	137.	A	138.	C	139.	A	140.	C
141.	D	142.	D	143.	C	144.	A	145.	D
146.	D	147.	B	148.	C	149.	D	150.	A
151.	D	152.	B	153.	D	154.	A	155.	D
156.	A	157.	D	158.	B	159.	A	160.	B
161.	A	162.	C	163.	B	164.	D	165.	B
166.	B	167.	D	168.	A	169.	B	170.	C
171.	A	172.	D	173.	A	174.	D	175.	A
176.	D	177.	C	178.	D	179.	C	180.	A
181.	C	182.	A	183.	B	184.	C	185.	A
186.	D	187.	C	188.	D	189.	A	190.	C
191.	A	192.	B	193.	A	194.	D	195.	A
196.	D	197.	A	198.	C	199.	D	200.	A
