

National Testing Agency

Question Paper Name: 5314 Internship in Teaching 30th June 2019 Shift 1
Subject Name: Internship in Teaching
Creation Date: 2019-06-30 13:01:46
Duration: 180
Total Marks: 140
Display Marks: Yes

Internship in Teaching

Group Number : 1
Group Id : 489994226
Group Maximum Duration : 0
Group Minimum Duration : 120
Revisit allowed for view? : No
Revisit allowed for edit? : No
Break time: 0
Group Marks: 140

Internship in Teaching

Section Id : 489994282
Section Number : 1
Section type : Online
Mandatory or Optional: Mandatory
Number of Questions: 140
Number of Questions to be attempted: 140
Section Marks: 140
Display Number Panel: Yes
Group All Questions: No

Sub-Section Number: 1
Sub-Section Id: 489994308
Question Shuffling Allowed : Yes

Question Number : 1 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What was the measure suggested by the various commissions and committees to improve the quality of teacher education?

- To increase the duration of the teacher education programme
- To increase the duration of the internship programme.
- To foster learning through activity, discovery, observation and understanding.
- All of the above

Options :

- 1
- 2

3. 3

4. 4

Question Number : 2 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which one of the following according to the National commissions and committees affected the quality of teaching in schools?

- a. Recruitment of teachers
- b. Teacher preparation programmes
- c. Imbalanced teacher-pupil ratio in schools
- d. Lack of proper vision and direction to teaching

Options :

1. 1

2. 2

3. 3

4. 4

Question Number : 3 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

One of the major concerns related to the quality of internship was _____

- a. Lack of cooperation of schools to allow student teachers to teach in their schools.
- b. Duration of the internship and the type of schools adopted
- c. Inadequate preparation of student teachers to teach in schools
- d. The teaching proficiency measured through a number of required lessons to be delivered during the internship

Options :

1. 1

2. 2

3. 3

4. 4

Question Number : 4 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

According to the NCF-2005, there is a need for future teachers to change their perspectives and make necessary value shifts towards _____

- a. Globalization and International understanding, so that they can develop professionally
- b. Sustainability and equality, so that they can educate the future citizens for sustainable development.
- c. School Education in India, so that they can adjust well in the school system
- d. Assessment and Examination practices, so that they can be better evaluators in schools

Options :

1. 1

2. 2

3. 3

4. 4

Question Number : 5 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Teacher Education must be viewed as

- a. A prescriptive programme for preparation of teachers to teach in schools at various levels
- b. An integrated programme of foundations and pedagogies of education
- c. An integrative and eclectic programme which is free from the schools of philosophy and psychology, open and flexible to changing contexts to empower teachers
- d. A branch of Education which deals with science of pedagogy.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 6 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Interpret the meaning of 'Internship in teaching'.

- a. It is a phase in any teacher education programme where the student teacher learns to practice teaching.
- b. It is a school based experience which includes not only teaching but also experience in all activities of schools.
- c. It is a phase during which the professional capabilities of student teachers are assessed.
- d. It is an intended phase of teacher education curriculum where the student teachers are expected to teach a required number of lessons.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 7 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What is your role as a teacher educator in developing the perspective of learner-centeredness in student teachers?

- a. To orient the student teachers to view learners as active participants in their own learning and constructors of knowledge.
- b. To provide necessary pedagogical inputs and strategies to teach effectively.
- c. To make teaching and assessment more flexible and understandable to learners
- d. To provide opportunities to student teachers to visit schools frequently and observe teachers and learners

Options :

1. 1

- 2. 2
- 3. 3
- 4. 4

Question Number : 8 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What student teachers need to do in order to understand that learners can construct knowledge on their own?

- a. The student teachers must read relevant literature related to constructivism and the approaches leading to construction of knowledge
- b. The student teachers must view the video lessons based on constructivist approach to teaching
- c. The student teachers must undergo the experience of constructing knowledge on their own through exploring, discussing and working collaboratively.
- d. The student teachers must observe the lessons of those teachers who use constructivist approaches in their teaching.

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 9 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In a class room, while teaching, teacher needs to provide essential attributes, examples and non-examples for learning

-
- a. Facts
 - b. concepts
 - c. Rules
 - d. Laws

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 10 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

_____ Subsumes all forms of knowledge

- a. Facts
- b. Concepts
- c. Generalization
- d. Theory

Options :

- 1. 1

- 2. 2
- 3. 3
- 4. 4

Question Number : 11 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Concepts are arranged in the concept map as _____

- a. Two dimensional array hierarchically in descending order
- b. Multi-dimensional array hierarchically in descending order
- c. Two dimensional array hierarchically in ascending order
- d. All of the above

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 12 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Concept maps promote meaningful relationship _____ of a subject

- a. Content
- b. Knowledge
- c. Experience
- d. Learning

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 13 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A unit plan should show the _____

- a. objectives, prerequisite learning only
- b. objectives, prerequisite learning, and analysis of content only
- c. objectives, prerequisite learning, and analysis of content, learning experiences only
- d. objectives, prerequisite learning, and analysis of content, learning experiences and scheme of continuous evaluation only

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 14 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Unit plan is a planning for teaching _____

- a. number of lessons
- b. one lesson
- c. one concept
- d. All of the above

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 15 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Planning for a Unit helps _____

- a. Students in a classroom.
- b. Student teacher who has to teach
- c. Teacher educator who is observing the class
- d. None of the above.

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 16 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What is the use of planning a unit plan?

- a. Helps a student teacher in better planning for teaching
- b. Helps a student teacher in planning for resources
- c. Helps a student teacher in time management
- d. All of the above

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 17 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Why is the emphasis given on teaching Skills while planning a Unit for English?

- a. English at the school level is a skill enhancement subject and not a content subject
- b. English language skills are important for students
- c. Language skills help to enhance communication skills
- d. Activity-based learning develops skills

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 18 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

An Activity-based Unit Plan is basically a plan for a _____ class

- a. Teacher-centered
- b. Lecture
- c. Learner-centered
- d. Demonstration

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 19 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A Unit Plan in English is a plan for teaching for a maximum period of _____

- a. Two months
- b. Five weeks
- c. Full semester
- d. Two to three weeks

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 20 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Assessments are a part of a Unit Plan to ensure that the _____.

- a. learners are happy with the activities
- b. learning outcomes of the Unit are met
- c. learners are engaged in learning
- d. activities planned are successfully carried out

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 21 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Donna Ogle's KWL chart helps in ----- while planning a Unit.

- a. need analysis
- b. formulating learning outcomes
- c. designing Activities/ assessments
- d. All the above

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 22 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A thematic categorization while analyzing Content in English helps in -----.

- a. Developing communication skills
- b. Planning activities
- c. Bringing variety by avoiding using texts of similar themes in a series
- d. Enhancing literary skills

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 23 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following action verb is suitable for the activity: "Teacher gives different triangles to each group and ask to find the angles"?

- a. Measure
- b. Identify
- c. Recognize
- d. Discuss

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 24 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following activity will be most suitable in the engagement phase of a lesson plan on prime numbers?

- Give a lecture on history of prime numbers
- Draw a Venn diagram of number system and ask learner to mark prime numbers in it
- Write numbers from 2 to 20 and factorize them.
- Give definition of prime numbers.

Options :

- 1
- 2
- 3
- 4

Question Number : 25 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

How would you explain a learning objective to student teachers?

- As a statement that describes what teacher intends to do.
- As a statement that specifies how a learning will be demonstrated by the learners.
- As a statement that describes the product of learner's learning on a given topic.
- As a statement that describes the content to be learnt by the learners.

Options :

- 1
- 2
- 3
- 4

Question Number : 26 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The main difference between the old taxonomy of objectives and the revised taxonomy of objectives is _____

- Recognizing that 'just as there are different cognitive processes, there are different types of knowledge'.
- The cognitive processes were stated in the noun form in old taxonomy, where as in the revised taxonomy they are stated in the form of verbs
- The knowledge in old taxonomy is replaced with remember in the revised taxonomy
- The cognitive process 'evaluate' which figures as the terminal stage in the old taxonomy is replaced with 'create' in the revised taxonomy.

Options :

- 1
- 2
- 3
- 4

Question Number : 27 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Analyze the following examples related to learners.

- exhibits gender sensitivity.
- exhibits sensitivity to social problems
- Attends closely to the classroom activities.
- Demonstrates problem-solving attitude.
- Maintains good health habits.

What do they represent?

- a. Examples of cognitive outcomes
- b. Examples of skill outcomes
- c. Examples of affective outcomes
- d. Examples of social and personal contexts

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 28 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

How will you explain the meaning of metacognitive knowledge to student teachers?

- a. As an awareness of one's own thinking process.
- b. As the knowledge of cognition in general.
- c. As the Knowledge of criteria for determining when to use appropriate procedures.
- d. As the display of one's mental dispositions and attitudes.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 29 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What example would you give your student teachers to explain about the procedural knowledge?

- a. Doing an experiment in science.
- b. Discussing the theory of evolution.
- c. Analyzing a poem.
- d. Explaining about the Laws of motion.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 30 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Why the knowledge of two dimensional taxonomy tables is required for the student teachers?

- a. To realize the relationship between objectives, teaching/learning process and assessment.
- b. To organize the learning objectives systematically.
- c. To plan the evaluation questions based on the objectives.
- d. To understand the hierarchy of knowledge and the cognitive process dimensions.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 31 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The general objective of teaching English is “The student understands English when spoken at normal conversational speed”. Which of the following learning objectives represents this?

- a. uses proper articulation, stress and intonation.
- b. uses appropriate words, phrases and sentences
- c. recognizes speech sounds and the difference between English speech sounds and those of the mother tongue.
- d. grasps the meanings of words, phrases and sentences from the context.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 32 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following statements doesn't reflect the views of constructivism?

- a. Knowledge is not passively accumulated, but rather, is the result of active cognizing by the individual.
- b. Knowledge is not fully known and fixed
- c. Cognition organizes and makes sense of one's experience.
- d. Knowledge is the replica of what is seen or observed in the external world

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 33 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

An implication of social constructivism is better suited to _____.

- a. Discovery learning
- b. Collaborative learning
- c. Individualized learning
- d. Intuitive learning

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 34 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which one of the examples would you give to student teachers to explain 'situated learning'?

- a. Taking students to agricultural farm to understand farming, techniques used and problems related to farming.
- b. Teaching students about farming in the classroom with video support
- c. Invite a farmer to the class and ask him to explain the farming methods
- d. Provide rich material on farming to students to go through and understand methods of farming and problems associated on their own.

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 35 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What plays a role in the Zone of Proximal Development (ZPD) of a learner?

- a. Class room instruction
- b. Scaffolding
- c. Self-assessment
- d. Teacher assessment

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 36 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following strategy would you suggest to your student teachers to teach Environmental Pollution?

- a. Concept learning
- b. Team teaching
- c. Contextual learning
- d. Self-regulated learning

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 37 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

During the phase of 'Explain' the teacher can _____.

- a. explain the content with appropriate examples and using teaching aids
- b. determine levels of understanding and possible misconceptions from learners' explanation
- c. give some individual activities to the learners to perform
- d. Divide the class into groups and assign tasks related to the topic.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 38 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The role of the teacher during the 'Evaluate' phase is to _____.

- a. Evaluate the learners by asking oral questions at the end of the lessons
- b. Determine if the learner has attained understanding of concepts through observation and continuous assessment of all learning experiences
- c. Give home assignments to reinforce learning that has been displayed
- d. Provide additional activities to ensure participation of all learners

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 39 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

How do you orient your student teachers on 'inquiry approach' that helps in construction of knowledge?

- a. give lesson plans based on inquiry approach
- b. demonstration of inquiry approach as a model
- c. demonstration of inquiry approach by the teacher educator followed by the student teacher giving a lesson using the approach
- d. ask student teachers to view the videos based on inquiry teaching

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 40 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

How does grouping of learners help?

- a. The interactions and sharing of experiences in the group help in learning
- b. The slow learners will learn better in the company of high achievers in the group
- c. Grouping of learners results in indiscipline but not in learning
- d. Reduces the burden of the teacher of individual assessment of learners.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 41 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

What should a student teacher visualize about the application phase of the lesson?

- a. How can the student extend what was learnt to learn other concepts (related to same subject or other subjects)?
- b. How can the student remember what ever that was learnt?
- c. How can the student explain what was learnt?
- d. How did the learning impact the student's attitudes and values?

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 42 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following the student teacher must do after the class is over?

- a. Plan for teaching on the next day.
- b. Discuss students' ideas and questions posed in the class with supervisors or with other student teachers.
- c. Check the lesson plan to see whether all concepts were taught.
- d. Ask other student teachers who observed the class whether the class was good.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 43 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

When do you call a teacher as a facilitator?

- a. When the teacher plans all activities and learning experiences systematically
- b. When the teacher provides guidance to those who require assistance in solving problems, or doing a task.
- c. When the teacher reinforces the student's response
- d. When the teacher clarifies student's doubts.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 44 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In which stage of a lesson the teacher provides concept labels and explanations if required?

- a. Explore stage
- b. Explain stage
- c. Extend stage
- d. Evaluate stage

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 45 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In an inquiry based lesson the teacher focuses on _____.

- a. Learners investigating on open ended problems
- b. Learners investigating on closed ended problems
- c. Learner design the open ended problems
- d. Learners design the closed ended problems

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 46 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Inquiry based lesson would help the learner except _____

- a. Develop critical thinking
- b. Make learning rewarding
- c. Develop initiation
- d. Develop creativity

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 47 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

By providing examples and non-examples to start the inquiry, teacher focuses on _____.

- a. Creating interest among the learners
- b. Allowing the learners to check the possibility
- c. Making the learners to clarify their doubts
- d. Allowing the learners to clarify the concept

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 48 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In a guided inquiry lesson the learners are.....

- a. Completely guided by the teacher
- b. Allowed to designing and following their own procedures
- c. Provided with the procedures by the teacher
- d. Provided only an outline by the teacher

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 49 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following is most suitable for an inquiry based physics lesson?

- a. Lesson on factors affecting friction
- b. Lesson on nature of waves in a medium
- c. Lesson on mathematical formulation of a problem
- d. Lesson on difference between temperature and heat

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 50 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

While teaching the concept of nuclear reactor, the best tools that a teacher can select is

- a. Video
- b. Animation
- c. Simulation
- d. Images

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 51 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In order to represent the learning about force, which of the following could be used as an assessment tool?

- a. Concept map
- b. Info graphics
- c. Mind map
- d. Reflective journal

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 52 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

While selecting an ICT tool to transact the topic of image formation by different mirrors, the teacher would select

- a. Ray Diagram
- b. Animation
- c. Simulation
- d. Java Applet

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 53 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A PhET simulation could be avoided in the _____ phase of a physics lesson.

- a. Engage phase
- b. Explore phase
- c. Explain phase
- d. Evaluate phase

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 54 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A teacher asks the students to develop info-graphic while teaching Physics. Which type of knowledge would be handled by the teacher?

- a. Factual knowledge
- b. Procedural knowledge
- c. Conceptual knowledge
- d. None of the above

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 55 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

While conducting a project related to energy audit, which ICT tool would be best advisable?

- a. Google form
- b. Microsoft OneNote
- c. Concept mapping tool
- d. Web quest tools

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 56 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Why is Rubric assessment preferable?

- a. It describes the criteria/trait to be observed
- b. It is easy to evaluate
- c. It is more objective
- d. It is convenient to observe.

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 57 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which among the following is the Aim of Science Education?

- a. know the facts and principles of science and its applications, consistent with the stage of cognitive development,
- b. acquire the skills and understand the methods and processes that lead to generation and validation of scientific knowledge,
- c. Should develop a historical and developmental perspective of science and to enable her to view science as a social enterprise
- d. all above mentioned

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 58 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

_____ stage assess the previous knowledge of the learner

- a. Explore
- b. Explain
- c. Evaluate
- d. Engage

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 59 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Students develop deeper understanding, an extended conceptual framework, and improved skills in _____

- a. Elaborate
- b. Engage
- c. Explore
- d. Evaluate

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 60 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

When it is aimed to develop appreciation of how the concepts of science evolved over a period of time, it is called _____

- a. Time Validity
- b. Concept Validity
- c. Content Validity
- d. Historical Validity

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 61 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

While teaching a topic on friction, a teacher starts the lesson using a concept map. This would be connected with _____.

- a. Engage phase
- b. Explore phase
- c. Extend phase
- d. Explain phase

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 62 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

While teaching a lesson on nature of forces, a teacher demonstrates using an experiment. In which phase of 5E this can be connected?

- a. Engage phase
- b. Explore phase
- c. Extend phase
- d. Evaluate phase

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 63 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A teacher discusses the assessment rubric while assigning the group activity related to the topic temperature scales. This can be attributed to _____.

- a. Summative assessment
- b. Formative assessment
- c. Unit end assessment
- d. Diagnostic assessment

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 64 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A teacher asks the students to develop a concept map related to the topic gravitation, this can be connected with _____

- a. Engage phase
- b. Explore phase
- c. Evaluating phase
- d. Extent phase

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 65 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In an extend phase of physics lesson on heat, teacher can select _____ of the following

- a. Demonstration
- b. Lecture method
- c. Group project
- d. Discussion

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 66 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following is NOT a constructivist teaching strategy?

- a. Imitation and repetition
- b. Social negotiation
- c. Constructing new knowledge
- d. Group work

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 67 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following is a step in 'Closure' stage of a lesson?

- a. Introducing main idea of lesson
- b. Reviewing key points of lesson
- c. Introducing key concepts
- d. Scaffolding

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 68 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

_____ is an application of Social Constructivism in the English class.

- a. Student discussion
- b. Taking notes
- c. Grading
- d. Individual work

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 69 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following is NOT a learning objective of the Lesson Plan supplied for reading?

- a. Identifies the ornamental use of language
- b. Enjoys the poem and appreciates it
- c. Constructs description
- d. Reflects on setting of the poem

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 70 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which are the steps followed for planning of an achievement test?

- (i) Developing a Table of Specifications
- (ii) Selection of appropriate Item Type/Format
- (iii) Determining the Purpose of the Test
- (iv) Preparing a Design

Select the above as per the order followed.

- a. (iv), (ii), (iii) & (i)
- b. (i), (ii), (iii) & (i)
- c. (iii), (iv), (i) & (ii)
- d. (ii), (iii), (iv) & (i)

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 71 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A table of specification is a three dimensional table that shows weightages to the

-
- a. objectives, content, sections and difficulty level
 - b. objectives, content, forms of questions and difficulty level
 - c. sections, objectives, content and difficulty level
 - d. forms of questions, content, sections and difficulty level

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 72 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The ability of generating, producing and designing shows that the learner has reached the abstract level of thinking stage of _____.

- a. analyzing
- b. application
- c. evaluating
- d. creating

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 73 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The order in which the items are assembled under objectives test items are

- i) Sentence Completion, ii) Alternative Response Items, iii). Multiple Choice Items,
- iv) Matching Items

Select the above as per the order followed.

- a. ii), iii), i) and iv)
- b. ii), iii), iv) and i)
- c. ii), iv), i) and iii)
- d. i), ii) iii) and iv)

Options :

1. 1
2. 2

3. 3

4. 4

Question Number : 74 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Question-wise analysis is done for the purpose of _____.

- a. verifying the conformity of Items and item formats
- b. verifying the conformity with the design and blue print
- c. checking the correctness of answers
- d. checking the correctness of questions

Options :

1. 1

2. 2

3. 3

4. 4

Question Number : 75 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Guidelines for providing instruction in a question paper include _____

- a. Basis for answering
- b. Time allotted for answering
- c. Procedure for recording the answers
- d. All of the above

Options :

1. 1

2. 2

3. 3

4. 4

Question Number : 76 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Co-operative grouping and collaborative grouping should be decided based on the

- a. Teacher's ability
- b. Content
- c. Age of the learners
- d. Student's ability

Options :

1. 1

2. 2

3. 3

4. 4

Question Number : 77 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In a group activity the teacher's role is that of a _____.

- a. Leader
- b. Facilitator
- c. Instructor
- d. Master

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 78 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Donald Schon attributed reflective teachers as _____ towards work.

- a. Narrow minded and irresponsible
- b. Open-minded and Responsible
- c. Open-minded, responsible and wholehearted
- d. Unbiased and whole hearted

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 79 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Action Hypothesis is a statement of conjecture where the proposed intervention is stated as capable of _____.

- a. Minimizing the problem
- b. Avoiding the problem
- c. Supporting the problem
- d. Reframing the problem

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 80 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Action Research (AR) is a type of _____

- a. Pure research
- b. Applied research
- c. Survey research
- d. Fundamental research

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 81 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

In Action Research context, Evaluation of the effectiveness of intervention covers

- a. Assessing the usefulness of the intervention
- b. Assessing the relevance of the intervention
- c. Assessing the completion of the intervention
- d. All of the above

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 82 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which among the following is not essential to conduct action research?

- a. Human resource and materials
- b. Time
- c. Rigorous training
- d. Collaborators

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 83 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The tool used to review the progress of Action Research is a reflective _____.

- a. Logbook
- b. Document
- c. Report
- d. Diary

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 84 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Prioritization of the proposition is followed by _____

- a. Execution of interventions
- b. Planning of Interventions
- c. Reflection and Decision making
- d. Action Hypothesis

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 85 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Tentative theories are included under;

- a. Analysis of the Problem
- b. Prioritizing of the proposition
- c. Development of Propositions
- d. Action hypothesis

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 86 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The support extended during action research is recoded under _____.

- a. Contents
- b. Annexure
- c. References
- d. Acknowledgements

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 87 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The usefulness of the interventions is covered under _____.

- a. Evaluation of interventions
- b. Reflection and Decision-making
- c. Execution
- d. Development of propositions

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 88 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Action Research in internship context is undertaken by _____.

- a. School Practitioner
- b. Institute supervisor
- c. Student-teacher
- d. Higher authorities in school

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 89 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

A practitioner undertakes Action Research because it _____.

- a. Improves the learning environment
- b. Enhances quality of learning
- c. Provides local solutions
- d. Covers all of the above

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 90 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The relevance and comprehensiveness of the intervention is discussed under _____.

- a. Implementation of the intervention
- b. Evaluation
- c. Reflection
- d. Planning

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 91 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which among the following is a characteristic of Action Research?

- a. Action research can fetch a degree.
- b. Action research cannot be enforced by others.
- c. Action research is practitioners' research.
- d. Action research is a one-time affair.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 92 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which among the following steps is not undertaken during the assessment of the Action research proposal?

- a. Grade the proposal if completed,
- b. Asses the appropriateness of the proposal,
- c. Check whether the proposal is generated before the teaching activity is commenced,
- d. Look for correctness of reflections.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 93 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Selection of TLM to be used is discussed by

- a. Student teacher and pedagogy teacher educator
- b. Student teacher and peer teachers
- c. Student teacher and Co-operating teachers
- d. All of the above.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 94 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

_____ cannot be part of Pre-lesson Discussion.

- a. Validity of Objectives
- b. Consistency of phases of lesson design
- c. Classroom management
- d. Nature of assignment questions

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 95 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

_____ is a part of Student's reflection.

- a. Accomplishments
- b. Improvements & Drawbacks
- c. Major concepts and Pre-Requisites for the lesson
- d. All the above

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 96 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

_____ is not part of Post-lesson Discussion.

- a. Workability of lesson plan
- b. Linkage to prior knowledge
- c. Quality of focus question
- d. Opportunities provided for necessary process s skill

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 97 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Reflection on Action and Reflection in Action described by_____.

- a. Fade
- b. Rowntree
- c. Gibbs
- d. Donald Schon

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 98 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Reflection in action occurs during_____.

- a. Thinking
- b. Teaching& Involvement
- c. Reading
- d. Writing

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 99 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Reflection generally assumed to promote _____.

- a. Understanding & Insight
- b. Critical thinking & Insight
- c. Analytical & Insight
- d. Systematic & Insight

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 100 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

“Critical reflection” is _____.

- a. teacher evaluates what students do in the classroom
- b. reflections focus on how to achieve specific objectives and standards
- c. reflection for moral and ethical implications
- d. reflection things are taken for granted and accepted without question

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 101 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Through reflective thinking students are able to develop _____.

- a. Low Level Thinking
- b. Common Thinking
- c. High Level Thinking
- d. None of the these

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 102 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which among the following is not the Characteristics of Reflective Practitioner?

- a. Reflective practitioners are active.
- b. Reflective practitioners are persistent.
- c. Reflective practitioners are careful.
- d. Reflective practitioners are not proactive.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 103 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The weightage to objectives are decided upon the _____

- a. Pre- requisites of students.
- b. availability of Instructional Time.
- c. content and its categories.
- d. knowledge dimensions.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 104 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The highest ability in the Cognitive Process Dimension as per the revised Blooms Taxonomy is _____

- a. Evaluate
- b. Create
- c. Apply
- d. Synthesis

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 105 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which of the following guidelines are to be followed while constructing the test items?

(i) Use the blue print as a guide to item writing (ii) Use the textual content as it is while writing (iii) All items should have same difficulty level (iv) Write each item in such a way that it calls forth the performance described in the indented learning outcome.

- a. (i), (ii) & (iii)
- b. (i) & (iv)
- c. (ii) & (iii)
- d. (i), (ii) & (iv)

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 106 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Identifying the number of value points in a question is a part of _____

- a. the marking scheme of short answers
- b. key of an objective Item
- c. the marking scheme of a short and long answers
- d. the marking scheme of a long answers

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 107 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The approaches used in teaching mathematics, extensively is:

- a. Inductive approach, deductive approach, problem-solving approach
- b. Analytical approach, Inquiry approach, problem-solving approach
- c. Synthetic approach, Laboratory approach, problem-solving approach
- d. Inductive - deductive approach, problem-solving approach, Discovery approach

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 108 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The advanced learning resources that are used in mathematics teaching-learning process is

- a. Geo-board
- b. Audio-visual aids
- c. Measuring instruments
- d. Technology aided instruments

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 109 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Apart from usual learning resources, the other resources mathematics teacher can use is

- a. Public places
- b. personnel
- c. Museums
- d. Community resources

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 110 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The essence of planning for lesson is to facilitate _____.

- a. learners in the learning process
- b. the creation of learning activities
- c. the extensive usage of learning resources
- d. learning through meaningful engagement with activities

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 111 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The first part of lesson plan enables the teacher to _____.

- a. Visualize the classroom transactions
- b. Realize the set learning objectives
- c. Visualize the integration of learning approaches and teaching strategies
- d. Visualize about the class that ought to be.

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 112 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The creation of learning activities emerges from the _____.

- a. Kind of learning environment provided.
- b. Kind of learning experiences intended to be provided.
- c. Kind of learning outcomes to be measured.
- d. Kind of learning objectives to be attained.

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 113 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The pedagogical approach to be used in the lesson depends on _____.

- a. Unit or sub-unit chosen
- b. Content
- c. Major or minor concept chosen
- d. Nature of content

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 114 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The concept of engaging the student teachers with schools for longer duration was mandated by _____.

- a. NCERT
- b. NUEPA
- c. NAAC
- d. NCTE

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 115 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The composition of shorter and longer duration of School Attachment Programme (SAP) is _____.

- a. 8 weeks, 12 weeks
- b. 8+1 weeks, 11 weeks
- c. 4 week, 15+1 weeks
- d. 2 weeks, 17 + 1 weeks

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 116 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The SAP-1 and SAP-2 activities demands _____.

- a. Participatory observation
- b. Participatory and external observation
- c. Non-participatory and external observation
- d. Non-participatory and internal observation

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 117 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Assessment of SAP activity is _____.

- a. External only
- b. Internal only
- c. Both internal and external
- d. Neither internal nor external

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 118 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The purpose of entire SAP programme is aimed at _____.

- a. Bridging the gap between theoretical and practical knowledge
- b. Realizing the extent to which one can apply the theoretical knowledge in real situations.
- c. Understanding the schooling process
- d. Totally get immersed with schooling practices

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 119 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The short version of School Attachment Programmed (SAP) is _____.

- a. 1 week duration
- b. 2 weeks duration
- c. 3 weeks duration
- d. 4 weeks duration

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 120 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The SAP activities make the student teachers to familiarize with schooling by making them to adopt _____.

- a. Participant observation
- b. Non-participant observation
- c. Internal non-participant observation
- d. External non-participant observation

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 121 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Which SAP activity emphasizes student teachers to write the school profile?

- a. SAP-1
- b. SAP-2
- c. SAP-3
- d. SAP-4

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 122 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

If teacher training institute has 100 students, then the desirable number of student teachers that could be allotted to a school is _____.

- a. 4-6
- b. 6-8
- c. 6-10
- d. 4-5

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 123 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The objective of organizing working with community is to _____.

- a. Know the role of community in school.
- b. Build the partnership between community and school.
- c. Realize the importance of community involvement in schooling and its impact.
- d. Create the awareness about various educational programmes in the community.

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 124 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The number of schools required for organizing SAP is decided based on

- _____.
- I. Number of student teachers admitted to the course
 - II. Number of schools available in the neighbourhood of the institute.
 - III. The distance between school and the institute
 - IV. Permission obtained from the concerned authorities
- a. I and II only
 - b. I and IV only
 - c. I, II and III only
 - d. II and IV only

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 125 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

Conducting a Unit test is essential to _____.

- a. Know the effectiveness of teaching
- b. Know the extent of learning
- c. Know the effectiveness of teaching-learning process
- d. Know the mastery of learning

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 126 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The internship activity in schools, help the student teachers to acquire _____.

- a. Positive attitude towards teaching and learning
- b. The essential competencies to become professional
- c. The skills of classroom transactions
- d. The values and belief system prevailing in schooling

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 127 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The major role of institute supervisor in SAP - I is _____.

- e. Facilitation
- f. Mentoring
- g. Supervision
- h. None of these

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 128 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

During the internship, the institute supervisor can also observe the effectiveness of

- i. Mastery of the Content by student teachers
- j. Mastery of teaching skills
- k. Mastery of pedagogical techniques
- l. Mastery of assessment techniques

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 129 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The essence of organizing the Pre-internship activity is to introduce student teachers to

_____.

- a. real schooling practices
- b. real classroom practices
- c. realize the process of teaching and learning
- d. realize the purposes of becoming a Professional teacher

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 130 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The major purpose of organizing pre-internship conference is _____.

- a. To establish rapport with the schools
- b. To get acquainted with functioning of school
- c. To get firsthand experience of teaching in the school
- d. To orient the co-operating school teachers about teaching-learning practices adopted in the training institutes

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 131 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

During the pre-internship activities, the student teacher is assigned to _____.

- a. Mentors of the institute
- b. School supervisors
- c. Subject teachers of school
- d. Pedagogy teachers of the institute

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 132 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The smaller group interaction, in the pre-internship conference is arranged to know the

- a. school better
- b. facilities available in school
- c. accessibility and resources available in school
- d. heads and teachers of the school

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 133 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The pre-internship conference is totally an_____.

- a. academic activity focusing on learning perspective
- b. orientation programme
- c. academic activity focusing of teaching perspective
- d. academic activity focused on immersion of trainees to schooling

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 134 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The assessment of observation record is based _____.

- a. Systematic observation followed by trainee
- b. Systematic observation with suggestions
- c. Systematic observation with constructive remarks
- d. Casual observation with constructive remarks

Options :

- 1. 1
- 2. 2
- 3. 3
- 4. 4

Question Number : 135 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The reflective diary is assessed by _____.

- a. Selecting them at random
- b. Going through them systematically
- c. Studying from the beginning till end
- d. Studying all of them and looking for real reflections

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 136 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

During Viva-Voce of SAP programme the student teachers are expected to make presentations through PPT slides. The student teachers are expected to present _____.

- a. Curricular activities
- b. Curricular and co-curricular activities
- c. Curricular, co-curricular and extracurricular activities
- d. All the above

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 137 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The evidences that are supposed to be presented during Viva-Voce of SAP should be in the form of _____.

- a. Photos
- b. Videos
- c. Pictures/Records
- d. All the above

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 138 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The records supposed to be submitted for assessment in post-internship activity is

- a. Lesson plans, observation record, activity record
- b. Lesson plans, observation record, unit test record
- c. Lesson plans, reflective diary, activity record, unit test record
- d. Lesson plans, observation record, activity record, unit test record, reflective diary

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 139 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The student teachers are allotted to mentors based on

- a. Subject streams
- b. Pedagogies taught
- c. Subject knowledge background
- d. Availability of faculty

Options :

1. 1
2. 2
3. 3
4. 4

Question Number : 140 Question Type : MCQ Option Shuffling : No Display Question Number : Yes Single Line Question Option : No Option Orientation : Vertical

Correct Marks : 1 Wrong Marks : 0

The mentors also conduct viva-voce exam, to know student teachers.

- a. involvement in the process
- b. real learning experience in the process
- c. realization of multiple roles of a teacher
- d. Comprehensive outlook in schooling and becoming of a teacher.

Options :

1. 1
2. 2
3. 3
4. 4