

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION,  
KANDIVALI (EAST), MUMBAI**

**SEMESTER II**

**COURSE: LEARNING AND TEACHING (CC- 3)**

**1: CONCEPT OF UNIT LEARNING**

**MULTIPLE CHOICE QUESTIONS**

1. "Teaching is a task of a teacher, which is performed for the development of a child". This definition is given by\_\_\_\_\_
- A. Amidon
  - B. T.F Greens
  - C. Erickson
  - D. Skinner

**Answer- B**

2. The most appropriate meaning of learning is \_\_\_\_\_.
- A. Acquisition of skills
  - B. Personal adjustment
  - C. Modification of behaviour
  - D. Inculcation of knowledge

**Answer- C**

3. Which are not the internal Factors affecting Learning ?
- A. Interest
  - B. Attitude
  - C. Moods
  - D. economic condition

**Answer- D**

4. The order of Maslow's Hierarchy of needs, from bottom to top is:
- A. Physiological Needs, Security Needs, Social Needs, Esteem Needs, Cognitive, Aesthetic Needs, Self-Actualizing Needs, Transcendence Needs.
  - B. Esteem Needs, Cognitive, Aesthetic Needs, Self-Actualizing Needs, Transcendence Needs, Physiological Needs, Security Needs, Social Needs.
  - C. Self-Actualizing Needs, Transcendence Needs, Physiological Needs, Security Needs, Social Needs, Esteem Needs, Cognitive, Aesthetic Needs.
  - D. Social Needs, Esteem Needs, Cognitive, Aesthetic Needs, Self-Actualizing Needs, Physiological Needs, Transcendence Needs.

**Answer- A**

5. What is the first and most important need highlighted in Maslow's Hierarchy of Needs?
- A. Esteem Needs
  - B. Physiological Needs
  - C. Safety Needs
  - D. Self Actualization Needs

**Answer- B**

6. Which among the following is the highest level need under Hierarchy theory of motivation?
- A. Self Actualization Needs
  - B. Physiological Needs
  - C. Safety Needs
  - D. Esteem Needs

**Answer- A**

7. David Kolb published the learning styles model in the year \_\_\_\_\_
- A. 1981
  - B. 1984
  - C. 1987

D.1894

**Answer- B**

8. Who developed the learning style inventory?
- A. Bandura
  - B. Piaget
  - C. Skinner
  - D. Kolb

**Answer- D**

9. How many types of intelligence did Gardner's theory of multiple intelligences identify?
- A. 7
  - B. 8
  - C. 9
  - D. 10

**Answer- C**

10. Kavita is a renowned dancer. So she must possess with \_\_\_\_\_ intelligence.
- A. Linguistic intelligence
  - B. Body-kinesthetic intelligence
  - C. Musical Intelligence
  - D. Inter- personal intelligence

**Answer- B**

**DESCRIPTIVE QUESTION:**

1. State any three characteristics of learning?
2. Elaborate Educational Implication of attention?
3. Explain Educational Implication of motivation?
4. Write the Educational Implication of Maslow's theory?
5. Explain Educational Implication Gardner's theory?

## ANSWER KEY:

### 1. Explain the characteristics of learning?

- Learning is a lifelong process:
- Learning is change or modification of behaviour:
- Learning implies cumulative improvement

### 2. Education implication of attention

- Interest
- Size
- Repetition
- Stimulus
- Movement
- Contrast
- Child centered approach to teaching.
- Incentives motivate learning.

### 3. Educational Implication

- Teacher encouraging and friendly attitude .
- Teacher will guide the students in developing realistic achievement motives.
- Teacher should develop habit of self-study among students.
- Teacher should encourage the students to evaluate their own achievement from time totime.
- Teacher should develop conducive social environment in the class.

#### 4. Educational Implications of Kolb's learning style

Both Kolb's (1984) learning stages and cycle could be used by teachers to critically evaluate the learning provision typically available to students, and to develop more appropriate learning opportunities.

- Active Experimentation
- Reflective observation
- Laboratory Group Work
- Individual Problem solving
- Examinations- Multiple choice- deductive reasoning.

#### 5. Educational implications of Gardener's theory of multiple intelligence:

- Use stronger intelligence to understand the content .
- Teachers should structure the presentation of material in a style.
- Teachers must seek to assess their students' learning in ways which will give an accurate overview of their strengths and weaknesses

### UNIT 2: THEORIES OF LEARNING MULTIPLE CHOICE QUESTIONS

1. The view that “Anything can be taught at any stage of development” was expressed by
- A. Pavlov
  - B. Skinner
  - C. Bruner
  - D. Vygotsky

**Answer: C**

2. Which of the following is most applicable to the conditioning approach to learning
- A. The subject should be in readiness to receive the unnatural stimulus.
  - B. The unnatural stimulus follows the natural stimulus.
  - C. Response to natural stimulus required to be reinforced.
  - D. The natural stimulus follows the unnatural stimulus.

**Answer: B**

3. Which of the following won a Nobel Prize for his pioneering work on learning theories?
- A. B.F. Skinner
  - B. J.S. Bruner
  - C. Lev Vygotsky
  - D. Ivan Pavlov

**Answer: D**

4. In Pavlov's experiments on the salivary conditioning of dogs, the CS was
- A. The taste of food
  - B. Salivation to the taste of food
  - C. The sound of a bell
  - D. Salivation to the sound of bell

**Answer: C**

5. Which of the following is an incorrect pair?
- A. Operant conditioning – Skinner
  - B. Theory of classical conditioning – Pavlov
  - C. Psycho-social theory – Bruner
  - D. Theory of meaningful verbal learning – Asubel

**Answer: C**

6. According to Lev Vygotsky, the primary cause of cognitive development is
- A. stimulus-response pairing
  - B. social interaction
  - C. adjustment of mental schemas
  - D. equilibration

**Answer: B**

7. According to Vygotsky, children learn
- A. by maturation.
  - B. when reinforcement is offered.
  - C. by imitation.
  - D. by interacting with adults and peers.

**Answer: D**

8. Bruner's three stages of cognitive representation follow which order, from earliest to latest?
- A. Enactive, symbolic, iconic
  - B. Iconic, symbolic, enactive
  - C. Enactive, iconic, symbolic
  - D. Iconic, enactive, symbolic

**Answer: C**

9. Who discovered that people can learn new information and behaviours by watching other people, also known as social learning theory?
- A. Erik Erikson
  - B. Albert Bandura

- C. Jean Piaget
- D. Abraham Maslow

**Answer: B**

10. The study of learning is most closely associated with which school of psychology?
- A. Psychoanalytic
  - B. Humanist
  - C. Social
  - D. Behaviourist

**Answer: D**

### **DESCRIPTIVE QUESTIONS**

1. Explain the basic concepts or principles of classical conditioning?
2. Write the educational implication of the theory of operant conditioning?
3. Elaborate the three stages of Bruner's theory of cognitive development?
4. Write a note on advance organizer from David Ausubel's cognitive theory?
5. Explain Zone of proximal development (ZPD)?

### **ANSWER KEY**

1. Basic concepts or principles of classical conditioning are
  - Acquisition
  - Extinction
  - Spontaneous recovery
  - Stimulus generalization
  - Stimulus discrimination
  
2. Educational implication of the theory of operant conditioning
  - Conditioning study behavior
  - Conditioning and classroom behavior
  - Managing Problem Behavior
  - Dealing with anxieties through conditioning
  - Conditioning group behavior
  - Conditioning and Cognitive Processes
  - Shaping Complex Behavior
  
3. Three stages of Bruner's theory of cognitive development
  - Enactive mode
  - Iconic mode

- Symbolic mode
4. Advance Organizer is an idea that can provide the learner with the conceptual framework on which he can hang the new material progressively from lesson to lesson..
- Expository advance organizers
  - Narrative advance organizers
  - Skimming
  - Graphic organizers
5. The Zone of Proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.
- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
  - Social interactions with a skilful tutor that allow the learner to observe and practice their skills.
  - Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD.

### UNIT 3: EXPANDING HORIZONS OF LEARNING: MULTIPLE CHOICE QUESTIONS

1. Which of the following is a low transfer scenario?
- A. Using mathematical procedure on a similar problem with different numbers
  - B. Applying study skills learned in school to job performance
  - C. Using problem-solving learned in the real world to school problems
  - D. Remembering how to solve a problem that you have already solved once before

**Answer: A**

2. Julian is learning a new language, and he is using many of the same skills that he used when he learned other languages. This is an example of
- A. Transfer of Learning
  - B. Linguistic Aptitude
  - C. Modelling Instruction
  - D. Specific Feedback



**Answer: A**

3. Which of the following statement about group is true?
- A. You need five or more people to be considered a wok group.
  - B. The definition of groups suggests that a group is two or more people together for a reason.
  - C. Groups can be either formal or informal.
  - D. Formal groups are aimed at specific social agendas.

**Answer: C**

4. Which of the following would be considered a formal group?
- A. Task force for employee birthday celebrations
  - B. Reading group
  - C. Bowling team
  - D. Bringing people from various functions to solve a school dilemma

**Answer: D**

5. Teams occur when a number of people have \_\_\_\_\_ and recognise that their personal success is dependent on the success of others.
- A. The same manager
  - B. A shared work environment
  - C. A common goal
  - D. Similar Jobs

**Answer: C**

6. Groups which are formed as the consequence of organisational structure and work division are known as:
- A. Informal groups
  - B. Operational groups
  - C. Formal groups
  - D. Target groups

**Answer: C**

7. Which of the following is not a characteristic of an effective work group?

- A. A belief in shared aims and objectives.
- B. The resolution of conflict by members themselves.
- C. The open expression of feelings and disagreements.
- D. A sense of commitment by individual member's to their own goals and objectives.

**Answer: C**

8. Which is not an Implication of sociometry?
- A. To form teams that will be productive
  - B. To promote maladjustment of students
  - C. To identify leaders and develop their qualities
  - D. To guide and counsel leaders, isolates and rejects

**Answer: B**

9. What are the five stages in Tuckman's model of group development?
- (A) performing, storming, norming, adjourning, forming.
  - (B) storming, adjourning, norming, forming, performing.
  - (C) forming, storming, norming, performing, adjourning.
  - (D) adjourning, norming, forming, performing, storming.

**Answer: C**

10. Which definition best characterizes the storming process?
- A. The team members have assumed appropriate roles and work proactively.
  - B. Team members are expressing differences in ideas and compete for status.
  - C. Team members are becoming familiar with each other and learning about their preferences.
  - D. The team members share the feeling of pride and success.

**Answer: B**

### **DESCRIPTIVE QUESTION:**

1. Explain ways to promote transfer of learning.
2. Write any three educational Implication of Sociometry.
3. Explain role of teacher in Bruce Tuckman's revised model.

## ANSWER KEY:

### 1. Improving transfer of learning

- Practice the skill a lot in a wide variety of conditions.
- When facing a new challenge, reach back to your prior experiences.
- Examine two problems or examples that look different, but have the same kind of solution.
- Study up on the new subject to gain background knowledge about it.

### 2. Educational implications of Sociometry:-

- The teacher should try to develop group consciousness in the students.
- School authorities should impart moral and religious teaching .
- Education for patriotism and citizenship should be imparted in the collective gatherings of students.
- Group techniques should be used to teach intellectual subjects i.e., discussions, seminars, group projects etc.

### 3. Roles of teacher in Bruce Tuckman Model:

- Forming stage
- Storming Stage.
- Norming Stage.
- Performing Stage.
- Transforming Stage.

## **UNIT 4: TEACHING FOR ALL** **MULTIPLE CHOICE QUESTIONS**

1. In learning disabilities, the name for mathematical disorder is

- A. Dyspraxia
- B. Dyslexia
- C. Dyscalculia

D. Dysgraphia

**Answer: C**

2. Which of the following is an example of a Specific Learning Disability?

- A. Mental retardation
- B. Dyslexia
- C. ADHD
- D. Autistic spectrum disorders

**Answer: B**

3. A provision of education for the children with disabilities can be done through

- A. Inclusive education
- B. Integration
- C. Mainstreaming
- D. Basic education

**Answer: A**

4. Which of the following best defines multicultural education?

- A. Education that celebrates cultural differences and challenges all forms of discrimination
- B. A form of “No child left behind”
- C. A method to resolve dispute
- D. Education focused on studying different cultures

**Answer: A**

5. Who is considered to be the father of multicultural education?

- A. Skinner
- B. James Banks
- C. Auguste Comte

D. Abraham Maslow

**Answer: B**

6. The abbreviated term ADHD denoted the condition commonly known as

- A. Attention deficit hypersensitivity disorder
- B. Attention deficit hyperactivity disorder
- C. Affection deficit hypersensitivity disorder
- D. Affection deficit hyperactivity disorder

**Answer: B**

7. Deficiency in the ability to write, associated with impaired handwriting is a symptom of

- A. Dyspraxia
- B. Dyslexia
- C. Dyscalculia
- D. Dysgraphia

**Answer: D**

8. Inclusion of children with special needs

- A. is an unrealistic goal
- B. is detrimental to children without disabilities
- C. will increase the burden on schools
- D. requires a change in attitude, content and approach to teaching

**Answer: D**

9. How can teachers create a warm, welcoming learning space?

- A. By personalizing the classroom with accessories
- B. By supplying the room with colourful learning aids
- C. By teaching students to keep their work spaces tidy
- D. By focusing on keeping the classroom quiet

**Answer: A**

### **DESCRIPTIVE QUESTIONS**

1. Write the characteristics of dyslexia?
2. Explain the strategies to deal with Dyscalculia?
3. Explain the role of education for learners with Hyperactivity and attention disorders?
4. Elaborate the characteristics or elements that form the foundation of effective differentiated learning environments?
5. What do you understand by Multi-Cultural Education?

### **ANSWER KEY**

1. Characteristics of dyslexia are as follows,
  - Problems with reading, accuracy, speed, and comprehension.
  - Repeated spelling errors.
  - Reversal of orientation of letters, e.g., b-d, w-m etc.and sequence of letters in words, when read or write.
  - Errors in letter naming
  - Difficulty in learning and remembering printed words
  - Cramped or illegible handwriting
2. Strategies to deal with Dyscalculia are as follows,
  - Help to identify his/her strengths and weaknesses.
  - Parents, teachers and other educators work together to establish strategies.
  - Help outside the classroom.
  - Use graph papers
  - Begin with concrete examples
3. Role of education for learners with Hyperactivity and attention disorders
  - Evaluate child's individual needs and strengths
  - Select appropriate instructional practices
  - Strategy: three components

- Accommodations
- Instruction
- Intervention

4. Characteristics or elements that form the foundation of effective differentiated learning environments are as follows,

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction.
- Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work –work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information.
- The aim is to help students become self-reliant learners.

5. Multicultural education is an educational philosophy that focuses on celebrating cultural differences while also recognizing the importance of challenging all forms of discrimination based on race, gender, age, religion, ability or sexual orientation.

The Dimensions of Multicultural Education

- Content integration
- The knowledge construction process
- Prejudice reduction
- An equity pedagogy
- An empowering school culture and social structure

## **UNIT 5: TEACHING FOR EFFECTIVE LEARNING**

### **MULTIPLE CHOICE QUESTIONS**

1. What does it mean to think critically?

A. To criticize things for their shortcomings

B. To think actively, with an awareness of potential problems in the information

- C. To consider things in a logical manner
- D. To imagine what it would be like to be criticized

**Answer: B**

2. What is not the characteristic of a critical thinker?
- A. He uses logical skills in reasoning.
  - B. He refuses to recognize the limitations of his mind and consistently pursues excellence.
  - C. He thinks independently and does not always succumb to peer pressure.
  - D. He upholds the standards of critical thinking.

**Answer: B**

3. Which of these situations does NOT require problem solving?
- A. After you get your new computer home, you find there is no mouse in the box.
  - B. When you get your photos back from being developed, you realize they are someone else's.
  - C. Everyone on your team wants to celebrate at the restaurant, but you just ate there last night.
  - D. You've been assigned to finish a report for tomorrow morning, but it is your father's birthday, and you promised you would take him out.

**Answer: C**

4. Creative thinking process allows you to \_\_\_\_\_.
- A. meet the same challenges.
  - B. seek usual solutions.
  - C. explore certain areas.
  - D. open to new ideas.

**Answer: D**

5. The ability to come up with new and unique ideas is \_\_\_\_\_.



- A. Elaboration
- B. Fluency
- C. Originality
- D. flexibility

**Answer: C**

6. Reflective Thinking leads to

- A. Wasted time
- B. Just talking, without impact on the work
- C. It can lead anywhere
- D. Realising that you are making mistakes

**Answer: D**

7. What is meta-cognition?

- A. creating mental images in your mind
- B. thinking about your thinking
- C. wondering as you read
- D. thinking what the text might be about

**Answer: B**

8. All of the following could be considered teaching meta-cognitive strategies except

- A. Having students write down the steps to solving a math problem.
- B. Asking students to edit each other's papers and then revise their own before turning them in.
- C. Assigning a daily journal for students to reflect about the day's learning.
- D. Giving students a certain number of points for their performance in class that day.

**Answer: D**

9. Which of the following is NOT an aspect of critical thinking?

- A. Impulsive reaction

- B. Assessment of a situation
- C. Considering the potential consequences of a situation
- D. Evaluating the effectiveness of one's actions towards resolving a situation

**Answer: A**

10. Which of the following is not a barrier to creativity?

- A. Self-constraining beliefs
- B. Fear of criticism
- C. lack of confidence
- D. Environments suitable for quick production of ideas

**Answer: D**

### **DESCRIPTIVE QUESTIONS**

1. What are the educational implications of Reflective Thinking?
2. Elaborate the process of Creativity.
3. How will you promote Problem Solving in your classroom?

### **ANSWER KEY**

1. Educational implications of Reflective Thinking
  - Provide enough wait-time for students to reflect when responding to inquiries.
  - Provide emotionally supportive environments in the classroom encouraging re-evaluation of conclusions.
  - Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.
  - Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities.
2. Process of Creativity.
  - Stage of Preparation
  - The Stage of Incubation

- The Stage of Illumination
- Verification /Revision/ Evaluation

3. Promote Problem Solving in your classroom

- Model a useful problem-solving method. Problem solving can be difficult and sometimes tedious.
- Teach within a specific context.
- Help students understand the problem.
- Take enough time.
- Ask questions and make suggestions.
- Link errors to misconceptions.

**UNIT 6: TEACHING AS A PROFESSION**  
**MULTIPLE CHOICE QUESTIONS**

1. What is the place of Principal in an educational institute?

- A. Overall head of the school
- B. Manager of the school
- C. Owner of the school
- D. Founder of the school

**Answer: B**

2. Teacher wants to develop cooperation and team spirit in students. Which activities would you propose?

- A. Art
- B. Debate
- C. Project work
- D. Quiz

**Answer: C**

3. You want to ensure participation of more students in class. Which of the following methods of teaching would you adopt?

- A. Demonstration
- B. Discussion
- C. Recitation
- D. Role-play

**Answer: B**

4. To make learning effective, a goal must be meaningful in terms of \_\_\_\_\_

- A. Objectives of the curriculum
- B. Intellectual idea
- C. Standards of others
- D. The needs and purposes of students.

**Answer: D**

5. What is the main purpose of punishment to students?

- A. Demonstrate authority
- B. Protect others from doing the same
- C. Reform the offender
- D. Retaliate for the wrong that has been done

**Answer: C**

6. Teacher Professionalism is defined as the knowledge, skills and .....that teachers must have in order to be effective educators.

- A. Appreciation
- B. Practices
- C. Adjustments
- D. Attributes

**Answer: B**

7. The main purpose of the classroom management should be the

- A. Achievement of success in examination
- B. Proper utilization of school facilities
- C. Carrying out of the curriculum
- D. Advancement of pupil welfare

**Answer: D**

9. Supervision should be primarily

- A. Preventive and critical
- B. Preventive and corrective
- C. Constructive and creative
- D. Construction and critical

**Answer: C**

10. All of the following are true about classroom management except:

- A. Less management is needed when students are excited about learning.
- B. It is alright to ignore negative behaviours.
- C. Maintain the classroom rules but always be flexible and leave room for fun.
- D. Children should feel safe and respected in the classroom environment.

**Answer: B**

### **DESCRIPTIVE QUESTIONS**

1. Elaborate the Evolving Role of Teacher as Manager.
2. Write important features of Gordon Model of Self-discipline.
3. How will you maintain Effective Learning Environment in your classroom?
4. Why is it needed to stop misbehaviour in the classroom?

### **ANSWER KEY**

1. Elaborate the Evolving Role of Teacher as Manager.

- Classroom management
- It is the teacher who plays the main role in planning,
- Organizing procedures and resources,
- Arranging the environment to maximize efficiency,
- Monitoring students' progress, anticipating potential problems.

## 2. Important features of Gordon Model of Self-discipline

Thomas Gordon six Major Elements for Classroom Discipline are:

- Influence rather than control
- Preventive skills
- Problem Ownership
- Confrontive skills
- Helping skills
- No-lose conflict resolution

## 3. Effective Learning Environment in your classroom

To maintain an appropriate setting for learning, the teacher must-

- clearly communicate what he/she expects of students,
- personally exemplify those expectations, and
- consistently hold students accountable to meet them.
- Deal with incivilities promptly and consistently.
- Anticipate problems at the back of the room.

## 4. Needed to stop misbehaviour in the classroom

Stopping misbehaviour in the classroom can make a real difference to the successful management of classroom behaviour in the following ways-

- Treat each other fairly
- Respect and responsibility
- A safe place to learn
- Our classroom community
- Safe, kind, and productive

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