APPENDIX-8

INDORE THEORY CHECK UP FOR C.A.M.

Name ....................................................... Age ........... Sex ...........
Subject Methods of Teaching (1) ........................................
(2) ........................................

INSTRUCTIONS

In the following incomplete sentences are given. Each incomplete sentence is followed by a few alternative phrases. Of these, one alternative is most suitable to make the incomplete sentence complete and meaningful. Encircle the serial number of the most suitable alternative which you chose.

1. The Concept Attainment Model was propounded by -
   (a) Hilda Taba
   (b) J.S. Bruner
   (c) Richard Suchman
   (d) David Ausubel

2. The 'noisy' attribute of the concept Fish is
   (a) Fins
   (b) Eyes
   (c) Water
   (d) Colour
   (e) Aquarium

3. The criterion attributes of the concept 'AUTOMOBILE' is
   (a) Mobility
   (b) Engine
   (c) Function-Transportation
(d) None of the above

4. Which of the following is not a concept
   (a) Religion
   (b) Pen
   (c) Earth
   (d) Apple
   (e) Plant

5. A teacher taught the concept of FLOWER by showing varieties of flowers and plants without flowers. This process is called -
   (a) Concept formation
   (b) Concept Attainment
   (c) Both (a) and (b)
   (d) None of the above.

6. A child has developed the concept of ROUND himself by observing varieties of round objects. This process is called -
   (a) Concept formation
   (b) Concept Attainment
   (c) Both (a) and (b)
   (d) None of the above.

7. Does each essential attribute has value Range?
   (a) Yes
   (b) No

8. The disjunctive concept is -
   (a) Red
   (b) Rust
   (c) Mother
   (d) Death

9. All positive examples of conjunctive concept -
   (a) Possess essential and non-essential attributes of the concept
   (b) Possess all the essential attribute of the concept
   (c) Possess some of the essential attributes of the concept
   (d) Contain noisy attribute of concept.
10. Relational concepts are those where -
   (a) Several attributes are present.
   (b) Attributes do not bear any relationship to one another.
   (c) Several attributes are present but these bear some kind of relationships with one another
   (d) Certain attributes are present and certain others are absent.

11. Under selection strategy, if a student attains a concept by having many hypotheses at a time we can say that he is a -
   (a) Simultaneous scanner
   (b) Partist
   (c) Conservative focuser
   (d) Successive scanner
   (e) Wholist
   (f) Focus gambler.

12. In Reception Strategy, a student's thinking can be of -
   (a) Simultaneous scanning type
   (b) Conservative Focussing type
   (c) Partist type
   (d) Successive scanning type
   (e) Focus gambling type.

13. While teaching a concept, if the teacher presents labelled examples in the class, you may say that he is using -
   (a) Reception model
   (b) Selection model
   (c) Both (a) and (b)
   (d) None of the above.

14. In Reception Model of Concept Attainment, if a student concentrate on positive examples and changes more than one attribute at time, then he is a -
   (a) Partist
   (b) Focus gambler
   (c) Successive scanner
   (d) Conservative focuser
   (e) Simultaneous scanner.

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15. According to Bruner the term STRATEGY can be defined as -
(a) Process by which concepts are attained.
(b) Sequence of decision people make as they encounter each instances of a concept.
(c) Thinking pattern used for attaining the concept.
(d) Regularities in people decision making process.

16. In successive scanning, the student -
(a) Forms many concept hypotheses at a time.
(b) Concentrate on one attribute at a time.
(c) Forms one concept hypotheses at a time.
(d) Concentrates only on positive example of the concept at a time.

17. The act by which new categories are formed is known as -
(a) Concept attainment
(b) Categorizing
(c) Concept formation
(d) None of the above.

18. In second phase of Reception-oriented Concept Attainment Model, the student-
(a) Describe thoughts
(b) Compare attributes in positive and negative examples.
(c) Identify additional unlabelled examples as "yes" or "No".
(d) Evaluate the thinking strategies.

19. When a teacher "discuss role of hypothesis and attribute" with the student, the teacher is at ....................... of the model.
(a) Phase three
(b) Phase two
(c) Phase one
(d) None of the above.

20. The abbreviation used for "Teaching Analysis Guide" is -
(a) T.G.A.
(b) L.P.F.
(c) T.A.G.
(d) L.P.F.
21. The relationship between a rule and an attribute is -
   (a) Rules give example of the concept.
   (b) Rules are definitions that specify the essential and non-essential attributes of the concept.
   (c) Rules specify the name of concept.
   (d) Rules state the essential attributes of the concept.

22. Students recall and evaluate their thought process in -
   (a) First phase of 'Concept Attainment Model'.
   (b) Simultaneous scanning strategy.
   (c) Second phase of 'Concept Attainment Model.'
   (d) Third phase of 'Concept Attainment Model.'

23. Conceptual learning means:
   (a) Knowing the elements of concept
   (b) Stating the name of the concept
   (c) Knowing the essential attributes of concept and identifying examples.
   (d) Identifying negative examples of concept.

24. List down all elements of a concept -

25. List down all phases of Reception-Oriented Concept Attainment Model in proper sequence.
### KEY TO THEORY CHECK-UP

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24.  
- i. Name
- iii. Non-essential attributes
- v. Negative examples
- ii. Essential attributes
- iv. Positive examples
- vi. Rule.

25. The sequence of phases of Concept Attainment Model -
   - (i) Phase one : Presentation of data and identification of the Concept
   - (ii) Phase two : Testing Attainment of the Concept
   - (iii) Phase Three : Analysis of Thinking strategies.