UNIT–1 MCQs (1–120)

A. Nature of Science (1–60)

1. Science is best described as
   A. A collection of facts
   B. A belief system
   C. **A systematic body of knowledge**
   D. A moral subject

2. Science is based on
   A. Faith
   B. Opinion
   C. **Observation and experimentation**
   D. Imagination

3. The nature of science is
   A. Static
   B. **Dynamic and evolving**
   C. Fixed
   D. Dogmatic

4. Scientific knowledge is
   A. Absolute
   B. Permanent
   C. **Tentative**
   D. Opinion-based

5. Science develops
   A. Blind belief
   B. **Scientific temper**
   C. Emotional thinking
   D. Superstition

6. Science explains natural phenomena through
   A. Guesswork
   B. **Cause and effect relationships**
   C. Belief
   D. Assumptions

7. Science is objective because it is based on
   A. Personal views
   B. **Evidence and facts**
   C. Culture
   D. Belief

8. Scientific laws are
   A. Unchangeable
   B. **Subject to revision**
   C. Permanent truths
   D. Opinions

9. Science promotes
   A. Superstition
   B. **Rational thinking**
   C. Blind faith
   D. Emotional thinking

10. Science knowledge grows through
    A. Memorization
    B. **Research and experimentation**
    C. Guessing
    D. Authority

11. Science is empirical because it relies on
    A. Imagination
    B. **Observation and experiments**
    C. Faith
    D. Opinions

12. Science encourages students to
    A. Accept facts blindly
    B. **Question and investigate**
    C. Memorize rules
    D. Follow authority

13. The scientific method involves
    A. Guessing
    B. **Observation, hypothesis and testing**
    C. Memorization
    D. Belief

14. Science is tentative because
    A. It is incomplete
    B. **New evidence may change explanations**
    C. It is wrong
    D. It lacks facts

15. Science differs from superstition because it is based on
    A. Tradition
    B. **Evidence**
    C. Belief
    D. Authority

16. Science knowledge is organized in the form of
    A. Stories
    B. **Concepts, laws and theories**
    C. Opinions
    D. Assumptions

17. Science promotes
    A. Passive learning
    B. **Inquiry-based learning**
    C. Rote learning
    D. Memorization

18. Scientific thinking avoids
    A. Logic
    B. **Bias and superstition**
    C. Evidence
    D. Observation

19. Science is a human endeavor because
    A. It is natural
    B. **Humans develop scientific ideas**
    C. It is emotional
    D. It is imaginary

20. Science helps in understanding
    A. Moral values
    B. **Natural world**
    C. Emotions
    D. Culture

21. Scientific explanations are based on
    A. Beliefs
    B. **Testable evidence**
    C. Opinions
    D. Authority

22. Science emphasizes
    A. Final answers only
    B. **Process of inquiry**
    C. Memorization
    D. Speed

23. Science develops
    A. Emotional intelligence
    B. **Problem-solving skills**
    C. Artistic skills
    D. Moral values

24. Scientific laws explain
    A. Why only
    B. **How phenomena occur**
    C. Beliefs
    D. Traditions

25. Science is universal because
    A. It is culture-based
    B. **Its principles apply everywhere**
    C. It is opinion-based
    D. It changes with belief

26. Science is cumulative because
    A. Knowledge is lost
    B. **New knowledge builds on previous knowledge**
    C. It repeats facts
    D. It is fixed

27. Science develops
    A. Fear
    B. **Curiosity**

C. Blind belief
D. Anxiety

28. Science teaching should promote
A. Rote memorization
B. **Inquiry and exploration**
C. Lecture method
D. Guessing

29. Scientific knowledge is reliable because it is
A. Opinion-based
B. **Verified through experiments**
C. Belief-based
D. Imaginative

30. Science encourages learners to
A. Accept authority
B. **Think critically**
C. Memorize facts
D. Follow tradition

31. Science learning involves
A. Passive listening
B. **Active participation**
C. Memorization
D. Copying

32. Science is free from bias because it is
A. Cultural
B. **Objective**
C. Emotional
D. Moral

33. Science education promotes
A. Superstitions
B. **Logical reasoning**
C. Blind faith
D. Dogma

34. Science is experimental because it uses
A. Beliefs
B. **Controlled experiments**
C. Opinions
D. Traditions

35. Science develops
A. Mechanical learning
B. **Scientific attitude**
C. Emotional thinking
D. Memorization

36. Scientific theories are
A. Guesses
B. **Well-supported explanations**
C. Opinions
D. Beliefs

37. Science is systematic because
A. It is difficult
B. **It follows a logical method**
C. It is abstract
D. It is factual

38. Science encourages
A. Dependence
B. **Independent thinking**
C. Blind belief
D. Guessing

39. Science learning should be
A. Teacher-centred
B. **Learner-centred**
C. Textbook-centred
D. Exam-centred

40. Science helps in developing
A. Superstition
B. **Problem-solving attitude**
C. Fear
D. Anxiety

41. Science learning emphasizes
A. Facts only
B. **Conceptual understanding**

C. Memory
D. Speed

42. Science helps students to
A. Avoid questioning
B. **Understand cause-effect relationships**
C. Memorize answers
D. Guess

43. Science knowledge is verifiable because it can be
A. Believed
B. **Tested and confirmed**
C. Memorized
D. Imagined

44. Science is progressive because
A. It is fixed
B. **It grows with new discoveries**
C. It never changes
D. It is traditional

45. Science avoids
A. Evidence
B. **Dogmatism**
C. Logic
D. Reasoning

46. Science promotes
A. Emotional thinking
B. **Analytical thinking**
C. Blind belief
D. Guessing

47. Science learning should develop
A. Fear of failure
B. **Curiosity and inquiry**
C. Memorization
D. Dependence

48. Science knowledge is tentative because
A. It is wrong
B. **It can be modified with new evidence**
C. It is incomplete
D. It is false

49. Science helps in
A. Superstitious thinking
B. **Understanding environment**
C. Blind belief
D. Emotional decisions

50. Science learning emphasizes
A. Authority
B. **Evidence-based reasoning**
C. Belief
D. Memorization

51. Science is interdisciplinary because it
A. Is isolated
B. **Connects with other subjects**
C. Is rigid
D. Is limited

52. Science encourages
A. Imitation
B. **Exploration**
C. Guessing
D. Rote learning

53. Science knowledge is not absolute because
A. It lacks facts
B. **It evolves with new research**
C. It is imaginary
D. It is emotional

54. Science develops
A. Dependence
B. **Decision-making ability**
C. Fear
D. Anxiety

55. Science is inquiry-oriented because it
    A. Accepts facts blindly
    B. **Asks questions and investigates**
    C. Depends on belief
    D. Uses memorization

56. Science education aims to
    A. Promote superstition
    B. **Develop scientific literacy**
    C. Encourage blind faith
    D. Reduce curiosity

57. Science learning is meaningful when
    A. Facts are memorized
    B. **Concepts are understood**
    C. Notes are copied
    D. Exams are cleared

58. Science promotes
    A. Passive learning
    B. **Active investigation**
    C. Guessing
    D. Rote learning

59. Science develops
    A. Emotional bias
    B. **Evidence-based thinking**
    C. Blind belief
    D. Guessing

60. Science encourages learners to
    A. Accept traditions
    B. **Question and explore**
    C. Memorize facts
    D. Follow authority

B. Aims & Objectives of Teaching–Learning Science (61–120)

61. The main aim of teaching science is to
    A. Memorize facts
    B. **Develop scientific temper**
    C. Pass exams
    D. Copy notes

62. Science teaching aims to develop
    A. Blind faith
    B. **Inquiry attitude**
    C. Superstition
    D. Fear

63. Science education helps students to
    A. Avoid questioning
    B. **Understand their environment**
    C. Memorize definitions
    D. Guess answers

64. Teaching science develops
    A. Emotional thinking
    B. **Problem-solving skills**
    C. Blind belief
    D. Guessing

65. One objective of science teaching is
    A. Rote learning
    B. **Conceptual understanding**
    C. Speed writing
    D. Memorization

66. Science teaching aims to
    A. Increase anxiety
    B. **Develop curiosity**
    C. Promote superstition
    D. Create fear

67. Science education helps in developing
    A. Moral values only
    B. **Scientific attitude**
    C. Blind belief
    D. Emotional bias

68. Teaching science helps learners to
    A. Avoid logic
    B. **Think critically**
    C. Memorize facts
    D. Guess answers

69. Science teaching aims to
    A. Teach facts only
    B. **Encourage inquiry and experimentation**
    C. Promote memorization
    D. Avoid questioning

70. Science education prepares students for
    A. Rote learning
    B. **Daily life problem solving**
    C. Blind faith
    D. Guessing

71. Science teaching aims at
    A. Exam success only
    B. **Holistic development**
    C. Memorization
    D. Ranking

72. Science education develops
    A. Emotional reasoning
    B. **Analytical thinking**
    C. Blind belief
    D. Guessing

73. Teaching science helps students to
    A. Depend on teacher
    B. **Develop observation skills**
    C. Avoid experiments
    D. Memorize notes

74. Science teaching aims to develop
    A. Superstitions
    B. **Rational thinking**
    C. Emotional bias
    D. Fear

75. Science education encourages
    A. Passive listening
    B. **Active learning**
    C. Memorization
    D. Guessing

76. One objective of science teaching is
    A. Learning definitions
    B. **Understanding scientific concepts**
    C. Copying notes
    D. Speed writing

77. Science teaching helps students to
    A. Avoid experimentation
    B. **Relate science to life**
    C. Memorize facts
    D. Guess answers

78. Science education aims to develop
    A. Fear of science
    B. **Scientific literacy**
    C. Blind belief
    D. Memorization

79. Teaching science develops
    A. Emotional bias
    B. **Problem-solving attitude**
    C. Guessing
    D. Superstition

80. Science teaching encourages students to
    A. Accept facts blindly
    B. **Ask questions**
    C. Memorize definitions
    D. Copy answers

81. Science education aims at
    A. Mechanical learning
    B. **Understanding nature**
    C. Rote memory
    D. Guessing

82. Teaching science helps develop
    A. Fear
    B. **Curiosity and creativity**
    C. Blind belief
    D. Anxiety

83. Science teaching aims to
    A. Promote superstition
    B. **Develop scientific skills**
    C. Encourage memorization
    D. Reduce inquiry

84. Science education helps students to
    A. Avoid reasoning
    B. **Apply knowledge in daily life**
    C. Memorize facts
    D. Guess

85. Teaching science develops
    A. Blind belief
    B. **Logical thinking**
    C. Emotional thinking
    D. Guessing

86. Science education aims to
    A. Teach facts only
    B. **Develop inquiry skills**
    C. Memorize notes
    D. Copy answers

87. Teaching science helps in developing
    A. Anxiety
    B. **Experimental skills**
    C. Blind faith
    D. Guessing

88. Science teaching aims at
    A. Rote memorization
    B. **Understanding scientific processes**
    C. Speed writing
    D. Guessing

89. Science education helps students to
    A. Avoid environment issues
    B. **Develop environmental awareness**
    C. Memorize facts
    D. Guess

90. Teaching science develops
    A. Superstition
    B. **Decision-making skills**
    C. Blind belief
    D. Guessing

91. Science teaching aims to develop
    A. Fear
    B. **Scientific attitude towards life**
    C. Emotional bias
    D. Memorization

92. Science education helps in
    A. Blind faith
    B. **Understanding cause-effect relationships**
    C. Guessing
    D. Memorization

93. Teaching science develops
    A. Passive attitude
    B. **Active inquiry**
    C. Blind belief
    D. Guessing

94. Science education aims at
    A. Exam-oriented learning
    B. **Concept-based learning**
    C. Memorization
    D. Ranking

95. Science teaching helps students to
    A. Avoid experiments
    B. **Develop investigation skills**
    C. Memorize facts
    D. Guess

96. Science education promotes
A. Superstitions
B. **Scientific temper**
C. Blind faith
D. Emotional thinking

97. Teaching science aims to
A. Create fear
B. **Encourage exploration**
C. Promote memorization
D. Guessing

98. Science education helps learners to
A. Depend on teacher
B. **Think independently**
C. Memorize notes
D. Guess answers

99. Science teaching develops
A. Emotional thinking
B. **Analytical and critical thinking**
C. Blind belief
D. Guessing

100. Science education aims to
A. Avoid questioning
B. **Develop inquiry-based learning**
C. Memorization
D. Copying

101. Teaching science helps students to
A. Avoid nature
B. **Understand scientific phenomena**
C. Memorize definitions
D. Guess

102. Science education aims to develop
A. Fear of science
B. **Interest in science**
C. Blind belief
D. Memorization

103. Teaching science develops
A. Superstitions
B. **Experimental attitude**
C. Emotional bias
D. Guessing

104. Science education helps students to
A. Avoid problems
B. **Solve real-life problems**
C. Memorize facts
D. Guess answers

105. Teaching science aims to
A. Promote rote learning
B. **Develop scientific skills**
C. Encourage blind faith
D. Guessing

106. Science education helps in developing
A. Emotional thinking
B. **Curiosity and inquiry**
C. Blind belief
D. Memorization

107. Teaching science develops
A. Fear
B. **Problem-solving ability**
C. Guessing
D. Superstition

108. Science education aims at
A. Mechanical learning
B. **Understanding scientific concepts**
C. Memorization
D. Ranking

109. Teaching science helps learners to
A. Avoid logic
B. **Apply scientific knowledge**

C. Memorize notes
D. Guess

110. Science education promotes
A. Blind faith
B. **Rational outlook**
C. Emotional bias
D. Guessing

111. Teaching science develops
A. Anxiety
B. **Scientific thinking**
C. Blind belief
D. Guessing

112. Science education aims to
A. Promote superstition
B. **Develop scientific literacy**
C. Memorize facts
D. Guessing

113. Teaching science helps in developing
A. Fear
B. **Observation skills**
C. Blind belief
D. Guessing

114. Science education helps learners to
A. Avoid experiments
B. **Understand natural phenomena**
C. Memorize notes
D. Guess

115. Teaching science develops
A. Emotional thinking
B. **Logical reasoning**
C. Blind belief
D. Guessing

116. Science education aims at
A. Exam success only
B. **Developing scientific attitude**
C. Memorization
D. Ranking

117. Teaching science helps students to
A. Avoid environment
B. **Develop environmental awareness**
C. Memorize facts
D. Guess

118. Science education promotes
A. Superstition
B. **Evidence-based thinking**
C. Blind belief
D. Guessing

119. Teaching science aims to
A. Reduce curiosity
B. **Encourage questioning and inquiry**
C. Promote rote learning
D. Guessing

120. The ultimate aim of teaching science is to
A. Pass examinations
B. Memorize facts
C. **Develop scientific temper and rational thinking**
D. Complete syllabus

UNIT–2 MCQs (1–120)

A. Observation Method (1–25)

1. Observation method in science emphasizes
   A. Memorization
   B. Guessing
   C. **Learning through senses**
   D. Lecture

2. Observation method helps students to
   A. Copy notes
   B. **Understand natural phenomena**
   C. Memorize facts
   D. Guess answers

3. Observation in science involves
   A. Imagination
   B. **Careful watching and recording**
   C. Guessing
   D. Memorization

4. Observation method develops
   A. Emotional thinking
   B. **Scientific attitude**
   C. Blind belief
   D. Rote learning

5. Observation method is most suitable for
   A. Abstract concepts
   B. **Primary and upper primary classes**
   C. Memorization
   D. Examination

6. Observation method encourages
   A. Passive learning
   B. **Active learning**
   C. Mechanical learning
   D. Guessing

7. Observation in science should be
   A. Casual
   B. **Purposeful and systematic**
   C. Random
   D. Occasional

8. Observation method helps in developing
   A. Speed writing
   B. **Curiosity**
   C. Fear
   D. Anxiety

9. In observation method, the role of teacher is
   A. Dictator
   B. Lecturer
   C. **Guide and facilitator**
   D. Examiner

10. Observation method mainly develops
    A. Memory
    B. **Skill of noticing details**
    C. Guessing habit
    D. Writing speed

11. Observation method is useful for teaching
    A. Definitions
    B. **Living and non-living objects**
    C. Formulae
    D. Abstract laws

12. Observation method promotes
    A. Superstition
    B. **Evidence-based learning**
    C. Blind faith
    D. Rote learning

13. Observation method helps learners to
    A. Avoid questioning
    B. **Ask questions**
    C. Memorize facts
    D. Guess

14. Observation method is learner-centred because
    A. Teacher dominates
    B. **Learner actively observes**
    C. Textbook dominates
    D. Exam dominates

15. A limitation of observation method is
    A. Promotes curiosity
    B. **Time-consuming**
    C. Encourages activity
    D. Improves understanding

16. Observation method is closely related to
    A. Memorization
    B. **Scientific inquiry**
    C. Guessing
    D. Drill

17. Observation method develops
    A. Emotional bias
    B. **Analytical thinking**
    C. Blind belief
    D. Guessing

18. Observation should be followed by
    A. Memorization
    B. **Discussion and inference**
    C. Guessing
    D. Examination

19. Observation method encourages
    A. Passive listening
    B. **Learning by doing**
    C. Rote learning
    D. Guessing

20. Observation method is most effective when
    A. Teacher explains only
    B. **Learners interact with objects**
    C. Notes are given
    D. Exams are conducted

21. Observation helps students to
    A. Accept facts blindly
    B. **Develop scientific skills**
    C. Memorize answers
    D. Guess

22. Observation method helps in
    A. Speed calculation
    B. **Developing inquiry skills**
    C. Memorization
    D. Guessing

23. Observation in science should be
    A. Superficial
    B. **Accurate and unbiased**
    C. Emotional
    D. Casual

24. Observation method promotes
    A. Fear
    B. **Interest in science**
    C. Anxiety
    D. Dependence

25. Observation method is best used to
    A. Teach theories
    B. **Introduce concepts**
    C. Revise syllabus
    D. Conduct exams

B. Experimentation Method (26–50)

26. Experimentation method emphasizes
    A. Memorization
    B. **Learning through experiments**
    C. Guessing
    D. Lecture

27. Experimentation method helps students to
    A. Copy notes
    B. **Verify scientific principles**
    C. Memorize facts
    D. Guess

28. Experiments in science develop
    A. Blind belief
    B. **Scientific attitude**
    C. Emotional thinking
    D. Guessing

29. Experimentation method promotes
    A. Passive learning
    B. **Learning by doing**
    C. Rote learning
    D. Guessing

30. Experimentation method is based on
    A. Faith
    B. **Cause-effect relationship**
    C. Opinion
    D. Guessing

31. Experiments help students to
    A. Avoid questioning
    B. **Test hypotheses**
    C. Memorize laws
    D. Guess

32. Experimentation method develops
    A. Fear
    B. **Problem-solving skills**
    C. Anxiety
    D. Memorization

33. In experimentation method, teacher acts as
    A. Dictator
    B. **Facilitator**
    C. Examiner
    D. Authority

34. Experimentation method encourages
    A. Blind belief
    B. **Inquiry and investigation**
    C. Memorization
    D. Guessing

35. Experiments help in
    A. Rote learning
    B. **Concept clarification**
    C. Guessing
    D. Mechanical learning

36. Experimentation method is suitable for
    A. Memorizing facts
    B. **Upper primary and secondary levels**
    C. Only exams
    D. Guessing

37. Experiments should be
    A. Unsafe
    B. **Simple and meaningful**
    C. Complicated
    D. Risky

38. Experimentation method develops
    A. Emotional bias
    B. **Scientific skills**
    C. Blind belief
    D. Guessing

39. Laboratory work is related to
    A. Observation only
    B. **Experimentation method**

C. Lecture method
D. Discussion

40. Experimentation method helps learners to
A. Depend on teacher
B. **Think logically**
C. Memorize notes
D. Guess

41. Experiments encourage students to
A. Avoid mistakes
B. **Learn from errors**
C. Fear failure
D. Guess answers

42. Experimentation method promotes
A. Mechanical learning
B. **Active participation**
C. Rote learning
D. Guessing

43. Experimentation method helps in
A. Developing fear
B. **Understanding scientific processes**
C. Memorization
D. Guessing

44. Experiments should be followed by
A. Memorization
B. **Conclusion and discussion**
C. Guessing
D. Examination

45. Experimentation method supports
A. Blind faith
B. **Evidence-based learning**
C. Guessing
D. Memorization

46. Experimentation method is effective because it
A. Saves time
B. **Provides firsthand experience**
C. Encourages memorization
D. Avoids thinking

47. Experiments develop
A. Emotional thinking
B. **Critical thinking**
C. Blind belief
D. Guessing

48. Experimentation method reduces
A. Learning
B. **Misconceptions**
C. Understanding
D. Interest

49. Experimentation method helps in
A. Guessing
B. **Verification of laws**
C. Memorization
D. Copying

50. Experimentation method makes learning
A. Boring
B. **Meaningful**
C. Mechanical
D. Stressful

C. Discovery Method (51–75)

51. Discovery method emphasizes
A. Teacher explanation
B. **Learner's self-discovery**
C. Memorization
D. Guessing

52. Discovery method promotes
A. Passive learning
B. **Active exploration**
C. Rote learning
D. Guessing

53. Discovery learning helps students to
    A. Memorize facts
    B. **Construct knowledge**
    C. Copy notes
    D. Guess

54. Discovery method is based on
    A. Lecture
    B. **Inquiry and exploration**
    C. Memorization
    D. Guessing

55. Discovery method develops
    A. Fear
    B. **Creativity**
    C. Anxiety
    D. Dependence

56. In discovery method, teacher acts as
    A. Authority
    B. **Guide**
    C. Dictator
    D. Examiner

57. Discovery learning encourages
    A. Blind belief
    B. **Critical thinking**
    C. Memorization
    D. Guessing

58. Discovery method is learner-centred because
    A. Teacher dominates
    B. **Learner finds solutions**
    C. Textbook dominates
    D. Exam dominates

59. Discovery method helps in
    A. Mechanical learning
    B. **Long-term retention**
    C. Guessing
    D. Memorization

60. Discovery method is suitable for
    A. Rote learning
    B. **Concept formation**
    C. Speed tests
    D. Guessing

61. Discovery learning develops
    A. Emotional bias
    B. **Problem-solving ability**
    C. Blind belief
    D. Guessing

62. Discovery method encourages
    A. Dependence
    B. **Independent learning**
    C. Memorization
    D. Guessing

63. Discovery method reduces
    A. Curiosity
    B. **Maths/science anxiety**
    C. Learning
    D. Interest

64. Discovery learning supports
    A. Lecture method
    B. **Constructivist approach**
    C. Memorization
    D. Guessing

65. Discovery method is effective because it
    A. Saves time
    B. **Engages learners actively**
    C. Promotes memorization
    D. Avoids thinking

66. Discovery learning helps students to
    A. Avoid mistakes
    B. **Learn through exploration**
    C. Memorize facts
    D. Guess answers

67. Discovery method develops
    A. Fear
    B. **Scientific thinking**
    C. Anxiety
    D. Blind belief

68. Discovery learning is best when
    A. Teacher explains everything
    B. **Students explore and experiment**
    C. Notes are copied
    D. Exams dominate

69. Discovery method promotes
    A. Mechanical learning
    B. **Meaningful learning**
    C. Rote learning
    D. Guessing

70. Discovery method helps students to
    A. Accept facts blindly
    B. **Understand concepts deeply**
    C. Memorize answers
    D. Guess

71. Discovery learning is closely related to
    A. Lecture
    B. **Inquiry-based learning**
    C. Drill
    D. Memorization

72. Discovery method encourages
    A. Blind obedience
    B. **Curiosity**
    C. Fear
    D. Guessing

73. Discovery method reduces
    A. Understanding
    B. **Rote learning**
    C. Interest
    D. Participation

74. Discovery learning develops
    A. Emotional thinking
    B. **Logical reasoning**
    C. Blind belief
    D. Guessing

75. Discovery method is best suited for
    A. Revision
    B. **Introducing concepts**
    C. Memorization
    D. Examination

D. Project & Problem-Solving Methods (76–120)

Project Method

76. Project method emphasizes
    A. Memorization
    B. **Learning by doing**
    C. Guessing
    D. Lecture

77. Project method promotes
    A. Passive learning
    B. **Real-life learning**
    C. Rote learning
    D. Guessing

78. Project work encourages
    A. Individual isolation
    B. **Group cooperation**
    C. Memorization
    D. Guessing

79. Project method develops
    A. Fear
    B. **Social and scientific skills**
    C. Anxiety
    D. Dependence

80. Project method helps students to
    A. Memorize facts
    B. **Apply knowledge**

C. Guess answers
D. Copy notes

81. Project method is learner-centred because
A. Teacher dominates
B. **Learners plan and execute work**
C. Exam dominates
D. Textbook dominates

82. Project method develops
A. Blind belief
B. **Problem-solving skills**
C. Emotional bias
D. Guessing

83. Project method is suitable for
A. Rote learning
B. **Integrated learning**
C. Memorization
D. Guessing

84. Project method encourages
A. Competition
B. **Cooperation**
C. Fear
D. Guessing

85. Project work should be
A. Book-based
B. **Related to real life**
C. Mechanical
D. Theoretical

Problem-Solving Method

86. Problem-solving method emphasizes
A. Memorization
B. **Thinking and reasoning**
C. Guessing
D. Lecture

87. Problem-solving method helps students to
A. Avoid challenges
B. **Develop critical thinking**
C. Memorize facts
D. Guess

88. Problem-solving method develops
A. Fear
B. **Scientific attitude**
C. Anxiety
D. Blind belief

89. Problem-solving method encourages
A. Passive learning
B. **Active participation**
C. Rote learning
D. Guessing

90. Problem-solving involves
A. Guessing
B. **Identifying, analyzing and solving problems**
C. Memorization
D. Copying

91. Problem-solving method helps in
A. Mechanical learning
B. **Applying scientific concepts**
C. Guessing
D. Memorization

92. Problem-solving method develops
A. Emotional bias
B. **Decision-making ability**
C. Blind belief
D. Guessing

93. Problem-solving method encourages
A. Dependence
B. **Independent thinking**

C. Memorization
D. Guessing

94. Problem-solving learning is effective because it
A. Saves time
B. **Relates learning to real life**
C. Promotes memorization
D. Avoids thinking

95. Problem-solving method reduces
A. Understanding
B. **Rote learning**
C. Interest
D. Participation

96. Problem-solving develops
A. Anxiety
B. **Higher-order thinking skills**
C. Fear
D. Guessing

97. Problem-solving method supports
A. Lecture method
B. **Inquiry-based learning**
C. Memorization
D. Guessing

98. Problem-solving learning promotes
A. Blind belief
B. **Logical reasoning**
C. Guessing
D. Memorization

99. Problem-solving method helps learners to
A. Avoid mistakes
B. **Learn from errors**
C. Fear failure
D. Guess

100. Problem-solving method encourages
A. Mechanical learning
B. **Reflective thinking**
C. Rote learning
D. Guessing

101. Problem-solving method is learner-centred because
A. Teacher explains
B. **Learner solves problems**
C. Textbook dominates
D. Exam dominates

102. Project and problem-solving methods both promote
A. Memorization
B. **Active learning**
C. Guessing
D. Lecture

103. These methods help students to
A. Avoid science
B. **Connect learning with life**
C. Memorize facts
D. Guess

104. Project and problem-solving methods develop
A. Emotional thinking
B. **Scientific skills**
C. Blind belief
D. Guessing

105. These methods reduce
A. Interest
B. **Learning anxiety**
C. Understanding
D. Participation

106. Project and problem-solving methods encourage
A. Passive listening
B. **Collaboration and inquiry**
C. Memorization
D. Guessing

107. These methods support
A. Rote learning
B. **Constructivist approach**
C. Lecture method
D. Guessing

108. Project method assessment should be
A. Exam-based
B. **Process-oriented**
C. Memory-based
D. Rank-based

109. Problem-solving assessment focuses on
A. Final answer only
B. **Process and reasoning**
C. Speed
D. Memorization

110. Project method helps in developing
A. Fear
B. **Leadership qualities**
C. Anxiety
D. Guessing

111. Problem-solving method encourages
A. Blind acceptance
B. **Analytical thinking**
C. Memorization
D. Guessing

112. Project method promotes
A. Isolation
B. **Team work**
C. Fear
D. Guessing

113. Problem-solving method is most useful for
A. Rote learning
B. **Understanding concepts**
C. Memorization
D. Guessing

114. Project method develops
A. Emotional bias
B. **Planning and organization skills**
C. Blind belief
D. Guessing

115. Problem-solving method encourages
A. Dependence
B. **Self-confidence**
C. Memorization
D. Guessing

116. Project and problem-solving methods help in
A. Ignoring errors
B. **Learning through experience**
C. Memorization
D. Guessing

117. These methods make learning
A. Mechanical
B. **Meaningful and joyful**
C. Stressful
D. Rigid

118. Project and problem-solving methods are examples of
A. Teacher-centred methods
B. **Learner-centred methods**
C. Exam-centred methods
D. Textbook-centred methods

119. These methods promote
A. Blind belief
B. **Scientific temper**
C. Guessing
D. Memorization

120. Effective science teaching requires

A. Only lecture

B. Only memorization

C. **Use of observation, experimentation, discovery, project and problem-solving methods**

D. Exams only

UNIT–3 MCQs (1–120)

A. Evaluation in Science – Basic Concepts (1–30)

1. Evaluation in science is a process of
   A. Teaching
   B. Learning
   C. **Assessing learning outcomes**
   D. Memorizing facts

2. The main purpose of evaluation is to
   A. Rank students
   B. **Improve teaching–learning process**
   C. Punish learners
   D. Complete syllabus

3. Evaluation in science should focus on
   A. Memory only
   B. **Understanding and application**
   C. Speed writing
   D. Guessing

4. Evaluation is an integral part of
   A. Examination
   B. **Teaching–learning process**
   C. Discipline
   D. Homework

5. Good evaluation helps teachers to
   A. Ignore weaknesses
   B. **Identify learning difficulties**
   C. Increase workload
   D. Fail students

6. Evaluation should be
   A. Occasional
   B. **Continuous and comprehensive**
   C. Random
   D. End-term only

7. Evaluation in science emphasizes
   A. Facts only
   B. **Concepts, skills and attitudes**
   C. Memorization
   D. Guessing

8. Evaluation helps learners to
   A. Feel anxious
   B. **Know their progress**
   C. Memorize answers
   D. Guess

9. Evaluation should be based on
   A. Teacher’s mood
   B. **Learning objectives**
   C. Guessing
   D. Bias

10. Evaluation is useful for
    A. Teachers only
    B. Students only
    C. **Both teachers and students**
    D. Administrators only

11. Evaluation should encourage
    A. Fear
    B. **Self-assessment**
    C. Competition only
    D. Anxiety

12. Evaluation in science assesses
    A. Memory alone
    B. **Knowledge, skills and attitudes**
    C. Writing speed
    D. Neatness

13. Evaluation should be
    A. Punitive
    B. **Diagnostic and remedial**
    C. Mechanical
    D. Stressful

14. Evaluation helps in
    A. Ignoring errors
    B. **Curriculum improvement**
    C. Punishment
    D. Ranking

15. Evaluation should be learner-centred because
    A. Teacher dominates
    B. **Learner's progress is focused**
    C. Exams dominate
    D. Marks dominate

16. Evaluation measures
    A. Teaching only
    B. **Learning outcomes**
    C. Discipline
    D. Attendance

17. Evaluation should reduce
    A. Interest
    B. **Learning gaps**
    C. Understanding
    D. Participation

18. Evaluation promotes
    A. Superstition
    B. **Scientific temper**
    C. Blind belief
    D. Guessing

19. Evaluation is meaningful when it is
    A. End-term only
    B. **Continuous**
    C. Sudden
    D. Rare

20. Evaluation should assess
    A. Final answer only
    B. **Process and reasoning**
    C. Speed
    D. Memorization

21. Evaluation in science must be
    A. Subjective only
    B. **Objective and reliable**
    C. Casual
    D. Unplanned

22. Evaluation helps in identifying
    A. Teacher mistakes only
    B. **Student strengths and weaknesses**
    C. School rules
    D. Timetable problems

23. Evaluation should motivate students to
    A. Avoid science
    B. **Improve learning**
    C. Fear exams
    D. Guess answers

24. Evaluation is different from examination because
    A. It is written
    B. **It is continuous**
    C. It is difficult
    D. It is lengthy

25. Evaluation should be aligned with
    A. Textbook only
    B. **Learning objectives**
    C. Examination pattern
    D. Guessing

26. Evaluation in science supports
    A. Rote learning
    B. **Inquiry-based learning**
    C. Guessing
    D. Memorization

27. Evaluation helps teachers to
    A. Teach faster
    B. **Modify teaching strategies**
    C. Skip lessons
    D. Increase homework

28. Evaluation should be free from
    A. Criteria
    B. **Bias**
    C. Planning
    D. Structure

29. Evaluation in science should develop
    A. Fear
    B. **Scientific attitude**
    C. Anxiety
    D. Guessing

30. Evaluation is most effective when it is
    A. One-time
    B. **Ongoing**
    C. Random
    D. Optional

B. Tools of Evaluation in Science (31–70)

31. A tool of evaluation is
    A. Teaching method
    B. **Instrument for assessment**
    C. Lesson plan
    D. Syllabus

32. Written tests are used to assess
    A. Attitudes only
    B. **Knowledge and understanding**
    C. Practical skills only
    D. Emotions

33. Oral tests mainly assess
    A. Memory only
    B. **Concept clarity and communication**
    C. Writing speed
    D. Guessing

34. Objective type questions help in assessing
    A. Creativity
    B. **Factual knowledge**
    C. Attitudes
    D. Practical skills

35. Short answer questions test
    A. Memorization only
    B. **Understanding and recall**
    C. Guessing
    D. Speed writing

36. Essay type questions assess
    A. Speed
    B. **Organization of ideas**
    C. Guessing
    D. Rote memory

37. Practical tests are used to assess
    A. Theoretical knowledge
    B. **Experimental skills**
    C. Memory
    D. Writing ability

38. Observation tool helps in assessing
    A. Knowledge only
    B. **Skills and attitudes**
    C. Memory
    D. Guessing

39. Checklist is used to
    A. Rank students
    B. **Record specific behaviours**
    C. Give marks only
    D. Punish learners

40. Rating scale helps in assessing
    A. Facts
    B. **Degree of performance**
    C. Memorization
    D. Guessing

41. Portfolio is a collection of
    A. Test papers
    B. **Student's work over time**

C. Only marks
D. Homework

42. Portfolio assessment promotes
A. Rote learning
B. **Reflective learning**
C. Guessing
D. Fear

43. Project work assesses
A. Memory
B. **Application of knowledge**
C. Speed writing
D. Guessing

44. Practical records help assess
A. Neatness only
B. **Process and skills**
C. Guessing
D. Memorization

45. Viva-voce helps in assessing
A. Writing skills
B. **Concept clarity**
C. Speed
D. Guessing

46. Worksheets are useful for assessing
A. Final achievement
B. **Ongoing learning**
C. Ranking
D. Promotion

47. Diagnostic tests are used to
A. Promote students
B. **Identify learning difficulties**
C. Give grades
D. Rank students

48. Achievement tests measure
A. Attitudes
B. **Learning outcomes**
C. Interest
D. Motivation

49. Observation schedule is used to
A. Teach
B. **Record learner behaviour**
C. Memorize
D. Guess

50. Practical examination assesses
A. Only theory
B. **Hands-on skills**
C. Memorization
D. Guessing

51. Anecdotal records are used to note
A. Marks
B. **Significant learner behaviour**
C. Attendance
D. Homework

52. Oral questioning helps in assessing
A. Writing skill
B. **Immediate understanding**
C. Guessing
D. Memory only

53. Projects help assess
A. Memorization
B. **Creativity and application**
C. Guessing
D. Speed

54. Science quizzes mainly test
A. Attitudes
B. **Concept recall**
C. Practical skills
D. Emotions

55. Rubrics are used to
A. Punish learners
B. **Set assessment criteria**
C. Guess marks
D. Teach lessons

56. Performance-based assessment evaluates
    A. Writing only
    B. **Actual task performance**
    C. Guessing
    D. Memory

57. Lab work assessment focuses on
    A. Final answer
    B. **Procedure and safety**
    C. Guessing
    D. Writing

58. Concept maps are used to assess
    A. Speed
    B. **Conceptual understanding**
    C. Guessing
    D. Memory

59. Practical tests encourage
    A. Rote learning
    B. **Learning by doing**
    C. Guessing
    D. Memorization

60. A good assessment tool should be
    A. Biased
    B. **Valid and reliable**
    C. Random
    D. Stressful

61. Multiple choice questions are useful for
    A. Creativity
    B. **Large-scale assessment**
    C. Attitude assessment
    D. Skill testing

62. Open-ended questions assess
    A. Guessing
    B. **Reasoning ability**
    C. Speed
    D. Memorization

63. Science journal writing assesses
    A. Marks only
    B. **Reflection and understanding**
    C. Guessing
    D. Memory

64. Practical notebooks assess
    A. Final result only
    B. **Process and observations**
    C. Guessing
    D. Memorization

65. Diagram-based questions assess
    A. Guessing
    B. **Conceptual clarity**
    C. Writing speed
    D. Memorization

66. Online quizzes help in
    A. Punishment
    B. **Immediate feedback**
    C. Guessing
    D. Ranking

67. Group activities assess
    A. Memory
    B. **Collaboration skills**
    C. Guessing
    D. Writing

68. Science exhibitions assess
    A. Memorization
    B. **Creativity and application**
    C. Guessing
    D. Speed

69. Practical tests should be
    A. Unsafe
    B. **Objective and structured**
    C. Casual
    D. Random

70. Assessment tools should match
    A. Textbook

B. **Learning objectives**
C. Guessing
D. Examination pattern

C. Techniques of Evaluation in Science (71–120)

71. A technique of evaluation refers to
A. Tool only
B. **Method of using tools**
C. Teaching strategy
D. Lesson plan

72. Observation technique is useful for assessing
A. Memory
B. **Scientific skills**
C. Guessing
D. Speed

73. Interview technique helps assess
A. Writing skill
B. **Attitudes and understanding**
C. Guessing
D. Memory

74. Continuous assessment technique helps in
A. End-term grading
B. **Monitoring progress**
C. Ranking
D. Promotion

75. Diagnostic evaluation technique is used to
A. Certify learning
B. **Find learning gaps**
C. Rank students
D. Promote students

76. Formative evaluation technique focuses on
A. Final result
B. **Learning process**
C. Ranking
D. Promotion

77. Summative evaluation technique focuses on
A. Process
B. **Overall achievement**
C. Diagnosis
D. Remediation

78. Peer assessment technique encourages
A. Competition
B. **Collaborative learning**
C. Guessing
D. Fear

79. Self-assessment technique promotes
A. Dependence
B. **Self-reflection**
C. Guessing
D. Memorization

80. Practical evaluation technique assesses
A. Only theory
B. **Hands-on skills**
C. Guessing
D. Writing

81. Continuous and Comprehensive Evaluation (CCE) emphasizes
A. Exams only
B. **Holistic assessment**
C. Ranking
D. Memorization

82. CCE assesses
A. Knowledge only
B. **Scholastic and co-scholastic areas**

C. Memory
D. Guessing

83. Diagnostic evaluation is done
A. After teaching only
B. **Before and during teaching**
C. At the end only
D. Randomly

84. Remedial evaluation technique helps in
A. Ranking
B. **Improving weak areas**
C. Punishment
D. Guessing

85. Observation technique should be
A. Casual
B. **Systematic and objective**
C. Emotional
D. Random

86. Interview technique is useful for assessing
A. Speed
B. **Depth of understanding**
C. Guessing
D. Memorization

87. Portfolio evaluation technique encourages
A. Rote learning
B. **Continuous improvement**
C. Guessing
D. Fear

88. Project evaluation technique assesses
A. Memory
B. **Application and creativity**
C. Guessing
D. Speed

89. Formative assessment provides
A. Final grades
B. **Feedback for improvement**
C. Promotion
D. Ranking

90. Summative assessment is usually
A. Continuous
B. **End-term**
C. Diagnostic
D. Remedial

91. Practical assessment technique reduces
A. Learning
B. **Misconceptions**
C. Understanding
D. Interest

92. Concept mapping technique assesses
A. Guessing
B. **Concept relationships**
C. Speed
D. Memory

93. Peer assessment develops
A. Fear
B. **Responsibility**
C. Guessing
D. Dependence

94. Self-assessment helps students to
A. Avoid learning
B. **Monitor their own progress**
C. Guess answers
D. Memorize

95. Observation technique is best for assessing
A. Knowledge only
B. **Skills and attitudes**
C. Guessing
D. Writing

96. Diagnostic evaluation helps teachers to
A. Complete syllabus
B. **Plan remedial teaching**
C. Rank students
D. Promote students

97. Continuous assessment reduces
A. Interest
B. **Exam stress**
C. Understanding
D. Participation

98. Evaluation techniques should be
A. Rigid
B. **Flexible and learner-centred**
C. Random
D. Stressful

99. Assessment in science should promote
A. Rote learning
B. **Inquiry and reasoning**
C. Guessing
D. Memorization

100. Practical evaluation develops
A. Fear
B. **Scientific skills**
C. Guessing
D. Anxiety

101. Formative evaluation supports
A. Punishment
B. **Learning improvement**
C. Ranking
D. Certification

102. Summative evaluation supports
A. Diagnosis
B. **Certification**
C. Remediation
D. Feedback

103. Observation technique should avoid
A. Planning
B. **Bias**
C. Criteria
D. Recording

104. Project evaluation helps in
A. Memorization
B. **Real-life application**
C. Guessing
D. Speed

105. Assessment techniques should align with
A. Exams only
B. **Teaching objectives**
C. Guessing
D. Marks

106. Peer and self-assessment promote
A. Dependence
B. **Learner autonomy**
C. Guessing
D. Memorization

107. Evaluation techniques in science should be
A. Exam-oriented
B. **Process-oriented**
C. Rank-oriented
D. Mark-oriented

108. Practical assessment encourages
A. Mechanical learning
B. **Learning by doing**
C. Guessing
D. Memorization

109. Continuous assessment helps in
A. Late correction
B. **Immediate correction**
C. Guessing
D. Ranking

110. Good evaluation technique should be
A. Time-wasting
B. **Child-friendly**
C. Fear-inducing
D. Stressful

111. Assessment tools should be
A. Same for all situations
B. **Varied and appropriate**
C. Random
D. Limited

112. Diagnostic assessment should be followed by
A. Promotion
B. **Remedial teaching**
C. Ranking
D. Punishment

113. Science evaluation should assess
A. Memory only
B. **Concepts, skills and attitudes**
C. Guessing
D. Speed

114. Effective assessment promotes
A. Anxiety
B. **Meaningful learning**
C. Fear
D. Guessing

115. Evaluation techniques should encourage
A. Competition only
B. **Continuous improvement**
C. Guessing
D. Ranking

116. Practical assessment helps in developing
A. Emotional bias
B. **Experimental skills**
C. Blind belief
D. Guessing

117. Assessment in science should support
A. Rote learning
B. **Inquiry-based learning**
C. Guessing
D. Memorization

118. Evaluation techniques should be
A. Teacher-centred
B. **Learner-centred**
C. Exam-centred
D. Textbook-centred

119. Assessment tools and techniques should help in
A. Punishment
B. **Improving learning quality**
C. Guessing
D. Ranking

120. Effective evaluation in science requires
A. Only written tests
B. Only practical tests
C. **Appropriate tools and techniques aligned with objectives**
D. Exams only