

Attitudes, actions, and appearances in the context of classroom communication are considered as:

- (1) Verbal
- (2) Non-verbal
- (3) Impersonal
- (4) Irrational

Ans: 2

Every type of communication is affected by its:

- (1) Reception
- (2) Transmission
- (3) Non-regulation
- (4) Context

Ans: 4

Most often, the teacher - student communication is:

- (1) Spurious
- (2) Critical
- (3) Utilitarian
- (4) Confrontational

Ans: 3

A good communicator begins his/her presentation with a:

- (1) A complex question
- (2) Repetitive phrase
- (3) Ice breaker
- (4) Non – sequitur

Ans: (3)

In a classroom, the process of message reception can be enhanced by:

- (1) Establishing a viewpoint
- (2) Exposing the ignorance of students
- (3) Increasing the information load
- (4) Using high decibel audio tools

Ans: (1)

When verbal and non-verbal messages are contradictory, it is said that most people believe in:

- (1) Indeterminate messages
- (2) Verbal messages
- (3) Non – verbal messages
- (4) Aggressive messages

Ans: (3)

The typical feature of an information rich classroom is being:

- (1) Sedentary
- (2) Staggered
- (3) Factual
- (4) Sectoral

Ans: (3)

Positive classroom communication leads to:

- (1) Coercion
- (2) Submission
- (3) Confrontation
- (4) Persuasion

Ans: (4)

Classroom communication is the basis of:

- (1) Social identity
- (2) External inanities
- (3) Biased passivity
- (4) Group aggression

Ans: (1)

Identify the important element a teacher has to take cognizance of while addressing students in a classroom

- (1) Avoidance of proximity
- (2) Voice modulation'
- (3) Repetitive pause
- (4) Fixed posture