



NTET Model Question Paper 10

UNIT 1: Teaching & Training (Q1-Q12)

Q1. Memory-level teaching emphasizes:

- A. Deep conceptual **analysis**
- B. **Rote** memorization of details
- C. Reflective inquiry and **critical thinking**
- D. Student-led **problem-solving**

Answer: B

Explanation: Memory-level teaching deals with recall and repetition, not higher-level cognitive tasks.

Q2. At the Understanding level of teaching, a teacher wants students to:

- A. Solely **memorize** facts for quick repetition
- B. **Interpret** and restate key concepts in their own words
- C. Engage in **purely** mechanical drills
- D. Rely on teacher's **dictation**

Answer: B

Explanation: Understanding-level aims at ensuring learners grasp the meaning behind concepts, going beyond recall.

Q3.

Assertion (A): Reflective teaching fosters critical thinking and creativity among learners.

Reason (R): Because reflective teaching is restricted to **factual** recall.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct, but (R) does not explain (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

Answer: C

Explanation: Reflective-level teaching goes well beyond factual recall, promoting higher-order analysis and originality. The reason is incorrect.

Q4. In a bedside teaching scenario, students gain:

- A. Only **theoretical** insights with no patient contact
- B. Hands-on **clinical** experience and immediate feedback from actual cases
- C. Practice in writing **long** essays on procedures
- D. Minimal chance to **observe** real patient conditions

Answer: B

Explanation: Bedside teaching merges theory with real patient interactions, enhancing clinical reasoning and practical skills.

Q5. Individual differences in a classroom typically require the teacher to:

- A. **Differentiate** tasks, offering multiple learning pathways
- B. Deliver an identical **script** to all



- C. Focus on only the academically **strongest**
- D. Assume all learners **progress** identically

Answer: A

Explanation: Addressing diverse readiness levels, interests, and modalities ensures all students can engage productively.

Q6. A teacher focusing on **psychomotor** skills should:

- A. Assign purely **textbook** reading
- B. Provide **demonstrations**, supervised practice, and corrective feedback
- C. Only talk about **theory** behind the skill
- D. Avoid direct **observation** of performance

Answer: B

Explanation: Psychomotor competencies are best acquired via demonstration and hands-on practice with real-time feedback.

Q7. In teaching **adult learners**, one recommended approach is:

- A. Emphasize **child-centered** rote routines
- B. Offer **relevant, problem-based** tasks linked to real experiences
- C. Provide minimal **autonomy**
- D. Rely solely on **memorization** tests

Answer: B

Explanation: Adults value learning that directly connects to their prior knowledge and practical needs.

Q8. Which method best suits the **Reflective** level of teaching?

- A. Teacher-led **dictation** with no questioning
- B. **Debates**, critiques, and independent problem-solving tasks
- C. Routine **fact** listing
- D. Passive reading of a **script**

Answer: B

Explanation: Reflective-level teaching encourages analyzing, evaluating, and creating—debates or problem-solving tasks cultivate this.

Q9. When planning lessons for an **understanding** level, the teacher:

- A. Wants students to recite **definitions** only
- B. Encourages learners to see **connections** among ideas
- C. Avoids giving **examples** or analogies
- D. Emphasizes solely **short** T/F quizzes

Answer: B

Explanation: Understanding involves connecting and comprehending relationships within the content, not just recall.

Q10. A teacher who conducts a **demonstration** and then watches students replicate it is focusing on:

- A. Strictly **theoretical** knowledge
- B. Building **psychomotor** or practical competencies



- C. Minimizing **any** feedback
- D. Encouraging purely **written** tasks

Answer: B

Explanation: Demonstrations followed by practice help learners develop hands-on skills, crucial for psychomotor domain mastery.

Q11. Which factor is *least* crucial to **effective teaching**?

- A. Teacher's **subject expertise**
- B. Ability to communicate **clearly**
- C. Managing the **learning environment**
- D. Teacher's personal **sport** achievements

Answer: D

Explanation: While personal achievements might enrich rapport, they're peripheral compared to expertise, communication, and management for effective teaching.

Q12.

Assertion (A): *Memory-level* teaching is insufficient for complex problem-solving.

Reason (R): Memory-level focuses on **rote** recall, lacking conceptual depth.

- A. Both (A) and (R) are correct, (R) is the correct explanation.
- B. Both (A) and (R) are correct, but (R) is not the correct explanation.
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

Answer: A

Explanation: Relying on memorization alone does not cultivate advanced problem-solving, so the reason directly explains the assertion.

UNIT 2: Communication (Q13-Q24)

Q13. A barrier to **intercultural communication** in a diverse classroom can be:

- A. Teacher's **cultural awareness** and inclusive references
- B. **Stereotyping** or bias about certain cultural groups
- C. Encouraging **dialogue** to clarify differences
- D. Providing **translated** summaries for non-native speakers

Answer: B

Explanation: Cultural prejudices or stereotypes can alienate students and obstruct open communication.

Q14. Non-verbal cues that support teacher messages might include:

- A. Clear **eye contact**, open posture, and matching facial expressions
- B. Arms crossed, **stern** expression
- C. Speaking with **no** vocal variation
- D. Turning away from the **class**

Answer: A

Explanation: Positive and congruent body language reinforces spoken content effectively.



Q15.

Assertion (A): Active listening fosters stronger teacher-learner relationships.

Reason (R): By actively listening, the teacher shows **respect** for students' voices, encouraging them to share more.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct, but (R) doesn't explain (A).
- C. (A) is correct, (R) is incorrect.
- D. Both (A) and (R) are incorrect.

Answer: A

Explanation: Active listening demonstrates genuine interest in students' contributions, building trust and rapport.

Q16. Doctor-patient communication is enhanced by:

- A. Using advanced **medical jargon** exclusively
- B. Offering minimal **explanation** to patients
- C. **Empathy**, clear layman's terms, and checking patient understanding
- D. Emphasizing **authority** over patient concerns

Answer: C

Explanation: Empathy plus plain language fosters patient comfort and clarity, improving compliance and satisfaction.

Q17. A *two-way* communication style in class often involves the teacher:

- A. Delivering **monologues** with no feedback
- B. Inviting **student responses**, clarifying doubts, adjusting teaching based on input
- C. Refusing to let students **speak**
- D. Focusing only on teacher's **notes**

Answer: B

Explanation: Two-way means a genuine exchange of information, so the teacher must solicit and address student input.

Q18. Mass media can shape opinions on:

- A. Strictly **nothing** in society
- B. Health, education, and various **public** issues
- C. Only local **commercial** ads
- D. Minimally influencing **cultural** norms

Answer: B

Explanation: Mass media widely distributes information, framing perspectives on diverse social and health topics.

Q19. Encoding in the communication process is done by the:

- A. **Sender**, formulating thoughts into words/symbols
- B. **Receiver**, interpreting meaning
- C. **Channel**, delivering the signals
- D. The environment or **noise**

Answer: A

Explanation: The sender (e.g., teacher) encodes the message into a communicable format.



Q20. Which approach typically *enhances* teacher-student communication?

- A. **Clarity** in instructions, relevant examples, and interactive questioning
- B. Overuse of **technical** jargon with no explanation
- C. Teacher maintaining **no** checks on comprehension
- D. Forbidding learners to pose **questions**

Answer: A

Explanation: Clear language, examples connecting to students' context, and open Q&A sessions foster effective communication.

Q21. *Intercultural* communication in class is improved by:

- A. Forcing a **dominant** culture on all learners
- B. Respecting **multiple** perspectives and contextualizing references
- C. Ignoring any **cultural** concerns
- D. Using one **language** exclusively with no support

Answer: B

Explanation: Openness to diverse viewpoints and cultural references ensures everyone feels included and understood.

Q22. In a *one-way* communication setup, the teacher:

- A. Receives **frequent** feedback from students
- B. Delivers content **unilaterally** with little to no student response
- C. Asks **open-ended** questions
- D. Encourages **discussion**

Answer: B

Explanation: One-way indicates a lecture or monologue style, with minimal or no learner participation.

Q23. A *major barrier* to effective teacher-learner communication can be:

- A. **Culturally inclusive** examples
- B. Checking **student understanding** throughout
- C. Excessive use of **technical jargon** beyond learners' grasp
- D. Clear, simple **explanations**

Answer: C

Explanation: Overly specialized or complex language that learners can't follow hinders communication.

Q24.

Assertion (A): Encouraging questions from students enhances clarity of lessons.

Reason (R): By asking questions, students can **confirm** understanding or highlight confusion.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct, but (R) doesn't explain (A).
- C. (A) is correct, (R) is incorrect.
- D. Both (A) and (R) are incorrect.

Answer: A



Explanation: Students' questions highlight areas needing elaboration, so it directly explains how clarity is improved.

UNIT 3: Classroom Management (Q25-Q36)

Q25. The top priority of **classroom management** is:

- A. Keeping learners **silent** throughout
- B. Facilitating an environment **conducive** to effective learning with minimal disruptions
- C. Making the teacher appear **authoritative**
- D. Relying only on **punitive** discipline

Answer: B

Explanation: Classroom management ensures an organized environment to maximize learning and reduce behavioral issues.

Q26. In an **inclusive** classroom, the teacher might:

- A. Offer *the same single approach* ignoring varied learner needs
- B. **Differentiate** tasks, use supportive tools, encourage peer collaboration
- C. Isolate learners with special needs to a **separate** group
- D. Provide no **adaptations** for diverse abilities

Answer: B

Explanation: Inclusivity requires adjusting instruction, resources, and support so all learners can participate fully.

Q27. Proactive classroom management includes:

- A. Setting **clear** routines and teaching them from the start
- B. Reacting only when misbehavior becomes a **large** issue
- C. Offering no **rules** or guidelines
- D. Changing rules daily with **no** predictability

Answer: A

Explanation: Proactive strategies prevent issues by establishing and reinforcing routines and expectations early.

Q28. Which is a **key** factor in boosting student motivation?

- A. Presenting **irrelevant** tasks with no personal connection
- B. Assigning tasks that are *appropriately challenging* and linking them to real-life goals
- C. Withholding **feedback** on progress
- D. Enforcing purely **punitive** measures

Answer: B

Explanation: Motivation grows when learners see tasks as meaningful, achievable, and connected to personal or career contexts.

Q29. Which statements about **discipline** are correct?

- (I) **Engaging** content reduces off-task behaviors.
 - (II) **Ambiguous** rules can increase confusion and misbehavior.
 - (III) **Public humiliation** fosters positive relationships.
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(IV) Consistent enforcement of **fair** guidelines fosters trust.

- A. (I), (II), and (IV) only
- B. (I), (III), and (IV) only
- C. (II), (III), and (IV) only
- D. (I) and (III) only

Answer: A

Explanation: Public humiliation generally damages trust and morale, so (III) is incorrect.

Q30.

Assertion (A): Maintaining *clear expectations* supports a stable learning environment.

Reason (R): Students are more likely to **cooperate** when they know exactly what is expected.

- A. Both (A) and (R) are correct, (R) is correct explanation of (A).
- B. Both (A) and (R) are correct, but (R) doesn't explain (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

Answer: A

Explanation: Clear expectations promote shared understanding and consistent behavior, thus building cooperation.

Q31. An example of **practical** classroom management is:

- A. Having well-defined **routines**, transitional procedures, and consistent follow-up
- B. Arbitrarily **changing** seating daily with no explanation
- C. Publicly **shaming** disruptive students
- D. Refusing to offer any **positive** reinforcement

Answer: A

Explanation: Practical management sets explicit routines and ensures consistent practices, reducing confusion and promoting order.

Q32. In a **skills-lab**, effective management includes:

- A. No **demonstrations** or feedback
- B. Clear stepwise **demonstrations**, supervised practice, and immediate error correction
- C. Letting novices perform tasks **unsafely** for trial and error
- D. Relying on purely **theoretical** quizzes

Answer: B

Explanation: Skills-lab instruction demands modeling technique, guiding student practice, and offering real-time corrections.

Q33. Disruptions tend to reduce when:

- A. Lessons are **boring** with no variety
- B. The teacher remains **unaware** of student engagement
- C. The teacher actively **monitors** the class and keeps tasks relevant
- D. Students have too much **idle** time

Answer: C



Explanation: Active supervision, meaningful content, and addressing minor issues early lead to fewer behavioral problems.

Q34. To keep learners **motivated**, a teacher might:

- A. Provide **realistic** goals, encourage active involvement, and celebrate progress
- B. Overburden them with **tedious** repetitive tasks
- C. Offer no **acknowledgment** of effort or improvement
- D. Show **disinterest** in their achievements

Answer: A

Explanation: Setting appropriate challenges, acknowledging successes, and engaging tasks fosters motivation.

Q35. A **personal approach** to classroom management means:

- A. Blindly copying a **standard** discipline manual
- B. Adapting known principles to the teacher's **style** and student group context
- C. Having a single **rigid** routine for all classes
- D. Minimizing any **self-reflection**

Answer: B

Explanation: A personal approach tailors general management strategies to the teacher's strengths and the class's unique needs.

Q36. Positive reinforcement in class might look like:

- A. Publicly **criticizing** every small error
- B. Encouraging desired behaviors via **praise**, tokens, or privileges
- C. Encouraging only a few **favorites**
- D. Using no acknowledgement for **appropriate** behavior

Answer: B

Explanation: Positive reinforcement encourages students to repeat effective behaviors by rewarding them with praise or tangible rewards.

UNIT 4: Assessment Methods (Q37-Q48)

Q37. *Formative* assessment is used mainly:

- A. At the **end** to finalize grades
- B. **Throughout** instruction to give feedback and correct misunderstandings
- C. Strictly for awarding **certificates**
- D. Only to compare student **rank**

Answer: B

Explanation: Formative checks are done during the learning process, enabling immediate adjustments and feedback.

Q38. *Summative* assessment typically:

- A. Is used to assign final **course** grades or outcomes
 - B. Has no impact on **certification**
 - C. Occurs continuously in every **lesson**
-



D. Serves purely **diagnostic** purposes

Answer: A

Explanation: Summative evaluations measure overall achievement at the conclusion of a learning unit or course.

Q39. *Diagnostic* assessment:

- A. Gives final **marks**
- B. Identifies learners' **baseline**, uncovering gaps or misconceptions early
- C. Summarizes entire **course** performance
- D. Occurs strictly after **final** exams

Answer: B

Explanation: Diagnostic tests find strengths and weaknesses before or early in instruction, guiding targeted teaching.

Q40. In a **clinical** exam, an *OSCE* (Objective Structured Clinical Exam):

- A. Involves **multiple** stations, each checking a specific clinical skill under **standard conditions**
- B. Is purely **written** with no practical demonstration
- C. No structured approach, random questions
- D. A single **long** essay question

Answer: A

Explanation: OSCE breaks down clinical competencies into stations, with objective checklists for each skill or scenario.

Q41. A **Long Case** approach usually:

- A. Focuses on a **comprehensive** patient evaluation (history, examination, management plan)
- B. Relies only on **MCQ** about theory
- C. Ignores any **practical** skill observation
- D. Lasts just **2 minutes**

Answer: A

Explanation: Long cases measure thorough, integrative clinical skills with an in-depth patient assessment.

Q42. In the **CBCS** system:

- (I) Students often pick **electives** from a range of subjects.
- (II) Assessments can include **practicals** or projects.
- (III) It excludes **continuous** assessments.
- (IV) Usually, there is a **credit** structure for different courses.

- A. (I), (II), and (IV) only
- B. (I), (III), and (IV) only
- C. (II), (III), and (IV) only
- D. (I) and (IV) only

Answer: A

Explanation: CBCS typically allows electives, may include practical/projects, and uses continuous assessment. (III) is incorrect.



Q43. Peer assessment allows learners to:

- A. Evaluate each other's work, **reflect** on criteria, and give constructive feedback
- B. Depend entirely on **teacher** feedback
- C. Never share **comments** among themselves
- D. Strictly rely on **memorization**

Answer: A

Explanation: Peer assessment fosters evaluative skills and deeper comprehension of quality standards, encouraging collaborative improvement.

Q44. A key benefit of *Formative* assessment is:

- A. Providing final **grades** for transcripts
- B. Pinpointing **learning gaps** while there's time to correct them
- C. Occurring strictly **after** the course
- D. Excluding teacher's **adjustment**

Answer: B

Explanation: Formative checks mid-lesson or mid-course identify issues, allowing immediate instructional modifications.

Q45. A **Structured Oral** exam:

- A. Has a **uniform** set of questions and defined scoring rubrics for each candidate
- B. Varies widely with no **consistency**
- C. Allows purely **free-flow** conversation
- D. Focuses on **opinions** with no objectivity

Answer: A

Explanation: Structured orals ensure standardized questions and scoring, promoting fairness and comparability.

Q46. The main difference between *Formative* and *Summative* assessment is their:

- A. **Timing** (ongoing vs. end) and function (guiding improvement vs. final evaluation)
- B. Summative tests only **practice** skills, never theory
- C. Formative is purely for **ranking**
- D. Summative never uses a **rubric**

Answer: A

Explanation: Formative is interim for feedback, summative is concluding for final grade/certification.

Q47. In a **skills-lab** exam, a teacher typically:

- A. Scores a purely **written** essay
- B. Observes **hands-on** tasks, using standardized criteria
- C. Avoids any **practical** observation
- D. Only checks **attendance**

Answer: B

Explanation: Skill-lab evaluations revolve around direct observation and objective rubrics for real-time performance.

Q48. *Placement evaluation* helps:



- A. Summarize final **achievement** at course end
- B. Provide **baseline** knowledge/skill data to place learners in the right level
- C. Offer final **certification**
- D. Evaluate only **teacher** performance

Answer: B

Explanation: Placement (or initial) assessments gauge readiness and group learners appropriately before instruction begins.

UNIT 5: Educational Technologies (Q49-Q60)

Q49. Blended learning typically:

- A. Merges **classroom** instruction with **online** components
- B. Occurs exclusively **offline**
- C. Occurs purely **online**
- D. Eliminates face-to-face **interaction**

Answer: A

Explanation: Blended learning integrates offline (in-person) and online (digital) teaching methods for enhanced flexibility.

Q50. Using an LMS (Learning Management System), a teacher can:

- A. Automate **quizzes**, store materials, track progress, and give timely feedback
- B. Only handle physical **handouts**
- C. Provide purely **static** notes with no tracking
- D. Disallow all **online** submissions

Answer: A

Explanation: An LMS centralizes course content, assignments, and grading, facilitating organized digital learning.

Q51. For real-time synchronous online classes, a teacher might choose:

- A. **Video conferencing** tools (Zoom, MS Teams)
- B. Sending monthly **emails** only
- C. Pre-recorded videos with **no** live Q&A
- D. Minimal teacher-learner **interaction**

Answer: A

Explanation: Synchronous sessions require a platform supporting immediate two-way communication, e.g. live video calls.

Q52.

Assertion (A): MOOCs can enroll thousands of learners globally.

Reason (R): MOOCs typically operate on **online** platforms offering open admission and minimal seat limits.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct but (R) doesn't explain (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

Answer: A



Explanation: MOOCs leverage the internet for large-scale, open-enrollment courses, supporting huge numbers of learners simultaneously.

Q53. ICT-based assessment:

- A. Provides mostly **instant** feedback for certain question types
- B. Requires only **manual** scoring
- C. Lacks any **multimedia** usage
- D. Is always **slower** than paper-based

Answer: A

Explanation: Online tests can auto-grade MCQs, short answers, etc., offering quick or immediate results.

Q54. A virtual lab helps learners:

- A. Encounter purely **text** references with no interactivity
- B. Conduct simulated **practical** experiments in a digital environment
- C. Replace all teacher involvement with AI
- D. Skip any real **hands-on** exercises

Answer: B

Explanation: Virtual labs simulate real experiments or procedures, providing interactive practice especially useful where real facilities are limited.

Q55. Educational apps can:

- A. Provide **interactive** modules, quizzes with immediate feedback, gamified tasks
- B. Only do **text** reading, no engagement
- C. Make teacher's role **useless**
- D. Never track **learner** performance

Answer: A

Explanation: Many apps incorporate engaging elements—games, auto-scoring quizzes, progress tracking—to boost motivation and learning.

Q56. SWAYAM (India) is known for:

- A. Traditional pen-paper **classroom** sessions only
- B. Hosting **online** courses from Indian institutes, typically in MOOC format
- C. Focus on **face-to-face** local tuition
- D. No affiliation with **government**

Answer: B

Explanation: SWAYAM is a government-led initiative offering MOOC-like courses across various disciplines.

Q57. A flipped classroom approach typically:

- A. Provides core **content** outside class (videos, reading), using class for active tasks
 - B. Delivers direct **lectures** only in class
 - C. Avoids **any** pre-class preparation
 - D. Focuses on memorization-based **tests**
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Answer: A

Explanation: Flipping means shifting lectures or basic content study to homework time, freeing class for discussions, problem-solving, or practice.

Q58. A drawback of fully **online** courses is:

- A. **Flexibility** for learners
- B. Potential for **automated** feedback
- C. Global **reach**
- D. Reduced face-to-face **interaction** and personal connections

Answer: D

Explanation: Although flexible, fully online setups can limit in-person social and emotional cues, affecting learner engagement.

Q59. An **interactive whiteboard** helps because it:

- A. Merges **digital** content (images, videos) with live annotations, saving session notes
- B. Only acts like a **chalkboard** without digital integration
- C. Restricts teacher to **static** slides
- D. Eliminates any student **collaboration**

Answer: A

Explanation: Interactive boards enhance lessons with multimedia, real-time markup, and easy recording of material.

Q60. **Audience response** systems (e.g., Mentimeter, Kahoot) can:

- A. Provide **real-time** polls, quizzes, and immediate feedback to learners
- B. Only operate in **paper** format
- C. Never display aggregated results
- D. Rely on delayed **manual** scoring

Answer: A

Explanation: Live response tools collect answers instantly, display group data, and support interactive learning.

UNIT 6: Educational Psychology (Q61-Q72)

Q61. **Educational psychology** addresses:

- A. Creating purely **administrative** schedules
- B. The **cognitive, emotional, and social** aspects of how learners develop and learn
- C. Restricting teaching to **rote** methods
- D. Determining teacher's **salary**

Answer: B

Explanation: It applies psychological theories to learning, motivation, development, and social contexts, guiding effective instruction.

Q62. In **Piaget's** stages, the **Preoperational** stage (~2-7) is associated with:

- A. Advanced **abstract** thought
- B. **Egocentrism**, limited logical reasoning, and no concept of conservation



- C. Mastery of **systematic** hypothesis testing
- D. Relying purely on **sensorimotor** exploration

Answer: B

Explanation: Preoperational children are typically egocentric, lack conservation, and show limited logical operations.

Q63. Vygotsky highlights that:

- A. Cognitive growth is purely an **individual** phenomenon
- B. **Social interaction** and cultural tools heavily shape higher mental processes
- C. Language has **no** role in thought
- D. Teachers are irrelevant to **development**

Answer: B

Explanation: Vygotsky's sociocultural model posits that social context, scaffolding, and language deeply influence cognition.

Q64. In Bronfenbrenner's approach, the **Microsystem** includes:

- A. Broader **cultural** values and ideology
- B. **Direct** environments: family, peers, school, immediate settings
- C. Indirect influences like **parent's workplace**
- D. Time-based **changes** across development

Answer: B

Explanation: The microsystem involves immediate relationships and contexts directly experienced by the child.

Q65. According to Maslow, higher-level needs like belonging or esteem arise after:

- A. Basic **physiological** and safety needs are met
- B. Achieving purely **academic** success
- C. Being forced to memorize **facts**
- D. Dismissing **emotional** well-being

Answer: A

Explanation: Maslow's hierarchy starts with physiological needs, then safety, followed by love/belonging, esteem, and self-actualization.

Q66. Piaget's Concrete Operational stage (7-11 yrs) includes:

- A. **Abstract** hypothetical reasoning
- B. Mastery of **conservation** and logical operations on tangible objects
- C. Strict **egocentrism**
- D. Purely **sensorimotor** interactions

Answer: B

Explanation: Concrete operational children use logical thought for real objects, typically mastering conservation and reversibility.

Q67. Educational psychology assists teachers in:

- A. Strictly ignoring **developmental** considerations
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- B. Tailoring approaches to learners' **motivation**, cognition, and social/emotional needs
- C. Relying purely on **teacher** intuition
- D. Avoiding any **theory** on child or adolescent growth

Answer: B

Explanation: By applying psychological insights, teachers adapt strategies to match how students learn and develop.

Q68. Scaffolding according to Vygotsky means:

- A. Gradually **withdrawing** teacher support as the learner's competence increases
- B. Denying any help so learners figure out tasks **alone**
- C. Maintaining constant **high** assistance forever
- D. Minimizing **interaction**

Answer: A

Explanation: Scaffolding provides initially strong guidance, which is phased out as learners become more adept.

Q69. The affective domain covers:

- A. Physical **movement** skills
- B. **Emotional** responses, attitudes, and value formation
- C. Strictly **factual** knowledge
- D. Complex **cognitive** tasks

Answer: B

Explanation: Affective outcomes center on emotional and attitudinal dimensions of learning.

Q70. A teacher using constructivism might:

- A. Present knowledge as **static** facts to memorize
- B. Guide learners to actively **build** understanding through questioning and exploration
- C. Encourage no **discussions** or group tasks
- D. Rely solely on **top-down** lecturing

Answer: B

Explanation: Constructivist approaches center on learner-driven exploration, reflection, and linking new info with prior knowledge.

Q71. In the Formal Operational stage (~11+), learners can:

- A. Only handle **concrete** tasks
- B. Solve **hypothetical** problems, reason abstractly
- C. Struggle with **logic** or perspective
- D. Display only **preoperational** traits

Answer: B

Explanation: Formal operational thinking enables abstract/hypothetical reasoning, going beyond tangible objects.

Q72. According to Bandura (Social Learning), learners:

- A. Don't learn via **observation**
- B. Acquire behaviors by **watching** models, imitating, and receiving reinforcement



- C. Rely purely on **innate** instincts
- D. Avoid any **feedback** or modeling

Answer: B

Explanation: Observational learning is central in Bandura's theory; learners see models perform, then imitate and refine behavior with feedback.

UNIT 7: Andragogy in Education (Q73-Q84)

Q73. Andragogy is concerned with:

- A. Educating **children** in primary schools
- B. Teaching *adult* learners, emphasizing self-direction and immediate application
- C. Eliminating practical contexts for **adults**
- D. Focusing on **strict** teacher authority

Answer: B

Explanation: Andragogy addresses adult education, typically highlighting autonomy, experiential learning, and real-life relevance.

Q74. A core aspect of **andragogy** is that adult learners:

- A. Are basically **dependent** on the teacher
- B. Want tasks linked to real-world **problem-solving**
- C. Enjoy purely **child-level** routines
- D. Have minimal **previous** experiences

Answer: B

Explanation: Adults prefer tasks that apply to personal/professional challenges, leveraging experiences for problem-based learning.

Q75.

Assertion (A): Adult learners often learn best via *problem-centered* experiences.

Reason (R): They prefer tasks with **relevance** to their current or future roles.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct, but (R) does not explain (A).
- C. (A) is correct, (R) is incorrect.
- D. Both (A) and (R) are incorrect.

Answer: A

Explanation: Realistic, context-based tasks appeal to adults, fulfilling immediate or future practical needs.

Q76. In *self-directed* learning, the adult learner generally:

- A. Awaits teacher direction for **every** step
- B. Designs personal **objectives** and strategies, evaluating progress with minimal teacher guidance
- C. Avoids reflection on **real** experiences
- D. Prefers purely **rote** tasks

Answer: B

Explanation: Self-directed learners define goals, select resources, and self-assess, with the teacher as facilitator.



Q77. *Andragogical* teaching typically involves:

- A. Teacher-dictated routines with **no** learner input
- B. Use of **case studies**, collaborative tasks, linking to adult experiences
- C. Only **child-oriented** methods ignoring adult backgrounds
- D. Long lectures focusing on **theoretical** memorization

Answer: B

Explanation: Adults want practical, experience-based tasks, problem-solving, and autonomy consistent with andragogical principles.

Q78. Which are typical *adult learner* characteristics as per **andragogy**?

- (I) Preference for **immediate** application of knowledge
- (II) *No* interest in controlling their own learning
- (III) Drawing from **past** experiences to frame new concepts
- (IV) High emphasis on **problem-solving** tasks

- A. (I), (III), (IV) only
- B. (I), (II), (III) only
- C. (II), (III), (IV) only
- D. (I), (II), (III), (IV)

Answer: A

Explanation: Adults generally do want autonomy, so (II) is incorrect. They value immediate relevance, past experiences, and problem-solving.

Q79. **Knowles** suggested adult learners:

- A. Have **internal** motivations, wanting relevant, self-directed tasks
- B. Need purely **external** compulsion
- C. Are indifferent to **practical** utility
- D. Dislike linking new learning to **prior** knowledge

Answer: A

Explanation: Andragogy holds that adult learners are largely internally motivated, seeking applicable knowledge.

Q80. A teacher adopting **andragogical** principles might:

- A. Provide only **teacher-centered** lectures
- B. Tailor tasks to **real-life** issues, allow learner input in planning
- C. Enforce child-level **rote** repetition
- D. Dismiss adult **experiences** as irrelevant

Answer: B

Explanation: Andragogical strategies revolve around practical application, experience-based tasks, and learner autonomy.

Q81. Adults are often self-motivated by:

- A. Purely **fear** of teacher authority
- B. Intrinsic needs like **professional growth**, personal development, problem-solving



- C. Minimal real-world **connection**
- D. Desire for purely **rote** methods

Answer: B

Explanation: Adult motivations typically include career advancement, self-improvement, or solving immediate life challenges.

Q82. *Self-directed* learning in adults is enhanced when the teacher:

- A. Controls all steps with **strict** instructions
- B. Permits no **autonomy** in resource selection
- C. Acts as a **facilitator**, letting adults choose goals and methods
- D. Ties tasks to purely **child** experiences

Answer: C

Explanation: Adults thrive when they can plan and manage their own learning, with the teacher providing guidance and support as needed.

Q83. A teacher using a *problem-based* approach for adult learners:

- A. Presents purely **irrelevant** theory
- B. Encourages them to solve **realistic** scenarios reflecting their daily or professional context
- C. Demands **rote** memorization alone
- D. Never allows sharing **personal** experiences

Answer: B

Explanation: Adults prefer tasks that have practical real-world impact, building on their experiences and priorities.

Q84.

Assertion (A): Adult learners often prefer hands-on, **experience-based** activities.

Reason (R): They can immediately apply new skills to **real** personal or work contexts.

- A. Both (A) and (R) are correct, (R) is correct explanation.
- B. Both (A) and (R) are correct, but (R) does not explain (A).
- C. (A) is correct, (R) is incorrect.
- D. Both (A) and (R) are incorrect.

Answer: A

Explanation: Andragogy highlights practical application of new knowledge, so experience-based tasks resonate strongly with adult learners.

UNIT 8: Learning & Pedagogy (Q85-Q96)

Q85. Pedagogy generally refers to:

- A. Administrative **finances**
- B. The **method and practice** of teaching, traditionally focusing on children
- C. Eliminating **teacher** presence
- D. Corporate training **manuals**

Answer: B

Explanation: Pedagogy is the science/art of designing and delivering instruction, historically child-oriented but widely



applicable.

Q86. In modern views, **learning** is:

- A. A passive act of **memorization**
- B. A(n) **active**, constructive process shaped by environment, prior knowledge, and social factors
- C. Unaffected by **teaching** methods
- D. Entirely **individual** with no social dimension

Answer: B

Explanation: Contemporary educational theory sees learning as active sense-making, influenced by social interaction and existing knowledge.

Q87. Critical pedagogy invites learners to:

- A. Accept knowledge as **unchallengeable**
- B. **Question** social assumptions, power dynamics, and knowledge sources
- C. Prioritize **memorization** of standard texts
- D. Follow teacher instructions **blindly**

Answer: B

Explanation: Critical pedagogy encourages analysis of societal structures, empowering students to challenge and transform them.

Q88. Pedagogical analysis usually includes:

- A. No defined **objectives**
- B. Clarifying intended **learning outcomes**, selecting methods, designing activities, and deciding on assessments
- C. Random **uncoordinated** lesson steps
- D. Strictly focusing on the final **test**

Answer: B

Explanation: Pedagogical analysis ensures alignment among objectives, instructional strategies, and evaluation.

Q89. Learning objectives are typically:

- A. **Specific**, clearly stated goals describing intended learner outcomes
- B. Kept **hidden** from students
- C. Always extremely **vague**
- D. Disconnected from **assessments**

Answer: A

Explanation: Effective objectives detail what learners should do or demonstrate, guiding both teaching and assessment.

Q90. Constructive alignment means:

- A. Misaligning tasks, objectives, and tests
- B. Ensuring **coherence** among objectives, methods, and assessments
- C. Teaching content not tested and testing unaddressed content
- D. Using teacher **preference** only

Answer: B



Explanation: Constructive alignment ties all instructional elements to the same set of outcomes to foster deeper learning.

Q91. Higher-order thinking tasks involve:

- A. Simple **fact** recitation
- B. **Analyzing**, evaluating, and creating new concepts
- C. Copying text **verbatim**
- D. Listing definitions with **no** reasoning

Answer: B

Explanation: Higher-order tasks require stepping beyond recall to analyze, synthesize, or evaluate information.

Q92. A teacher who is learner-centered:

- A. Dominates all talk with minimal **student** input
- B. Facilitates active engagement, **discussion**, and group collaboration
- C. Considers only teacher's personal **preferences**
- D. Encourages **no** questions

Answer: B

Explanation: Learner-centered teaching fosters active participation, group tasks, and co-construction of knowledge.

Q93. In a critical pedagogy approach, students might:

- A. Refrain from **challenging** any topic
- B. Examine the **cultural, social**, or political contexts of material
- C. Only memorize standard facts **without** analysis
- D. Accept knowledge as **value-free**

Answer: B

Explanation: Critical pedagogy encourages interrogation of social/power relations and reflection on deeper contexts behind the content.

Q94. Reflective tasks in a lesson help students:

- A. Rely on purely **factual** memorization
- B. Evaluate their **thinking process**, refine strategies
- C. Accept teacher answers **blindly**
- D. Avoid introspection on **learning**

Answer: B

Explanation: Reflection fosters introspection, enabling learners to examine how they reason and where they might improve.

Q95. Pedagogical analysis typically ensures:

- A. Lessons with **no** alignment between outcomes and tasks
 - B. Clear link between **objectives**, teaching techniques, and how learning is assessed
 - C. A teacher's personal **preference** ignoring learner needs
 - D. Irregular approach to **evaluation**
-



Answer: B

Explanation: Systematically linking lesson goals, activities, and assessments optimizes coherence and relevance for learners.

Q96. A teacher emphasizing *application*-level tasks might instruct students to:

- A. “**Recite** the formula from memory.”
- B. “**Apply** this concept in a novel scenario to see if it holds.”
- C. “**Define** each term exactly.”
- D. “Repeat the **notes** verbatim.”

Answer: B

Explanation: Application-level tasks prompt learners to use knowledge or formulas in new contexts, demonstrating deeper understanding.

ADDITIONAL MIXED SECTION (Q97-Q100)

Q97. In **clinical** training, an excellent way to measure *psychomotor* competency is:

- A. A purely **written** multiple-choice test
- B. Observing **procedure** execution, rating via an objective checklist
- C. A short **essay** about technique steps
- D. Checking if students **attended** lectures

Answer: B

Explanation: Psychomotor skills require direct observation in real or simulated practice to accurately gauge performance quality.

Q98. In a classroom with **diverse** learners, which action best addresses multiple learning needs?

- A. Presenting all content **identically** with no variation
- B. Using **multimodal** strategies (visual, auditory, hands-on), differentiating tasks
- C. Grouping only **similar** learning styles together forever
- D. Withholding **feedback** for confusion

Answer: B

Explanation: Differentiating instruction with various modalities and supports ensures more learners can engage successfully.

Q99. A teacher maximizing **two-way** communication might:

- A. Conduct **polls**, short Q&As, or discussions to gauge student thinking
- B. Deliver an hour-long **speech** with zero student involvement
- C. Maintain strictly **closed** body language
- D. Avoid any **student** queries

Answer: A

Explanation: Two-way communication thrives when students can respond, ask questions, or participate in interactive moments.

Q100. *Formative* assessment’s primary purpose is to:



- A. Summarize course **completion** and assign final grades
- B. Provide **feedback** during learning, so teaching and student efforts can be adjusted
- C. Compare students for **ranking** only
- D. Offer a purely **final** certification

Answer: B

Explanation: Formative checks guide both teacher and students mid-course, refining approaches before final evaluations.

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