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

PDF generated on 24 Jan 2026, 10:47 am IST

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

PDF generated on 24 Jan 2026, 10:47 am IST

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.

PDF generated on 24 Jan 2026, 10:47 am IST

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.

PDF generated on 24 Jan 2026, 10:47 am IST

(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

PDF generated on 24 Jan 2026, 10:47 am IST

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**

PDF generated on 24 Jan 2026, 10:47 am IST

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:

PDF generated on 24 Jan 2026, 10:47 am IST

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

PDF generated on 24 Jan 2026, 10:47 am IST

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**

PDF generated on 24 Jan 2026, 10:47 am IST

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

---

PDF generated on 24 Jan 2026, 10:47 am IST

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

PDF generated on 24 Jan 2026, 10:47 am IST

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

---

PDF generated on 24 Jan 2026, 10:47 am IST

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.

PDF generated on 24 Jan 2026, 10:47 am IST

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

---

PDF generated on 24 Jan 2026, 10:47 am IST

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

PDF generated on 24 Jan 2026, 10:47 am IST

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**

PDF generated on 24 Jan 2026, 10:47 am IST

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.

PDF generated on 24 Jan 2026, 10:47 am IST