

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

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- 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
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- 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 \boldsymbol{speak}
- D. Focusing only on teacher's **notes**

Answer: E

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.

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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

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 guizzes

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:

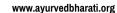
- A. At the **end** to finalize grades
- B. Throughout instruction to give feedback and correct misunderstandings
- C. Strictly for awarding **certificates**
- D. Only to compare student rank

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**
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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.

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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 (quiding improvement vs. final evaluation)
- B. Summative tests only practice skills, never theory
- C. Formative is purely for $\boldsymbol{ranking}$
- 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:

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- 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





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

O53. 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, guizzes, 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
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- 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 (\sim 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
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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.

075.

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.

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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
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- 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: E

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

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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
- ${\bf B.} \ {\bf Question} \ {\bf social} \ {\bf assumptions, power \ dynamics, \ and \ knowledge \ sources}$
- 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 vaque
- 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



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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**

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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:

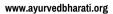
- A. Conduct polls, short Q&As, or discussions to gauge student thinking
- B. Deliver an hour-long **speech** with zero student involvement
- C. Maintain strictly closed body language
- D. Avoid any student queries

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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