



## NTET Model Question Paper 02

### UNIT 1: Teaching & Training

#### 1. Single Best Answer

**Q1.** Which *best* describes the *Reflective* level of teaching?

- A. Focus on memorizing factual knowledge
- B. Emphasis on understanding direct content
- C. Promotion of critical thinking and problem-solving
- D. Strictly teacher-dominated lectures

**Answer:** C

**Explanation:** Reflective-level teaching encourages learners to think critically, solve problems, and reflect deeply on concepts.

#### 2. Single Best Answer

**Q2.** Which of the following is an *essential* requirement for effective classroom teaching?

- A. Predetermined lesson objectives
- B. Highly complicated language to impress students
- C. Relying on only one type of instructional material
- D. Completely ignoring student feedback

**Answer:** A

**Explanation:** Well-defined objectives guide both teacher and learners, ensuring clarity and purpose in the teaching-learning process.

#### 3. Assertion-Reason

**Q3.**

**Assertion (A):** In *clinical teaching*, the instructor should involve students in direct patient care where possible.

**Reason (R):** Active involvement in real-life scenarios helps students develop clinical reasoning skills.

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

**Answer:** A

**Explanation:** Allowing students to practice hands-on in clinical settings fosters deep learning and clinical reasoning, making (R) the direct explanation of (A).

#### 4. Single Best Answer

**Q4.** The *lowest level* of teaching, which focuses on rote learning and memory, is:

- A. Reflective teaching
- B. Creative teaching
- C. Understanding level teaching
- D. Memory level teaching



**Answer: D**

**Explanation:** Memory-level teaching emphasizes recall and rote memorization rather than conceptual understanding or reflection.

## 5. Multiple Statements

**Q5.** Which of the following statements are *true* regarding *adult learners' preferences* in training sessions?

- (I) They prefer active participation and real-world relevance.
- (II) They want to be given no autonomy.
- (III) They bring valuable experiences that influence learning.
- (IV) They usually thrive with repetitive, child-focused drilling.

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

**Answer: A**

**Explanation:** Adult learners prefer relevant, active learning experiences and bring prior knowledge. They also desire autonomy, not zero autonomy or purely child-focused drills.

## 6. Single Best Answer

**Q6.** Levels of teaching are often categorized into memory, understanding, and \_\_\_\_\_ levels.

- A. Practical
- B. Reflective
- C. Conceptual
- D. Instructional

**Answer: B**

**Explanation:** Memory, Understanding, and Reflective are the three commonly recognized levels of teaching.

## 7. Assertion-Reason

**Q7.**

**Assertion (A):** Clinical teaching should include reflection after patient encounters.

**Reason (R):** Reflection helps consolidate learning and relate theory to practice.

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

**Answer: A**

**Explanation:** Reflection post-clinical encounter deepens understanding and bridges theoretical knowledge to real-world application.



## 8. Single Best Answer

**Q8.** A teacher using *demonstration* in a bedside teaching scenario is mainly focusing on:

- A. Abstract lecture-based knowledge
- B. Observational learning and hands-on skills
- C. Encouraging students to skip practical steps
- D. Traditional chalkboard teaching only

**Answer:** B

**Explanation:** Demonstration in clinical settings emphasizes hands-on, practical skill acquisition and observational learning.

## 9. Single Best Answer

**Q9.** The *most suitable* teaching method for *psychomotor skill development* is:

- A. Dictation of notes
- B. Silent reading of textbooks
- C. Practical demonstration followed by supervised practice
- D. Listening to audio podcasts only

**Answer:** C

**Explanation:** Psychomotor skills require demonstration and guided practice to master the required motor/technical tasks.

## 10. Assertion-Reason

**Q10.**

**Assertion (A):** Teaching should be *learner-centered* whenever possible.

**Reason (R):** Learner-centered teaching disregards all teacher input.

- A. Both (A) and (R) are correct, and (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:** Learner-centered does *not* mean ignoring the teacher's role; the teacher still guides and facilitates.

## 11. Multiple Statements

**Q11.** Which statements are *accurate* about *VARK learning styles*?

- (I) "V" stands for Visual
- (II) "A" stands for Aural/Auditory
- (III) "R" stands for Reading/Writing
- (IV) "K" stands for Kinetic Movement Only

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

**Answer:** A



**Explanation:** “K” stands for Kinesthetic (hands-on), not just “kinetic movement only.” The first three are correct expansions.

## 12. Single Best Answer

**Q12.** In the context of *Factors affecting teaching*, which factor is *specific* to the learner side?

- A. Teacher’s subject mastery
- B. Management support
- C. Individual differences in cognitive levels
- D. Infrastructure of the institution

**Answer:** C

**Explanation:** Individual differences (cognitive, emotional, social) are learner-related factors affecting teaching effectiveness.

## UNIT 2: Communication

### 13. Single Best Answer

**Q13.** Which of the following best describes *barriers to effective communication*?

- A. Clear articulation
- B. Active listening
- C. Use of excessive jargon
- D. Mutual feedback

**Answer:** C

**Explanation:** Excessive jargon can hinder understanding. Clear articulation, active listening, and feedback *enhance* communication.

### 14. Single Best Answer

**Q14.** *Non-verbal communication* includes all *except*:

- A. Posture and gestures
- B. Facial expressions
- C. Tone and pitch of voice
- D. Typed text messages

**Answer:** D

**Explanation:** Typed text is verbal (written) communication, not non-verbal. Non-verbal includes body language, tone, and expressions.

### 15. Assertion-Reason

**Q15.**

**Assertion (A):** Effective *classroom communication* often involves listening to student questions and feedback.

**Reason (R):** Communication in a classroom is always one-directional from teacher to student.

- A. Both (A) and (R) are correct, and (R) is the correct explanation of (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:** Effective classroom communication is often *two-way*, so the reason is incorrect.

## 16. Single Best Answer

**Q16.** In *Doctor-Patient communication*, the *most essential* skill is:

- A. Use of highly technical jargon to sound authoritative  
B. Empathetic listening combined with clear explanations  
C. Speedy instruction without clarification  
D. Avoiding any form of emotional support

**Answer:** B

**Explanation:** Empathy and clarity are crucial in healthcare communication, ensuring patient understanding and comfort.

## 17. Single Best Answer

**Q17.** *Intercultural communication* in a diverse classroom requires:

- A. Ignoring cultural differences  
B. Respectful awareness of cultural norms and values  
C. Enforcing one dominant culture's values  
D. Avoiding any group interactions

**Answer:** B

**Explanation:** Intercultural communication aims to respect and accommodate diverse cultural backgrounds, fostering inclusivity.

## 18. Multiple Statements

**Q18.** In *Mass Media and Society*, which statements are correct?

- (I) Mass media can shape social opinions.  
(II) There is no influence of mass media on health beliefs.  
(III) Responsible media coverage can educate the public.  
(IV) Social media is never considered part of mass media.

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

**Answer:** A

**Explanation:** Mass media significantly influences public opinion, including health beliefs. Social media is indeed a form of mass media. (II) and (IV) are incorrect.

## 19. Single Best Answer

**Q19.** Which approach *enhances teacher-learner communication* the most?



- A. Maintaining a *strict hierarchy* with no room for questions
- B. *Encouraging questions* and clarifying doubts
- C. Instructing students to *remain silent* during lessons
- D. *Withholding feedback* to maintain teacher authority

**Answer:** B

**Explanation:** Encouraging questions and offering feedback fosters open communication and better understanding.

## 20. Assertion-Reason

**Q20.**

**Assertion (A):** *Group communication* in classrooms can improve collaborative learning.

**Reason (R):** Group discussions reduce social interaction among students.

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

**Answer:** C

**Explanation:** Group discussions *increase* social interaction, not reduce it.

## 21. Single Best Answer

**Q21.** Which *non-verbal* aspect helps convey confidence and openness in a presentation?

- A. Reading from notes with no eye contact
- B. Standing hunched and avoiding gestures
- C. Consistent eye contact and approachable posture
- D. Turning away from the audience while speaking

**Answer:** C

**Explanation:** Maintaining good eye contact, upright posture, and open gestures fosters an impression of confidence and engagement.

## 22. Single Best Answer

**Q22.** In a multilingual class, a major communication barrier can arise when:

- A. Teacher uses *simple*, context-rich explanations
- B. Students have *varying language proficiencies* with no support
- C. Teacher provides *visual aids*
- D. Students have *opportunities* to clarify in their mother tongue

**Answer:** B

**Explanation:** Different proficiencies with no scaffolding or support can severely hamper mutual understanding.

## UNIT 3: Classroom Management



### 23. Single Best Answer

**Q23.** Which strategy is *least effective* for managing disruptive behavior?

- A. Proactively establishing *clear rules*
- B. Maintaining a *positive classroom climate*
- C. *Punishing publicly* to shame the student
- D. Consistent application of *fair consequences*

**Answer:** C

**Explanation:** Public shaming often backfires, damaging teacher-student relationships and overall climate.

### 24. Assertion-Reason

**Q24.**

**Assertion (A):** Maintaining *student motivation* is a key aspect of classroom management.

**Reason (R):** Motivated students tend to *engage more* and *disrupt less*.

- A. Both (A) and (R) are correct, and (R) is the correct explanation of (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:** A

**Explanation:** Motivation directly correlates with engagement and reduced disruptive behavior.

### 25. Single Best Answer

**Q25.** An example of *practical classroom management* includes:

- A. Encouraging *student collaboration* in well-structured activities
- B. Leaving students *idle* throughout the session
- C. Focusing only on *teacher talk* with no interaction
- D. Allowing *unlimited free time* for everyone

**Answer:** A

**Explanation:** Practical management involves planning engaging activities, collaborative tasks, and interactive learning opportunities.

### 26. Multiple Statements

**Q26.** Which of the following reflect an *effective personal approach* to classroom management?

- (I) A teacher adapts strategies to individual student needs.
- (II) A teacher imposes uniform punishments with no flexibility.
- (III) A teacher builds rapport by learning student names quickly.
- (IV) A teacher's approach evolves based on reflection and feedback.

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

**Answer:** C



**Explanation:** Adapting strategies, learning student names, and reflective practice are all key to a personal, effective management style. Uniform punishments without flexibility are less effective.

## 27. Single Best Answer

**Q27.** Classroom routines help:

- A. Create *predictability* and reduce confusion
- B. Restrict *all learner autonomy*
- C. Ensure a teacher *never* needs to plan
- D. Focus on *teacher talk only*

**Answer:** A

**Explanation:** Well-established routines make transitions smoother and reduce disruptions, providing clarity.

## 28. Assertion-Reason

**Q28.**

**Assertion (A):** *Consistency* in enforcing rules fosters a sense of fairness.

**Reason (R):** Applying rules *differently* for favorites encourages better discipline.

- 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:** Inconsistency or favoritism typically undermines fairness and classroom discipline.

## 29. Single Best Answer

**Q29.** *Disciplinary problems* in a *diverse classroom* can often be reduced by:

- A. Ignoring cultural backgrounds
- B. Emphasizing competition among students
- C. Implementing *inclusive activities* and respecting differences
- D. Applying the same rigid strategy to all students

**Answer:** C

**Explanation:** Respect for diversity and inclusive strategies build a supportive environment, reducing conflicts.

## 30. Single Best Answer

**Q30.** In *clinical or skill lab* settings, effective management involves:

- A. Providing *unsafe practice conditions* to test resilience
- B. Maintaining clear, *structured practice stations*
- C. Letting students *wander without objectives*
- D. Minimizing feedback to avoid over-coaching

**Answer:** B

**Explanation:** Structured, safe practice environments with clear goals support skill acquisition and maintain order.





### 31. Multiple Statements

**Q31.** Which statements are *true* about *forming a positive learning environment*?

- (I) Teacher expresses genuine *respect* for students.
- (II) Emotional *safety* is prioritized.
- (III) *Harsh punishments* are essential for compliance.
- (IV) Teacher encourages *peer support* and cooperation.

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

**Answer:** A

**Explanation:** Harsh punishments can damage trust and do not necessarily lead to a positive environment.

### 32. Single Best Answer

**Q32.** *Engagement* in the classroom is best sustained by:

- A. Monotonous lectures without breaks
- B. Incorporating *active tasks* (discussion, problem-solving)
- C. Emphasizing *teacher talk* only
- D. Strictly timed reading with *no interactions*

**Answer:** B

**Explanation:** Activities that actively involve students in learning tasks keep them engaged and motivated.

## UNIT 4: Assessment Methods

### 33. Single Best Answer

**Q33.** Which type of assessment is *primarily used before* instruction to gauge learners' prior knowledge or skill level?

- A. Formative assessment
- B. Summative assessment
- C. Diagnostic/Placement assessment
- D. Peer assessment

**Answer:** C

**Explanation:** Diagnostic or placement assessments help identify baseline knowledge and place students at appropriate levels.

### 34. Assertion-Reason

**Q34.**

**Assertion (A):** Formative assessments provide ongoing feedback to both teacher and student.

**Reason (R):** Summative assessments are typically used for continuous progress checks.

- A. Both (A) and (R) are correct, and (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:** Summative assessments usually occur at the *end* of a course/term, not continuously.

### 35. Single Best Answer

**Q35.** Which of the following *best characterizes* a *Structured Oral Exam*?

- A. Random questions with no guidelines  
B. Predefined questions and *clear scoring rubrics*  
C. Oral exam focusing purely on *personal opinions*  
D. Completely unplanned, free-flow format

**Answer:** B

**Explanation:** Structured Oral Exams have standardized questions and criteria for fairness and consistency.

### 36. Single Best Answer

**Q36.** An Objective Structured Clinical Examination (OSCE):

- A. Involves *multiple stations* testing various clinical skills  
B. Uses only *written MCQs*  
C. Is always *unstructured and subjective*  
D. Does not require *observing performance*

**Answer:** A

**Explanation:** OSCE uses station-based assessments for clinical and communication skills, observed by examiners.

### 37. Multiple Statements

**Q37.** Which statements about *computer-based tests (CBTs)* are correct?

- (I) They allow *immediate scoring* and feedback.  
(II) They *cannot* incorporate multimedia.  
(III) They often require *less manual grading*.  
(IV) They are *never used* in high-stakes exams.

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

**Answer:** A

**Explanation:** CBTs do allow multimedia and are used in many standardized, high-stakes exams globally.

### 38. Single Best Answer

**Q38.** *Summative evaluations* typically occur:

- A. Before the course starts  
B. Throughout every class period



- C. At the *end* of an instructional period for final certification/grades  
D. Only if the teacher wants a baseline measure

**Answer:** C

**Explanation:** Summative assessments measure learning after completion of a module, term, or course.

### 39. Single Best Answer

**Q39.** In CBCS (*Choice Based Credit System*), a key feature of evaluation is:

- A. One-time final exam with *no internal assessment*  
B. Frequent and diverse assessments (projects, tests, presentations)  
C. Completely ignoring *practical/clinical skills*  
D. Teacher-driven approach with *no credit choices* for students

**Answer:** B

**Explanation:** CBCS emphasizes continuous and varied assessments to gauge multiple competencies.

### 40. Assertion-Reason

**Q40.**

**Assertion (A):** Feedback is crucial in *formative assessment*.

**Reason (R):** The purpose of formative assessment is to *help learners* identify strengths and weaknesses, leading to improvement.

- A. Both (A) and (R) are correct, and (R) is the correct explanation of (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:** A

**Explanation:** Formative assessment's main goal is improvement, and feedback is the direct mechanism for that.

### 41. Single Best Answer

**Q41.** A *Long Case* assessment in medical education usually involves:

- A. Brief 2-minute patient encounter  
B. Random MCQs about pathophysiology  
C. In-depth evaluation of a patient's history, examination, and management plan  
D. No patient interaction

**Answer:** C

**Explanation:** A long case requires a detailed patient workup, including history, exam, and proposed treatment.

### 42. Match the Following

**Q42.** Match List-I (*Assessment Type*) with List-II (*Primary Purpose*)

**List-I**

(A) Diagnostic

**List-II**

(i) Final evaluation for certification



**List-I**

- (B) Formative  
(C) Summative  
(D) Peer assessment

**List-II**

- (ii) Identify learning difficulties  
(iii) Ongoing feedback & improvement  
(iv) Input from classmates

**Options:**

- A. (A)-(ii), (B)-(iii), (C)-(i), (D)-(iv)  
B. (A)-(iv), (B)-(i), (C)-(ii), (D)-(iii)  
C. (A)-(iii), (B)-(ii), (C)-(iv), (D)-(i)  
D. (A)-(i), (B)-(iv), (C)-(iii), (D)-(ii)

**Answer: A**

**Explanation:**

- Diagnostic → identify learning difficulties (ii)
- Formative → provide ongoing feedback (iii)
- Summative → final evaluation (i)
- Peer assessment → classmates' feedback (iv)

## UNIT 5: Educational Technologies

### 43. Single Best Answer

**Q43.** Which of the following is an *ICT-based teaching method*?

- A. Silent reading from a physical textbook  
B. *Webinar* with interactive polls  
C. Pure chalk-and-talk with no digital aids  
D. Handwritten notes distributed in class

**Answer: B**

**Explanation:** Webinars that use polling and interactive features exemplify ICT-based instruction.

### 44. Assertion-Reason

**Q44.**

**Assertion (A):** MOOCs (Massive Open Online Courses) enable large-scale participation at minimal cost.

**Reason (R):** MOOCs only provide real-time face-to-face tutorials, limiting reach.

- 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:** MOOCs are primarily *online* and *asynchronous*, thus they can reach massive audiences worldwide.

### 45. Single Best Answer

**Q45.** Which tool *most effectively* facilitates *synchronous* online communication?

- A. Email chain



- B. Online forum that updates daily
- C. Video conferencing platform (e.g., Zoom, Google Meet)
- D. Printed newsletters

**Answer:** C

**Explanation:** Video conferencing supports *real-time* interaction; forums and email are typically asynchronous.

## 46. Multiple Statements

**Q46.** Which statements are correct about *Advancements in educational technologies*?

- (I) Virtual labs allow simulation of experiments.
- (II) They reduce the need for any interaction in class.
- (III) Learning Management Systems (LMS) can track student progress.
- (IV) They can provide access to open educational resources (OER).

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

**Answer:** A

**Explanation:** Technology can actually *increase* interaction (contrary to II). The rest are correct.

## 47. Single Best Answer

**Q47.** In *ICT usage*, which is *not* typically recommended for teaching institutions?

- A. Providing relevant *e-resources* to students
- B. Utilizing a *secure LMS* for content and assessment
- C. Relying on *outdated and pirated* software
- D. Using *video conferencing* for expert sessions

**Answer:** C

**Explanation:** Using pirated, outdated tools is unethical, insecure, and not recommended. The others are standard ICT approaches.

## 48. Single Best Answer

**Q48.** A teacher who shares course content and announcements via an online platform (like Google Classroom) is practicing:

- A. *Offline lecture method*
- B. *Flipped classroom without videos*
- C. *ICT-based course management*
- D. *Project-based learning only*

**Answer:** C

**Explanation:** Using an online platform for distributing content and managing the class exemplifies ICT integration in course management.



## 49. Assertion-Reason

**Q49.**

**Assertion (A):** ICT-based teaching often provides flexible learning schedules.

**Reason (R):** Because students can access materials anytime, anywhere.

- A. Both (A) and (R) are correct and (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:** A

**Explanation:** Online platforms allow on-demand access, explaining how schedules become flexible.

## 50. Single Best Answer

**Q50.** Which is a *potential disadvantage* of purely online teaching platforms?

- A. Ability for students to learn at their own pace
- B. Global access to resources
- C. *Lack of in-person, social interaction*
- D. Cost-effective distribution of materials

**Answer:** C

**Explanation:** While online teaching offers many benefits, the reduced face-to-face social interaction can be a drawback.

## 51. Multiple Statements

**Q51.** Which are valid *uses* of the Internet in higher education?

- (I) Accessing online journals and e-books
- (II) Real-time virtual interactions with experts
- (III) Bypassing the teacher's need to design any lessons
- (IV) Submitting assignments electronically

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

**Answer:** A

**Explanation:** Technology *supplements* but does not eliminate teachers' lesson design roles.

## 52. Single Best Answer

**Q52.** *Swayam* and *Swayam Prabha* (India) are examples of:

- A. Traditional pen-and-paper course models
- B. Government-led *MOOC* and DTH channel initiatives
- C. Private tuition center software
- D. Tools for *face-to-face instructions only*

**Answer:** B

**Explanation:** *Swayam* is India's government *MOOC* platform, and *Swayam Prabha* uses DTH channels for educational



content.

## UNIT 6: Educational Psychology

### 53. Single Best Answer

**Q53.** Educational psychology primarily helps teachers:

- A. Master advanced technology coding
- B. Understand learner behaviors, motivations, and developmental stages
- C. Enforce strict discipline without flexibility
- D. Focus only on curriculum design

**Answer:** B

**Explanation:** Educational psychology deals with understanding how students learn, develop, and what motivates them.

### 54. Assertion-Reason

**Q54.**

**Assertion (A):** Cognitive development includes memory, problem-solving, and decision-making abilities.

**Reason (R):** Cognitive development is entirely determined by genetics, with no environmental influence.

- 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:** Cognitive development arises from both genetic and environmental factors, so the reason is incorrect.

### 55. Match the Following

**Q55.** Match List-I (Theorist) with List-II (Key Concept)

**List-I**

**List-II**

- |                    |  |
|--------------------|--|
| (A) Piaget         | (i) Zone of Proximal Development (ZPD) |
| (B) Vygotsky       | (ii) Ecological systems theory         |
| (C) Bronfenbrenner | (iii) Hierarchy of needs               |
| (D) Maslow         | (iv) Stages of cognitive development   |

**Options:**

- A. (A)-(iv), (B)-(i), (C)-(ii), (D)-(iii)
- B. (A)-(i), (B)-(ii), (C)-(iv), (D)-(iii)
- C. (A)-(iv), (B)-(iii), (C)-(i), (D)-(ii)
- D. (A)-(iii), (B)-(i), (C)-(iv), (D)-(ii)

**Answer:** A

**Explanation:**

- Piaget → stages of cognitive development
- Vygotsky → Zone of Proximal Development



- Bronfenbrenner → ecological systems theory
- Maslow → hierarchy of needs

## 56. Single Best Answer

**Q56.** *Social context* is extremely important in whose theory?

- A. John Dewey
- B. Jean Piaget (focusing on individual)
- C. Lev Vygotsky (focusing on sociocultural aspects)
- D. E.L. Thorndike (associationism)

**Answer:** C

**Explanation:** Vygotsky's sociocultural theory emphasizes the crucial role of social interaction in cognitive development.

## 57. Multiple Statements

**Q57.** Which statements are *true* about *Bronfenbrenner's ecological model*?

- (I) It includes *microsystem, mesosystem, exosystem, macrosystem*.
- (II) It ignores *cultural influences*.
- (III) It highlights *interconnected* environmental layers.
- (IV) The child is influenced by both *immediate and larger social contexts*.

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

**Answer:** A

**Explanation:** Bronfenbrenner's model *explicitly* addresses culture and the larger environment. (II) is incorrect.

## 58. Assertion-Reason

**Q58.**

**Assertion (A):** Piaget's *preoperational stage* is characterized by egocentrism and limited logical thinking.

**Reason (R):** Children in this stage often *struggle* to see perspectives different from their own.

- A. Both (A) and (R) are correct, and (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:** A

**Explanation:** Limited perspective-taking (egocentrism) is a hallmark of the preoperational stage.

## 59. Single Best Answer

**Q59.** According to *Maslow's hierarchy*, which need must be addressed *first* for effective learning?

- A. *Self-actualization*
- B. *Physiological* needs (food, shelter)
- C. *Esteem* needs





D. *Belongingness* needs

**Answer:** B

**Explanation:** Maslow posited that basic physiological needs (food, warmth, rest) must be met before higher-level needs like self-esteem or self-actualization.

## 60. Single Best Answer

**Q60.** *Educational psychology* helps teachers in:

- A. *Planning lessons* based on developmental stages
- B. *Ignoring individual differences*
- C. Solely focusing on *teacher's knowledge* with no regard to learners
- D. Strictly controlling every student's personal life

**Answer:** A

**Explanation:** Knowledge of development, cognition, and motivation guides lesson design and differentiation.

## 61. Multiple Statements

**Q61.** Which statements align with *Vygotsky's* view?

- (I) Learning precedes development in certain contexts.
- (II) *Language* plays a fundamental role in cognitive growth.
- (III) *Egocentric speech* is meaningless.
- (IV) Social interaction fosters higher mental processes.

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

**Answer:** A

**Explanation:** Vygotsky believed egocentric (self) speech was crucial for thinking, not meaningless, so (III) is incorrect.

## 62. Single Best Answer

**Q62.** When a teacher *actively considers students' emotional and social needs*, they are applying principles of:

- A. Cognitive Behavior Therapy
- B. Industrial-Organizational Psychology
- C. Educational Psychology
- D. Purely Behavioral Economics

**Answer:** C

**Explanation:** Educational Psychology addresses academic, emotional, and social factors influencing learning.

## UNIT 7: Andragogy in Education

### 63. Single Best Answer

**Q63.** *Andragogy* is the art and science of:



- A. Teaching *children* in primary schools
- B. Teaching *adult* learners
- C. Conducting *clinical research*
- D. Managing *extracurricular activities*

**Answer:** B

**Explanation:** Andragogy focuses on adult learning strategies, needs, and motivations.

## 64. Assertion-Reason

**Q64.**

**Assertion (A):** Andragogy emphasizes self-directed and problem-centered learning.

**Reason (R):** Adult learners *rarely* use prior experiences in new learning.

- A. Both (A) and (R) are correct, and (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:** Adults *frequently* rely on prior experiences. So the reason is incorrect.

## 65. Single Best Answer

**Q65.** Which principle is *central* to andragogy?

- A. Adults learn better when they see *immediate relevance* to their personal or professional life.
- B. Adults prefer to be *passive recipients* of knowledge.
- C. Adults *do not require* prior experience for context.
- D. Adults rely *solely* on extrinsic motivation.

**Answer:** A

**Explanation:** Relevance and real-life application are fundamental in adult learning.

## 66. Single Best Answer

**Q66.** Characteristics of adult learners typically include:

- A. Minimal self-motivation
- B. Valuing *autonomy* and self-direction
- C. Prefer *rote learning* with no context
- D. Being *less goal-oriented* than children

**Answer:** B

**Explanation:** Adults generally prefer autonomy, self-directed learning, and real-world relevance.

## 67. Multiple Statements

**Q67.** According to *Knowles' andragogy*, which statements are valid?

- (I) Adults respond to *internal motivators* (job satisfaction, self-esteem).
- (II) Adults *dislike* problem-solving activities.



(III) Adults' *life experiences* provide a rich resource for learning.  
(IV) Learning must relate to *solving real-life tasks*.

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

**Answer:** A

**Explanation:** Adults usually *appreciate* problem-solving. Statement (II) is incorrect.

## 68. Assertion-Reason

**Q68.**

**Assertion (A):** Adult learners *value direct applicability* of knowledge.

**Reason (R):** Adults generally have *time* to master abstract theories with no practical focus.

- 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:** Adults typically want immediate, practical benefits; they may not have unlimited time for purely abstract theory.

## 69. Single Best Answer

**Q69.** An *andragogical strategy* in a workshop might include:

- A. *Open-ended case studies* to explore solutions
- B. Reading a *children's storybook* with no relevance
- C. Long lectures *without* participant involvement
- D. Testing *rote memorization* alone

**Answer:** A

**Explanation:** Case studies with real-life context and active problem-solving align with adult learning principles.

## 70. Single Best Answer

**Q70.** *Self-Directed Learning* involves learners who:

- A. Expect the teacher to *provide every solution*
- B. *Design their own objectives*, find resources, and evaluate progress
- C. Rely solely on *grades* as motivation
- D. Remain *passive* in the training

**Answer:** B

**Explanation:** Self-directed learners take initiative in planning and managing their own learning.



## UNIT 8: Learning & Pedagogy

### 71. Single Best Answer

**Q71.** Pedagogy typically refers to:

- A. The method and practice of teaching, particularly for *school-aged* or younger learners
- B. The business model of *tuition centers*
- C. *Only adult* learner strategies
- D. A *marketing approach*

**Answer:** A

**Explanation:** Although the term is broadly used now, traditionally it focuses on teaching children and young learners.

### 72. Assertion-Reason

**Q72.**

**Assertion (A):** Pedagogy must adapt as learners progress cognitively and socially.

**Reason (R):** A single teaching approach works optimally for every age group.

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

**Answer:** C

**Explanation:** No single method works best for all ages; pedagogy evolves with learner development.

### 73. Single Best Answer

**Q73.** Steps in pedagogical analysis generally include:

- A. Setting *learning objectives* → choosing *methods* → evaluating *outcomes*
- B. Ignoring *objectives* → random teaching → grading randomly
- C. Summative tests *before* any instruction → no feedback
- D. Strictly adopting the *same lesson plan* for all contexts

**Answer:** A

**Explanation:** Pedagogical analysis involves systematically defining objectives, selecting strategies, and evaluating results.

### 74. Multiple Statements

**Q74.** Which of the following are *key concepts* of *Critical Pedagogy*?

- (I) Empowering learners to question and challenge existing structures
- (II) Strict memorization with no critique
- (III) Focus on social justice and transformation
- (IV) Students as passive recipients of knowledge

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



**Answer:** A

**Explanation:** Critical pedagogy opposes purely passive or rote learning; it emphasizes dialogue, critique, and transformation.

## 75. Single Best Answer

**Q75.** *Learning objectives* should be:

- A. Broad, vague statements with no specifics
- B. *SMART* (Specific, Measurable, Achievable, Relevant, Time-bound)
- C. Kept *secret* from learners to ensure surprise
- D. Focused on *teacher's personal convenience*

**Answer:** B

**Explanation:** Well-crafted objectives follow the SMART criteria for clarity and effectiveness.

## 76. Assertion-Reason

**Q76.**

**Assertion (A):** *Formulating learning objectives* guides the teacher's instructional design.

**Reason (R):** Without specific objectives, lessons may *lack clear direction*.

- A. Both (A) and (R) are correct and (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:** A

**Explanation:** Clear objectives shape lesson planning, resource selection, and assessments.

## 77. Single Best Answer

**Q77.** *Concept of Pedagogy* includes the:

- A. Purely financial aspects of running a classroom
- B. Methods, techniques, and theories of teaching children
- C. Guarantee that *everyone learns at the same rate*
- D. Elimination of teacher-student interaction

**Answer:** B

**Explanation:** Pedagogy is about how teachers teach and children learn, including approaches, methods, and underlying theory.

## 78. Multiple Statements

**Q78.** Which statements *correctly* describe *learning and pedagogy*?

- (I) Learning involves acquiring knowledge, skills, and attitudes.
- (II) Pedagogy focuses on the *strategies* of teaching.
- (III) Learning cannot occur *beyond formal schooling*.
- (IV) Effective pedagogy adapts to different *learning contexts*.



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

**Answer:** A

**Explanation:** (III) is incorrect because learning also happens informally, beyond formal school settings.

## 79. Single Best Answer

**Q79.** In development of the concept of pedagogy, there has been a shift toward:

- A. More *teacher-centric* approaches only
- B. Promoting *learner autonomy* and critical thinking
- C. Reducing collaborative activities
- D. Emphasizing *purely memorization-based* methods

**Answer:** B

**Explanation:** Over time, pedagogy has emphasized students' active role, autonomy, and critical thinking skills.

## 80. Single Best Answer

**Q80.** Which is a *core aspect* when designing a *pedagogical approach*?

- A. Strictly ignoring *students' backgrounds*
- B. Using the same exact plan for *all* grade levels
- C. Aligning teaching methods with *learning objectives and learners' needs*
- D. Defining objectives after final exams are done

**Answer:** C

**Explanation:** Effective pedagogy aligns methods, objectives, and learner needs right from the start.

## ADDITIONAL MIXED QUESTIONS (Covering All Units)

**Q81.** Teacher's personal contact with students on social media is considered:

- A. An *essential* factor for effective teaching
- B. *Non-essential* and sometimes risky for maintaining professional boundaries
- C. The *most important* aspect of classroom success
- D. Mandatory by all educational boards

**Answer:** B

**Explanation:** While it may help in certain contexts, social media contact is *not* a standard requirement and can raise professional boundary issues.

**Q82.**

**Assertion (A):** Communication skills of a teacher heavily influence teaching effectiveness.

**Reason (R):** A teacher with great subject mastery but poor communication might still ensure full student understanding.

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



D. (A) is incorrect, (R) is correct.

**Answer:** C

**Explanation:** Poor communication can undermine even excellent content knowledge, so the reason is incorrect.

**Q83.** A teacher with strong *subject knowledge* but minimal skill in *managing the class* may face:

- A. A well-disciplined learning environment automatically
- B. Difficulties in sustaining attention and controlling disruptions
- C. Enhanced student engagement with no effort
- D. No constraints, since subject knowledge is all that matters

**Answer:** B

**Explanation:** Without effective management, disruptions may rise and hinder learning, regardless of content expertise.

**Q84.** *Psychomotor objectives* in medical education might include:

- A. Formulating *theoretical frameworks* in a written test
- B. *Performing* a physical examination technique
- C. Debating an *ethical dilemma*
- D. Assessing *peer presentations*

**Answer:** B

**Explanation:** Psychomotor goals address physical skills—like performing an examination or a procedure.

**Q85.** *Doctor-Patient communication* aims to:

- (I) Build patient trust and rapport.
- (II) Use only complex medical terms to sound authoritative.
- (III) Explain treatment options clearly.
- (IV) Encourage patient questions and participation.

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

**Answer:** B

**Explanation:** Using only complex jargon (II) may create confusion, so it's not a recommended approach.

**Q86.**

**Assertion (A):** *Teacher's attitude* towards technology can affect its successful integration into teaching.

**Reason (R):** If the teacher is resistant or lacks confidence, they might *underuse* ICT resources.

- A. Both (A) and (R) are correct, and (R) is the 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:** Resistance or uncertainty with ICT can directly hinder its effective use in education.



**Q87.** *Critical Pedagogy* encourages:

- A. Students to passively absorb teacher's ideas
- B. Memorization of facts for standard tests only
- C. *Reflection* on social issues and challenging power relations
- D. Strict focus on teacher's perspective

**Answer:** C

**Explanation:** Critical pedagogy empowers learners to question societal structures and become active agents of change.

**Q88.** In an *inclusive classroom*, the teacher:

- A. Caters only to high-achievers
- B. Excludes learners with special needs
- C. Provides *differentiated support* so all can participate
- D. Offers the *same uniform* approach for every student

**Answer:** C

**Explanation:** Inclusivity means varying teaching and support to meet diverse learner needs.

**Q89.** *Observation and feedback* in clinical training are key because:

- A. They allow teachers to *catch mistakes early* and guide correct technique
- B. They encourage *students to memorize theory* only
- C. They have *no impact* on skill development
- D. They are irrelevant if a final exam is provided

**Answer:** A

**Explanation:** Observing performance and giving feedback promptly helps students refine skills before errors become ingrained habits.

**Q90.** Which method is typically *teacher-centered*?

- A. Lecture
- B. Discussion group
- C. Role play
- D. Project-based learning

**Answer:** A

**Explanation:** Lectures are traditionally teacher-centered, with limited student participation.

**Q91.**

**Assertion (A):** Setting *clear objectives* for each class helps keep the teacher focused.

**Reason (R):** Without objectives, teaching can *lack coherence*, and students may not grasp the lesson's purpose.

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

**Answer:** A





**Explanation:** If you don't define targets, lessons may become unfocused, and students can lose clarity about learning outcomes.

**Q92.** Which of these is an *example of a learner-centered method*?

- A. Teacher dictating answers to all questions
- B. Students exploring a *case study* in small groups
- C. Teacher reading the textbook aloud with no interaction
- D. Rigid teacher-monologue with zero discussion

**Answer:** B

**Explanation:** Case study approach engages learners actively, typical of a learner-centered environment.

**Q93.** In *assessment*, "*triangulation*" means:

- A. Using *multiple sources* or methods to get a more accurate measure of student learning
- B. Relying on only *one test* for all data
- C. Giving feedback *after a year*
- D. Limiting test formats to MCQs alone

**Answer:** A

**Explanation:** Triangulation cross-verifies information from multiple data collection methods, enhancing reliability.

**Q94.** Which statements are *true* about *feedback in assessment*?

- (I) It should be *timely* so learners can adjust quickly.
- (II) It should be *specific and actionable*.
- (III) *Vague praise* like "good job" is highly effective.
- (IV) It can be used *both* in formative and summative contexts.

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

**Answer:** A

**Explanation:** Generic praise ("good job") lacks specificity for improvement. Feedback can indeed be used in both formative and summative frames (though summative feedback sometimes is more final).

**Q95.** "*Memory recall, comprehension, application, analysis, synthesis, and evaluation*" refer to:

- A. Maslow's Hierarchy of Needs
- B. Bloom's Taxonomy of the *cognitive domain*
- C. Piaget's *Developmental* stages
- D. Thorndike's *Law of Effect*

**Answer:** B

**Explanation:** These are levels in Bloom's original taxonomy (often updated as "Remember, Understand, Apply, Analyze, Evaluate, Create").

**Q96.**



**Assertion (A):** *Clinical competence* combines knowledge, skills, and attitudes.

**Reason (R):** Only theoretical knowledge is necessary for clinical success.

- A. Both (A) and (R) are correct, and (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:** Clinical competence indeed requires practical skills and appropriate professional attitudes, not just theory.

**Q97.** The *affective domain* in learning relates to:

- A. Knowledge of facts
- B. Development of *attitudes, emotions, and values*
- C. Acquisition of *motor skills*
- D. Understanding *mathematical logic*

**Answer: B**

**Explanation:** The affective domain addresses emotional and attitudinal aspects of learning.

**Q98.** A teacher who *collaborates* with students to set goals, encourages *active participation*, and uses *group projects* is practicing:

- A. Traditional *teacher-dominant* pedagogy
- B. *Learner-centered* pedagogy
- C. A purely *test-based* approach
- D. Sole reliance on *rote memorization*

**Answer: B**

**Explanation:** Collaboration, active student roles, and shared goal-setting reflect learner-centered methods.

**Q99.** Which is a recognized *benefit* of *Blended Learning*?

- A. Students must follow the *exact same* pace
- B. Less flexibility in access to material
- C. Combination of *online* and *face-to-face* elements for deeper engagement
- D. Complete removal of in-person interactions

**Answer: C**

**Explanation:** Blended learning merges best aspects of online platforms (flexibility, variety) with in-person instruction (immediacy, hands-on).

**Q100.** Which statements about *Learning* are correct?

- (I) It is an ongoing process of *constructing knowledge*.
- (II) It always requires *formal schooling*.
- (III) Both *cognitive* and *affective* aspects shape how we learn.
- (IV) Social context can *influence* learning significantly.

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



D. (I), (II), (III), (IV)

**Answer:** B

**Explanation:** Learning also occurs informally, so it does *not* require formal schooling (II is incorrect). The other statements are true.

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