

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	List-II
(A) Diagnostic	(i) Final evaluation for certification



List-I

(B) Formative (ii) Identify learning difficulties
(C) Summative (iii) Ongoing feedback & improvement
(D) Peer assessment (iv) Input from classmates

List-II

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), (III), (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

- (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

List-II

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), (III), (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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