



NTET Model Question Paper 03

UNIT 1: Teaching & Training

Q1. Which of the following is a *core characteristic* of effective classroom teaching?

- A. Reliance on *confusing* instructional methods
- B. *Alignment* between lesson objectives and teaching methods
- C. Focusing only on *teachers' convenience*
- D. Ignoring *student engagement*

Answer: B

Explanation: Effective teaching involves choosing methods that directly support the stated objectives.

Q2. A teacher who adopts a *learner-centered approach* typically:

- A. Assigns all tasks without any student choice
- B. Encourages students to *ask questions, explore* and collaborate
- C. Delivers content *exclusively via monologue lecture*
- D. Focuses on *teacher's personal preferences* over students' needs

Answer: B

Explanation: Learner-centered teaching emphasizes student participation, autonomy, and interaction.

Q3.

Assertion (A): *Clinical teaching* should blend theory with direct patient encounters.

Reason (R): Students *learn best* when they can *apply theoretical knowledge* in real contexts.

- A. Both (A) and (R) are correct, and (R) is the correct explanation for (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: Clinical teaching is most effective when theoretical concepts are reinforced through actual patient care.

Q4. Which *teaching method* focuses on *group discussion* and learner collaboration to deepen understanding?

- A. *Lecture*
- B. *Seminar* (interactive)
- C. *Reading homework* only
- D. *Dictation* of notes

Answer: B

Explanation: In seminars, students engage in discussions, present, and collaborate, moving beyond mere lecture.

Q5. *Memory-level teaching* involves:

- A. Reflective analysis of cases
- B. Rote learning of *basic facts and data*
- C. Problem-solving with higher-order thinking



D. Generating *critical debates* among learners

Answer: B

Explanation: Memory-level teaching is primarily about recall and rote memorization of factual content.

Q6. Which statements regarding *levels of teaching* are correct?

- (I) Understanding level is more advanced than memory level.
- (II) Reflective level involves *critical thinking*.
- (III) Memory level is *highly analytical*.
- (IV) Reflective level is *less complex* than understanding level.

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

Answer: D

Explanation: (III) is incorrect because memory level is *not* analytical; (IV) is incorrect because reflective is *more* complex, not less.

Q7. A teacher attempting to use *VARK strategies* will primarily focus on:

- A. *Punitive measures* for absent students
- B. *One-size-fits-all* approach to lesson delivery
- C. Addressing *visual, auditory, reading/writing, and kinesthetic* learning preferences
- D. Giving *identical written tasks* with no variation

Answer: C

Explanation: VARK stands for Visual, Aural, Read/Write, and Kinesthetic, emphasizing different learning preferences.

Q8. In *bedside or clinical teaching*, an instructor's role is to:

- A. Provide *real patient context* for developing clinical skills
- B. Lecture solely on *theoretical concepts*
- C. Avoid any *patient interaction*
- D. Restrict learners to *textbook-based* scenarios

Answer: A

Explanation: Clinical teaching thrives on real patient interactions to build hands-on competence and contextual understanding.

Q9.

Assertion (A): *Adult learners* often have varied professional and personal experiences.

Reason (R): They do not need any *structured guidance* in learning.

- 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: Adult learners do bring broad experiences, but they still benefit from structure and guidance tailored to adult education principles.

Q10. Which factor is *most directly related* to the teacher in affecting teaching effectiveness?

- A. Institutional policies on scheduling
- B. Teacher's mastery of subject content
- C. Socio-economic background of all students
- D. Availability of e-resources in the library

Answer: B

Explanation: The teacher's depth of knowledge and subject expertise significantly shapes teaching quality.

Q11. Among teaching strategies, which *best promotes critical analysis*?

- A. Dictation of chapter summaries
- B. Problem-based learning activities
- C. Straight factual recall questioning
- D. Homework with repetitive copying

Answer: B

Explanation: Problem-based learning encourages learners to investigate, analyze, and propose solutions, fostering higher-order thinking.

Q12. When planning a lesson, the *first* step is typically to:

- A. Select instructional materials
- B. Determine learning objectives
- C. Decide on grouping strategies
- D. Prepare summative test questions

Answer: B

Explanation: Defining clear objectives is foundational before choosing materials, grouping methods, or crafting assessments.

UNIT 2: Communication

Q13. A *major barrier* to effective communication in the classroom is:

- A. Clarity of speech
- B. Using culturally insensitive remarks
- C. Employing appropriate visuals
- D. Two-way interaction

Answer: B

Explanation: Culturally insensitive or biased language undermines rapport, creating significant communication barriers.

Q14. In *non-verbal communication*, the teacher *can* influence meaning through:

- A. Facial expressions, gestures, and posture
- B. Only written text-based materials
- C. Verbal clarity alone



D. Choice of words in an essay

Answer: A

Explanation: Non-verbal communication involves body language, facial cues, tone, etc.

Q15.

Assertion (A): Effective communication with students requires *active listening* by the teacher.

Reason (R): Students always present their thoughts *clearly* without needing teacher prompts.

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

Answer: C

Explanation: While active listening is vital, students may *not* always articulate perfectly; teachers often use prompts or clarifications.

Q16. "Doctor-Patient communication" is most effective when the doctor:

- A. Uses complex medical jargon to assert authority
- B. Invites patient questions and explains in layman's terms
- C. Shows minimal empathy to remain professional
- D. Relies solely on written prescription notes

Answer: B

Explanation: Clarity, empathy, and encouraging patient participation are central to effective doctor-patient communication.

Q17. In a *multicultural class*, *intercultural communication* is enhanced by:

- A. Favoring one dominant culture's norms only
- B. Prohibiting student interaction
- C. Adapting language, examples, and references to respect cultural differences
- D. Using *monolingual instructions* with no translation

Answer: C

Explanation: Respecting and accommodating cultural variety fosters better comprehension and inclusivity.

Q18. Which statements about *mass media* are correct?

- (I) Mass media can influence *public opinion* significantly.
- (II) Mass media *never* educates, only entertains.
- (III) Teachers can use *newspapers, TV, radio, social media* for educational content.
- (IV) Overdependence on mass media can lead to *misinformation* if not vetted.

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

Answer: A



Explanation: (II) is incorrect because mass media also informs and educates, not only entertains.

Q19. Which of the following *best describes* "Teacher-Learner communication" in a modern context?

- A. Teacher lectures, *no questions allowed*
- B. *Interactive, two-way flow* of ideas and clarifications
- C. Strictly one-directional instructions
- D. Communication *only outside* the classroom

Answer: B

Explanation: Contemporary teaching emphasizes dialogue, Q&A, feedback loops, and active engagement.

Q20. A teacher who *encodes a message poorly* (unclear language, disorganized ideas) leads to:

- A. *Effective learning* automatically
- B. *Communication breakdown* or misunderstanding
- C. Strong *student motivation*
- D. Better *performance on tests*

Answer: B

Explanation: Poor encoding (ambiguity, disorganization) often confuses learners, impeding understanding.

Q21. Which factor *reduces communication barriers* in a lecture?

- A. The teacher speaking *too quickly*
- B. Using *organizers, examples, stories*, and appropriate pacing
- C. Using *technical jargon* extensively
- D. *Never pausing* for questions

Answer: B

Explanation: Helpful examples, visuals, and pacing promote clarity and reduce confusion, thus lowering barriers.

Q22.

Assertion (A): *Group communication* (like student-led seminars) fosters collaborative learning.

Reason (R): In group work, *only* the teacher's voice matters.

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

Answer: C

Explanation: Group activities revolve around all participants' voices, not just the teacher's, so the Reason is incorrect.

UNIT 3: Classroom Management

Q23. A key goal of *classroom management* is:

- A. *Suppressing* students' curiosity
- B. Ensuring a learning environment with *minimal disruptions* and *maximal engagement*
- C. Maximizing *teacher authority* through intimidation



D. Having no *clear plan* for discipline

Answer: B

Explanation: Effective management aims for a safe, organized, and engaging environment that fosters learning.

Q24. Which approach to *discipline* can *undermine* respect in the classroom?

- A. Having *fair and consistent* guidelines
- B. *Publicly shaming* students for mistakes
- C. Monitoring students' progress
- D. Encouraging *positive reinforcement*

Answer: B

Explanation: Public humiliation erodes trust and respect, often provoking negativity rather than compliance.

Q25. Which statements are *true* about *managing a diverse classroom*?

- (I) Adapt teaching to different learning needs.
- (II) Use *stereotypes* to quickly judge students.
- (III) Encourage an *inclusive environment*.
- (IV) Assume all students *understand equally* without checks.

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

Answer: A

Explanation: Stereotyping (II) and ignoring comprehension checks (IV) harm diversity management.

Q26. *Practical classroom management* in a skill lab might include:

- A. Providing *clear safety guidelines* and structured hands-on tasks
- B. Allowing *unsupervised, random experiments*
- C. Minimizing *any direct demonstration*
- D. Prohibiting *feedback sessions*

Answer: A

Explanation: Clear guidelines, demonstrations, and feedback are essential in lab/skill-based classes.

Q27.

Assertion (A): Setting *clear expectations* for behavior supports a positive classroom climate.

Reason (R): Students often *benefit from knowing exactly what is expected* of them.

- 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: Explaining expected behavior clearly helps students meet these expectations, fostering a better environment.



Q28. Ensuring engagement in class might involve:

- A. Teachers ignoring *students' interests*
- B. Incorporating *varied activities* (discussions, group tasks, quick checks)
- C. Only *lecturing nonstop* for an hour
- D. Keeping students *quiet and passive*

Answer: B

Explanation: Using diverse, interactive activities keeps learners mentally active and engaged.

Q29. Disciplinary problems can often be minimized by:

- A. A *reactive* approach with punishment only
- B. *Proactive routines*, rapport, and consistent rules
- C. Giving *long speeches* on discipline
- D. Tolerating *continuous disruptions*

Answer: B

Explanation: Proactive steps, such as establishing routines and rapport, usually reduce misbehavior effectively.

Q30. In an *inclusive classroom*, how can the teacher manage effectively?

- A. Implement *flexible accommodations* for diverse learners
- B. Enforce *identical tasks* for all, ignoring special needs
- C. Avoid using *multiple resources*
- D. Restrict *peer collaboration*

Answer: A

Explanation: Inclusive classrooms require accommodations, differentiated instruction, and supportive resources to address all learners' needs.

Q31.

Assertion (A): Classroom disruptions often arise from boredom or unclear expectations.

Reason (R): Engaging lessons and consistent guidelines can *reduce* these disruptions.

- 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: If students are meaningfully engaged and know the rules, disruptions frequently decrease.

Q32. To build *motivation*, a teacher might:

- A. Assign *irrelevant tasks* with no connection to learner goals
- B. Provide *intrinsic and extrinsic incentives*, connect content to real life
- C. Eliminate *any feedback* on performance
- D. Keep students *uncertain* about outcomes

Answer: B



Explanation: Motivation improves when learners see relevance, receive feedback, and have incentives or rewards.

UNIT 4: Assessment Methods

Q33. An *assessment method* used *throughout instruction* to gather feedback and help students improve is:

- A. Summative assessment
- B. *Formative assessment*
- C. Placement assessment
- D. Peer grading at the end

Answer: B

Explanation: Formative assessment is ongoing and aims to enhance learning before final judgments are made.

Q34. Which statements about *summative assessment* are correct?

- (I) It usually occurs at the *end* of instruction.
- (II) Its purpose is *grading or certification*.
- (III) It is *daily feedback* that guides immediate improvements.
- (IV) Final exams are an example of summative assessment.

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

Answer: A

Explanation: (III) describes formative assessment, not summative. Summative is primarily an end-of-course measure.

Q35. In *CBCS (Choice Based Credit System)*, evaluation typically includes:

- A. Only *one final exam* for each subject
- B. *Continuous internal assessments*, projects, and final exams
- C. Strictly *oral viva* for all credits
- D. No *practical* components

Answer: B

Explanation: CBCS uses varied assessments (internal, project-based, final) to gauge outcomes more comprehensively.

Q36. Which of the following best describes an *Objective Structured Clinical Examination (OSCE)*?

- A. A random conversation with the examiner
- B. A *station-based* exam testing practical skills and knowledge
- C. A purely *theoretical essay* exam
- D. Only a *single long case* presentation

Answer: B

Explanation: OSCEs have multiple stations assessing specific skills under standardized conditions.

Q37.

Assertion (A): *Diagnostic assessment* aims to identify learning gaps or difficulties before or during instruction.



Reason (R): Diagnostic assessment is typically administered *at the end of the course*.

- 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: Diagnostic assessments occur *before or early* in the learning process, not just at the end.

Q38. Which of the following is *not* typically a method to assess *clinical competence*?

- A. Long case presentation and discussion
- B. OSCE
- C. Short case assessment
- D. Multiple-choice questions focusing purely on recall

Answer: D

Explanation: MCQs only on recall do not assess hands-on clinical competence. They test knowledge but not clinical skill application.

Q39. Structured Oral Exams usually:

- A. Rely on *unplanned random* questions
- B. Have *specific questions* prepared with a clear scoring scheme
- C. Let the examiner deviate from any *standard format*
- D. Provide *no uniform guidelines* across students

Answer: B

Explanation: A structured oral exam ensures fairness and consistency through predefined questions and evaluation criteria.

Q40. The *primary goal of Formative Assessment* is to:

- A. Assign final grades for certification
- B. Compare students publicly for competition
- C. Provide *feedback* that guides ongoing improvements
- D. Eliminate the need for teacher input

Answer: C

Explanation: Formative assessments inform teachers and learners about current progress and highlight areas for improvement before final assessments.

Q41. Peer assessment can be beneficial because:

- A. Peers *usually have no insight* into each other's work
- B. It encourages *collaborative learning* and critical evaluation skills
- C. It *never* needs teacher oversight
- D. It always leads to *unreliable, biased* results

Answer: B

Explanation: Peer assessment can enhance reflective skills, collaboration, and deeper insight into criteria for quality work.



Q42. In a *long case* clinical examination, the student is expected to:

- A. Listen to the teacher deliver a diagnosis
- B. Conduct a *thorough patient history, physical exam, and propose a management plan*
- C. Provide only a *short summary* of a patient's condition
- D. Focus on *theoretical knowledge* from textbooks

Answer: B

Explanation: Long case assessments examine how the learner applies comprehensive clinical skills from history taking to formulation of treatment.

UNIT 5: Educational Technologies

Q43. Educational technology includes all of the following *except*:

- A. Learning Management Systems (LMS)
- B. Virtual labs and simulations
- C. Printed chalkboard notes only, with *no* digital tools
- D. Online forums or discussion boards

Answer: C

Explanation: Printed chalkboard notes alone, without digital integration, generally do not represent "educational technology."

Q44.

Assertion (A): Online learning platforms can facilitate flexible scheduling and self-paced study.

Reason (R): They require *mandatory face-to-face* classroom attendance daily.

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

Answer: C

Explanation: Online platforms often *reduce* mandatory face-to-face hours, thus enabling flexibility.

Q45. Which of these tools is *most suitable* for *live, synchronous* online lectures?

- A. Email threads
- B. Video conferencing software (e.g., Zoom, MS Teams)
- C. Printed manuals
- D. Text messages on a forum

Answer: B

Explanation: Synchronous (real-time) instruction typically uses video-conferencing platforms allowing immediate interaction.

Q46. Which are *benefits* of using *Learning Management Systems (LMS)*?

- (I) Centralized content delivery and organization
- (II) Automated grading of *some assessments*



(III) In-person practical demonstrations

(IV) Tracking and analytics on student progress

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

Answer: A

Explanation: LMS typically do not handle in-person demonstrations directly (III is an offline activity).

Q47. MOOCs (Massive Open Online Courses) are characterized by:

- A. Limited enrollment for only 10 students
- B. Open access learning for large numbers, often free or low-cost
- C. Strictly local campus-based classes
- D. Exclusively face-to-face sessions

Answer: B

Explanation: MOOCs allow potentially thousands of learners to enroll from anywhere, typically online with open access materials.

Q48. When teachers blend online resources (videos, quizzes) with classroom discussions, it's called:

- A. Pure e-learning
- B. Blended learning
- C. Flipped assessment
- D. Traditional chalk-and-talk

Answer: B

Explanation: Blended learning combines digital/online media with face-to-face methods.

Q49. An example of ICT-based governance in higher education is:

- A. Handwritten ledgers of student attendance
- B. Online portals for admission, fee payment, and results
- C. Completely manual exam scheduling
- D. No record-keeping of student data

Answer: B

Explanation: ICT-based governance includes digital portals for administrative tasks, making processes efficient and transparent.

Q50. A teacher who uses web-based simulation to demonstrate a surgical procedure is leveraging:

- A. Traditional lecture only
- B. Audio-lingual method of language teaching
- C. Interactive educational technology
- D. Purely paper-based demonstration

Answer: C

Explanation: Web-based simulation is a form of interactive educational tech, enhancing demonstration and practice.



Q51.

Assertion (A): The use of *educational apps and software* can enhance student engagement.

Reason (R): Because such tools *provide interactive, often gamified learning experiences* that keep learners interested.

- 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: A

Explanation: Interactive/gamified digital tools usually improve motivation and involvement.

Q52. Which statements about *using the internet for teaching* are valid?

- (I) Teachers can *stream real-time lectures* or host webinars.
- (II) It allows *access to global resources* and experts.
- (III) It *eliminates all needs* for face-to-face interaction.
- (IV) Teachers can provide *timely e-feedback*.

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

Answer: A

Explanation: The internet doesn't necessarily eliminate all face-to-face needs (III is overstated).

UNIT 6: Educational Psychology

Q53. Which of these is a *primary focus* of *educational psychology*?

- A. Developing *industrial efficiency*
- B. Applying *psychological principles* to facilitate learning and instruction
- C. Promoting *legal practices* in teacher contracts
- D. Ensuring *only discipline* in class

Answer: B

Explanation: Educational psychology applies theory and research about cognition, motivation, and development to improve teaching and learning.

Q54. According to *Piaget*, the stage where children begin to think *logically about concrete events* is:

- A. Preoperational
- B. Concrete Operational
- C. Sensorimotor
- D. Formal Operational

Answer: B

Explanation: The concrete operational stage (~7-11 yrs) features logical thinking about tangible objects/events.



Q55.

Assertion (A): *Egocentrism* in children is found predominantly in the *preoperational* stage.

Reason (R): Because during this stage, children often have *difficulty taking others' perspectives*.

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

Answer: A

Explanation: Preoperational children (2-7 yrs) typically can't easily see things from another's viewpoint, explaining egocentrism.

Q56. Bronfenbrenner's theory primarily examines:

- A. Only *genetic factors* in child development
- B. *Social contexts* (micro to macro systems) influencing development
- C. Strict *classroom discipline methods*
- D. *Moral dilemmas* exclusively

Answer: B

Explanation: Bronfenbrenner's ecological model analyzes layered environmental influences on the individual.

Q57. Vygotsky's *Zone of Proximal Development (ZPD)* refers to:

- A. A child's ability to solve tasks *with no assistance*
- B. The range of tasks a learner can perform *with guidance* but not alone
- C. The stage of *automatic mastery* of all tasks
- D. *Irrelevant zone* for learning

Answer: B

Explanation: ZPD is the gap between independent performance and potential performance with expert support (scaffolding).

Q58. Which statements about Vygotsky's *sociocultural theory* are correct?

- (I) Social interaction is crucial for cognitive development.
- (II) *Language* is a key mediator in learning.
- (III) Children *internalize cultural tools* through collaboration.
- (IV) Focuses solely on *biological readiness*.

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

Answer: A

Explanation: Vygotsky's theory emphasizes social context, language, and cultural tools. (IV) is incorrect because it also values environment, not just biology.

Q59. The *affective domain* of learning primarily involves:

- A. *Physical dexterity* and skill



- B. The learner's *attitudes, emotions*, and values
- C. *Recall* of factual knowledge
- D. *Logical reasoning* for problem-solving

Answer: B

Explanation: The affective domain is about emotional responses, value systems, and attitude formation.

Q60. A teacher applying *Maslow's Hierarchy of Needs* would first ensure students have:

- A. A sense of *achievement*
- B. *Food, rest, and safety*
- C. *Opportunities to self-actualize*
- D. High-level *esteem* experiences

Answer: B

Explanation: The hierarchy starts with basic physiological and safety needs before higher needs can be fully addressed.

Q61.

Assertion (A): *Educational psychology* helps teachers adapt methods to learners' developmental stages.

Reason (R): Because teachers must rely purely on *intuition* for classroom strategies.

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

Answer: C

Explanation: Educational psychology is based on systematic research, not just intuition.

Q62. *Self and moral development* in educational psychology concerns:

- A. Only *intellectual performance*
- B. The formation of *identity, ethical values, and moral reasoning*
- C. Focus on *physical skills training*
- D. Learning advanced *math equations*

Answer: B

Explanation: Self-development includes identity, self-concept, and moral/ethical growth.

UNIT 7: Andragogy in Education

Q63. *Andragogy* contrasts with *pedagogy* primarily because it emphasizes:

- A. Teaching *young children* in primary school
- B. *Teacher-centered* instruction without autonomy
- C. Adult learners' *self-direction, prior experience*, and readiness
- D. Minimizing *practical application*

Answer: C

Explanation: Andragogy focuses on adults' autonomy, experiences, immediate relevancy, and problem-centered learning.



Q64.

Assertion (A): Adult learners often prefer learning that can be *applied immediately* in personal or professional contexts.

Reason (R): They typically *resist any form* of practical learning experiences.

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

Answer: C

Explanation: Adults desire immediate relevance; they rarely resist practical experiences, so R is incorrect.

Q65. According to *Knowles*, *self-concept* of adult learners is:

- A. Dependent on teacher for everything
- B. Largely *self-directed* and autonomous
- C. No different from a *child's* self-concept
- D. *Unimportant* for learning

Answer: B

Explanation: Adults typically view themselves as self-directed learners who want control over their education.

Q66. *Self-Directed Learning* in adults involves:

- A. Teacher prescribing every step
- B. Adults planning *their own learning goals, resources, strategies*
- C. Passive acceptance of *rote methods*
- D. Relying on *classmates' cues* only

Answer: B

Explanation: Self-direction means adults identify goals, find resources, monitor progress, and evaluate outcomes.

Q67. Which statement is *true* of *adult learners*?

- A. They seldom bring *previous knowledge* or experiences
- B. They *resent real-life context* in coursework
- C. They respond well to *problem-centered activities*
- D. They prefer *teacher to do all the talking*

Answer: C

Explanation: Adults prefer solving real-life tasks and leveraging prior knowledge to address practical problems.

Q68. Which are principles of *andragogy* as per Malcolm Knowles?

- (I) Need to know *why* they learn
- (II) Rely on *extrinsic rewards only*
- (III) Learning is *problem-centered* rather than content-centered
- (IV) Adults' *experiences* are a valuable resource

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



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

Answer: A

Explanation: Knowles recognized the importance of intrinsic motivation, not purely extrinsic. (II) is incorrect.

Q69.

Assertion (A): Adults often *value collaboration* with peers in learning.

Reason (R): *Shared experiences* can enrich problem-solving and reflection.

- A. Both (A) and (R) are correct, and (R) is the correct explanation.
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: Adult learners often benefit from exchanging experiences, making collaboration valuable.

Q70. An *andragogical* classroom environment typically:

- A. *Ignores* learner autonomy
B. *Encourages self-direction* and immediate application
C. Focuses purely on *abstract theory* with no relevance
D. Depends on *authority-based instruction*

Answer: B

Explanation: Adult learners thrive on self-direction and tasks directly applicable to their lives/work.

UNIT 8: Learning & Pedagogy

Q71. "Pedagogy" generally means:

- A. The *method and practice* of teaching, especially children
B. A study of *financial constraints* in education
C. Focusing on *workplace training* only
D. Eliminating *any teacher control*

Answer: A

Explanation: Pedagogy is the art/science of teaching, historically associated with children (though used broadly now).

Q72. Which statements align with the *concepts of pedagogy*?

- (I) It includes *planning, implementation, and evaluation* of teaching.
(II) It deals with *how learners acquire knowledge, skills, and attitudes*.
(III) It ignores *cultural, social, and individual differences*.
(IV) It can include *both teacher-centered and learner-centered* approaches.

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



Answer: A

Explanation: Pedagogy *does not* ignore differences; it considers them. So (III) is incorrect.

Q73. A teacher using *critical pedagogy* will:

- A. Insist on *memorizing* all facts with no inquiry
- B. Encourage students to *question assumptions* and evaluate power structures
- C. Adhere to *teacher dominance*
- D. Focus on *passive listening*

Answer: B

Explanation: Critical pedagogy fosters critical thinking, social awareness, and questioning of established norms.

Q74. The *first step* in *pedagogical analysis* is typically:

- A. Selecting *materials*
- B. *Formulating instructional objectives*
- C. Conducting *final evaluation*
- D. Grouping students based on *personal interests*

Answer: B

Explanation: Defining objectives is essential before deciding on resources, methods, or grouping.

Q75.

Assertion (A): *Learning objectives* help guide both teaching strategies and assessments.

Reason (R): Without explicit objectives, teachers and students might *lack clarity* on expected outcomes.

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

Answer: A

Explanation: Clear objectives clarify the direction of instruction and the criteria for success.

Q76. Which best describes "*Concepts of Critical Pedagogy*"?

- A. Teaching that focuses strictly on *teacher as authority*
- B. Encouraging *rote memorization* for standardized tests
- C. *Empowering learners* to question, reflect, and act on social injustices
- D. Minimizing *dialogue* and reflection

Answer: C

Explanation: Critical pedagogy centers on enabling students to critique societal structures and become agents of change.

Q77. In a *learner-centered approach*:

- A. The teacher's role is purely to *lecture with minimal student input*
- B. *Teacher and learners* share responsibility for planning, learning, and evaluation
- C. *No structure or objectives* are provided



D. All *decision-making* belongs to the teacher

Answer: B

Explanation: Learner-centered methods involve shared decision-making, with the teacher acting as facilitator.

Q78. "*Formulation of Learning Objectives*" typically involves:

- (I) Using *behavioral action verbs* (e.g., describe, explain, apply).
- (II) Keeping objectives *extremely vague*.
- (III) Outlining *what learners should achieve* by the end of instruction.
- (IV) Aligning objectives with *assessment tasks*.

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

Answer: A

Explanation: Objectives should be clear and measurable, not vague (II is incorrect).

Q79. A teacher who *gradually challenges* learners, building on simpler tasks, is likely applying:

- A. *Overwhelming content* from the start
- B. A principle of *scaffolding* in instruction
- C. Random tasks with *no progression*
- D. Pedagogy that *ignores readiness*

Answer: B

Explanation: Scaffolding involves supporting learners from their current level to more complex skills incrementally.

Q80. "*Learning styles, prior knowledge, readiness, and motivation*" are considered when:

- A. Teachers plan *instruction* in a *learner-centered* pedagogy
- B. Teachers rely on *strict, uniform methods*
- C. Curriculum is kept *secret* from learners
- D. The teacher focuses on *administrative duties only*

Answer: A

Explanation: Learner-centered pedagogy tailors approaches to individual differences, readiness, and motivation.

ADDITIONAL MIXED QUESTIONS (All Units)

Q81. *Adult learners* typically:

- A. *Do not* want to self-direct any learning
- B. Have *no prior experiences* to bring into new learning
- C. Desire to *apply new knowledge* quickly to real-world issues
- D. Rely on *teacher authority* to test them only at course end

Answer: C

Explanation: Adults often want immediate, practical application of what they learn.



Q82. In a *flipped classroom*, learners:

- A. Watch/learn content *before class* and use class time for *active, deeper activities*
- B. Listen to a *teacher lecture* passively all class
- C. *Never do any* pre-class preparation
- D. Focus on *final exam cramming* only

Answer: A

Explanation: Flipped classrooms move content acquisition to pre-class, freeing class time for practice, discussion, or projects.

Q83.

Assertion (A): In *clinical assessment*, real or simulated patient scenarios test practical competence.

Reason (R): Multiple-choice tests alone *sufficiently measure* all clinical skills.

- 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: MCQs do not fully assess hands-on or psychomotor aspects; real/simulated scenarios are needed for complete clinical evaluation.

Q84. A *communication barrier* often seen in large lecture halls is:

- A. *Interactive Q&A* sessions
- B. Adequate *eye contact* and voice projection
- C. *Students' passive role* with minimal opportunity to clarify
- D. Use of *engaging multimedia*

Answer: C

Explanation: Large lecture settings can discourage two-way interaction, leading to passivity and misunderstandings.

Q85. Which method is *most effective* for *maintaining discipline* in a practical lab?

- A. Detailed briefing on *lab rules and safety* prior to activities
- B. Telling students to *guess the procedures*
- C. No guidelines; let them *learn from mistakes* alone
- D. Zero *monitoring* of the group tasks

Answer: A

Explanation: Clear instructions, safety guidelines, and established rules prevent confusion or accidents, thereby reducing misconduct.

Q86. *Formative* and *summative* assessments differ mainly in:

- A. Their *timing and purpose*
- B. The *subject matter* tested
- C. The *reliability* of each method



D. The need for objectivity

Answer: A

Explanation: Formative is ongoing for feedback/improvement; summative is end-of-term for final evaluation.

Q87. Which statements about *adult training* are correct?

- (I) *Experiential* activities are valued.
- (II) *Immediate utility* in real-life tasks is crucial.
- (III) Adults prefer *abstract theories* with no context.
- (IV) *Self-reflection* and peer discussions enhance learning.

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

Answer: A

Explanation: Adults often want practical, relevant, and collaborative experiences. (III) is incorrect as adults typically want context and application.

Q88.

Assertion (A): A teacher uses *demonstrations* and *role-play* in class to cater to *kinesthetic learners*.

Reason (R): Kinesthetic learners *comprehend best* through movement, hands-on engagement, or simulations.

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

Answer: A

Explanation: Kinesthetic learners grasp concepts through physical involvement and doing, so role-play/demonstration helps.

Q89. In *classroom communication*, “encoding” refers to:

- A. How the *message is formulated* by the sender
- B. How the *receiver interprets* the message
- C. Sending *feedback* to clarify doubts
- D. *Ignoring* the message

Answer: A

Explanation: Encoding is the process of expressing ideas into words, symbols, or gestures before sending them.

Q90. When *managing classroom technology*, a teacher should:

- A. Allow *unrestricted device usage* with no guidelines
- B. Offer *clear expectations* for tool usage to maintain academic focus
- C. Ban *all digital resources* outright
- D. Avoid integrating *any ICT* in daily instruction

Answer: B



Explanation: Clear rules ensure technology is used productively rather than distractingly.

Q91. Which is *not* a characteristic of the *understanding level* of teaching?

- A. Emphasis on *factual recall only*
- B. Learners demonstrating *conceptual clarity*
- C. Learners *explaining* the material in their own words
- D. Connecting ideas to *underlying principles*

Answer: A

Explanation: Understanding level focuses beyond just recall; it involves deeper comprehension and explanation.

Q92. *Lecture method* is usually categorized as:

- A. *Teacher-centered*
- B. *Learner-centered*
- C. *Collaborative only*
- D. *Highly experiential*

Answer: A

Explanation: Lecture traditionally features the teacher as the main source of content, with limited student input.

Q93. Which statements about *Piaget's theory* are correct?

- (I) Children construct knowledge actively.
- (II) The *formal operational stage* involves abstract reasoning.
- (III) The *sensorimotor stage* is from birth to about 2 years.
- (IV) Preoperational children *fully understand* perspective-taking.

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

Answer: A

Explanation: Preoperational children *lack* perspective-taking (IV is incorrect). The rest are correct.

Q94.

Assertion (A): *Teacher feedback* during skill-building sessions can expedite learning.

Reason (R): Feedback helps correct mistakes *before they become habits*.

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

Q95. "*Educational psychology* as a discipline" primarily concerns:

- A. *Only adult learning* contexts
- B. *Strategies to enhance learning*, motivation, and development across all ages
- C. The financial structure of *school management*
- D. Eliminating *cultural factors* from teaching



Answer: B

Explanation: Educational psychology addresses learning processes, motivation, development, and teaching strategies for diverse learners.

Q96. In *Choice Based Credit System (CBCS)*, one advantage is:

- A. *Rigid uniformity* with no elective choices
- B. Students can *choose electives* aligned with their interests
- C. Excluding *continuous assessments*
- D. Lack of *multidisciplinary options*

Answer: B

Explanation: CBCS provides flexibility to select from a pool of courses, fostering learner autonomy and interdisciplinary exploration.

Q97. In a *skills lab*, the teacher can measure *psychomotor skills* via:

- A. *Written theory exam* alone
- B. Observing *hands-on demonstrations* and grading performance
- C. Listening to a *verbal explanation* only
- D. Checking *attendance record*

Answer: B

Explanation: To assess psychomotor proficiency, direct observation of the skill performance is crucial.

Q98. "*Critical thinking*" is often best nurtured by:

- A. Requiring *verbatim memorization*
- B. *Open-ended questions*, discussions, and problem-solving tasks
- C. Rewarding *imitation* of teacher's opinion
- D. Minimizing *analytical tasks* in class

Answer: B

Explanation: Critical thinking thrives on inquiry-based, open-ended tasks that demand analysis and evaluation.

Q99. Which statements about "*communication in a doctor-patient setting*" are accurate?

- (I) It should be *empathic* and patient-centered.
- (II) Using *simple explanations* fosters better compliance.
- (III) The patient's *emotional state* is irrelevant.
- (IV) *Active listening* by the doctor can improve trust.

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

Answer: A

Explanation: The patient's emotional state *is* relevant; ignoring it is incorrect, so (III) is wrong.

Q100.



Assertion (A): *Effective classroom management* often includes establishing routines and setting clear expectations.

Reason (R): Because routines *help students know what to do* and reduce confusion, thus maintaining a focused environment.

- A. Both (A) and (R) are correct, (R) is the correct explanation.
- 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: Predictable routines and clear expectations minimize uncertainty, improving discipline and engagement.

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