



NTET Model Question Paper 04

UNIT 1: Teaching & Training (Q1-Q12)

Q1. Which of the following *best* describes a teacher's role in a **learner-centered** classroom?

- A. The teacher *directly lectures* and students have minimal involvement.
- B. The teacher acts primarily as a **facilitator**, guiding students to explore.
- C. The teacher strictly uses **examination drills**.
- D. The teacher ensures students have **no control** over learning tasks.

Answer: B

Explanation: In learner-centered settings, the teacher guides and supports rather than just delivering content unilaterally.

Q2. In a **clinical teaching** context, "**Bedside teaching**" usually emphasizes:

- A. **Theory-based** explanations only, no patient interaction
- B. Students **observing** the teacher but never practicing
- C. **Hands-on** experience with actual patient cases
- D. A purely **digital simulation** environment

Answer: C

Explanation: Bedside teaching engages students in real patient interactions, enhancing psychomotor and clinical reasoning skills.

Q3.

Assertion (A): Understanding level of teaching requires students to grasp principles and connect ideas.

Reason (R): It focuses only on **rote memorization**.

- 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: Understanding level teaching goes beyond mere recall, involving comprehension and conceptual clarity. Rote learning is memory-level teaching.

Q4. Reflective level of teaching aims at:

- A. Testing **basic factual knowledge**
- B. Strengthening **procedural drills** only
- C. Fostering **critical thinking** and evaluating assumptions
- D. Limiting **student engagement**

Answer: C

Explanation: Reflective-level teaching encourages learners to analyze, question, and apply higher-order thinking skills.

Q5. Individual differences among learners primarily refer to:

- A. Variation in their **learning styles, readiness, and experiences**



- B. Their capacity to memorize **identical content** at the same pace
- C. Teachers ignoring any **student feedback**
- D. All students having **exactly the same background**

Answer: A

Explanation: Individual differences involve diverse cognitive, socio-emotional, and experiential factors among learners.

Q6. Which statements about **teaching methods** are correct?

- (I) **Lecture** is typically a teacher-centric method.
- (II) **Demonstration** involves showing practical steps or processes.
- (III) **Group discussion** fosters cooperation and shared exploration.
- (IV) **Dictation** always enhances critical thinking.

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

Answer: A

Explanation: Dictation seldom promotes higher-order skills; the others accurately describe recognized teaching methods.

Q7. A teacher noticing many **adult learners** in class might:

- A. Provide **structured, problem-based** tasks linked to real-life scenarios
- B. Treat them exactly as **young children** with heavy supervision
- C. Avoid giving them **autonomy** or control
- D. Expect them to rely on **pure memorization**

Answer: A

Explanation: Adult learners benefit from real-world relevance, self-direction, and practical, problem-focused activities.

Q8. A teacher focusing on **psychomotor training** should:

- A. Emphasize purely **theoretical** instruction
- B. Provide **hands-on practice** and skill rehearsal
- C. Use **text-based** materials with no demonstration
- D. Avoid any **feedback** on performance

Answer: B

Explanation: Psychomotor learning develops through demonstrations, repeated practice, and corrective feedback.

Q9.

Assertion (A): **Teacher's subject expertise** is fundamental for effective teaching.

Reason (R): A teacher who lacks knowledge in the subject can still teach effectively using advanced technology.

- 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: Subject mastery is crucial. Technology cannot compensate for inadequate content knowledge.

Q10. In **clinical teaching**, an important step after student practice is:

- A. **Immediate feedback** and reflection on performance
- B. Asking students to simply **memorize guidelines**
- C. **Ignoring** errors to maintain student confidence
- D. Shifting to another topic **without** reviewing the outcomes

Answer: A

Explanation: Prompt feedback and reflective discussion solidify learning and correct mistakes early.

Q11. **VARK** stands for:

- A. Visual, **Aural**, Read/Write, **Kinesthetic**
- B. Verbal, Auditory, **Role-play**, Kinetic
- C. Visual, Auditory, **Reflection**, Kinematics
- D. Virtual, **Application**, Reading, Kinetics

Answer: A

Explanation: VARK includes Visual, Aural, Read/Write, and Kinesthetic learning modalities.

Q12. An **understanding-level** question might ask a learner to:

- A. **List** the steps of a procedure from memory
- B. **Interpret** or **summarize** the main idea of a concept
- C. Simply **memorize** a name or date
- D. Provide **no** explanation for a phenomenon

Answer: B

Explanation: Understanding-level tasks involve explaining, interpreting, or summarizing underlying ideas, not just listing facts.

UNIT 2: Communication (Q13-Q24)

Q13. **Effective communication** in a diverse classroom requires:

- A. Using only **one language** with no translations
- B. **Listening actively** and clarifying misunderstandings
- C. Relying on **stereotypes** to interpret student responses
- D. Ensuring **no** student questions are allowed

Answer: B

Explanation: Active listening and clarifying queries foster clarity and reduce communication barriers.

Q14. In **non-verbal** communication, which element can **undermine** the spoken message?

- A. **Congruent** facial expressions
 - B. A **pleasant** tone of voice
 - C. **Inconsistent** gestures showing disinterest or boredom
 - D. **Open** body posture
-



Answer: C

Explanation: Contradictory or negative non-verbal cues can confuse or negate what is verbally communicated.

Q15. Which statements about **intercultural communication** are correct?

- (I) It involves adapting messages for cultural sensitivity.
- (II) **Avoidance** of addressing cultural differences fosters better understanding.
- (III) It can reduce **misunderstandings** in diverse groups.
- (IV) It requires **respect** for various traditions and communication styles.

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

Answer: A

Explanation: Avoiding or ignoring cultural differences (II) often leads to more misunderstandings, not fewer.

Q16. A teacher using **two-way communication** in class would:

- A. Deliver monologues with **no** student input
- B. Encourage **question-and-answer** sessions or group dialogue
- C. Present information **exclusively** via text slides
- D. Collect student feedback **after** the course is over

Answer: B

Explanation: Two-way communication involves interactive discourse—students can ask, respond, debate, etc.

Q17. A major **barrier** in **mass communication** arises when:

- A. **Mass media** is used to spread accurate information
- B. The audience receives a **distorted or biased** message
- C. There is **open access** to varied viewpoints
- D. Media content is produced with **diverse input**

Answer: B

Explanation: Biased or misleading messages hamper understanding and trust in mass communication.

Q18. In **doctor-patient communication**, the **primary** objective is:

- A. Emphasizing the doctor's **authority**
- B. Ensuring the patient **fully understands** their condition and treatment
- C. Utilizing maximum **medical jargon** for complexity
- D. Limiting patient's **input** to streamline time

Answer: B

Explanation: Effective doctor-patient communication aims for patient understanding, trust, and collaboration in care decisions.

Q19.

Assertion (A): In **classroom communication**, a teacher should be mindful of **verbal and non-verbal cues**.

Reason (R): Non-verbal cues often **reinforce or contradict** verbal messages.



- 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: Non-verbal communication can powerfully enhance or undermine what's spoken, so consistency is crucial.

Q20. Which approach **enhances** teacher-learner communication the most?

- A. The teacher **refusing** to accept questions
- B. The teacher **paraphrasing** or summarizing student queries to confirm understanding
- C. **No** attempt to check students' comprehension
- D. Providing only **one-way** announcements

Answer: B

Explanation: Summarizing or paraphrasing ensures clarity, confirms the teacher has understood the student, and encourages open dialogue.

Q21. **Teacher-learner communication** typically fails when:

- A. The teacher **adapts** explanations based on student feedback
- B. Students are **encouraged** to express doubts and ideas
- C. **Unclear instructions** and lack of feedback lead to confusion
- D. The teacher checks for **comprehension** regularly

Answer: C

Explanation: Vagueness and absence of feedback hamper understanding, thus undermining communication.

Q22. "**Encoding**" in the communication process is:

- A. How the **receiver** interprets the message
- B. How the **sender** formulates the message into words/visuals
- C. The message's **channel** (medium)
- D. The **noise** or interference in message transmission

Answer: B

Explanation: Encoding is the sender's act of converting ideas/thoughts into communicable symbols (words, images, etc.).

Q23. To **overcome language barriers** in a classroom, a teacher might:

- A. Speak as **rapidly** as possible to cover content
- B. Provide **bilingual or simplified** explanations where feasible
- C. Insist on **one standardized dialect** only
- D. Avoid using **visual aids** or supplementary materials

Answer: B

Explanation: Offering bilingual support or simpler language helps non-native speakers understand better.

Q24. In a *group discussion setting*, a sign of effective **communication** is:

- A. **Dominance** by one participant while others remain silent



- B. Active **listening** among participants and turn-taking
- C. Refusal to provide any **counterarguments**
- D. No attempt at **consensus** or shared understanding

Answer: B

Explanation: In group discussions, balanced participation and active listening show healthy communication dynamics.

UNIT 3: Classroom Management (Q25-Q36)

Q25. A teacher who fosters a **positive classroom climate** might:

- A. Rely solely on **strict punishments**
- B. Provide **clear routines**, supportive feedback, and mutual respect
- C. Show consistent **favoritism** to certain students
- D. Maintain complete **disorganization**

Answer: B

Explanation: Positive climates stem from consistent procedures, respect, and constructive feedback to students.

Q26. Classroom management primarily aims at:

- A. Letting students handle **discipline** alone
- B. Ensuring an environment conducive to **effective teaching-learning**
- C. Rewarding the **loudest** students only
- D. Focusing only on **teacher's convenience**

Answer: B

Explanation: Management's main goal is to create conditions that promote learning and minimize disruptions.

Q27.

Assertion (A): Consistent enforcement of rules can reduce misbehavior.

Reason (R): Students feel it's **fair** when the teacher applies standards equally.

- 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: Consistency fosters fairness, which leads to better compliance and less chaos.

Q28. An **inclusive** classroom management strategy might involve:

- A. Designing tasks that accommodate different **learning needs**
- B. Only focusing on **one typical learning style**
- C. Expecting all students to **conform to identical** tasks
- D. Separating students with special needs into **another room**

Answer: A

Explanation: Inclusivity entails differentiating or adapting tasks to ensure all learners can succeed together.



Q29. To handle **disruptions** effectively, a teacher might:

- A. **Ignore** them if they escalate
- B. Use **clear, calm** interventions and refer back to agreed rules
- C. **Embarrass** the student publicly
- D. Immediately send the student to the **principal** without discussion

Answer: B

Explanation: Calm, consistent interventions referencing established rules help manage or de-escalate disruptions positively.

Q30. **Motivating** students in class can be done by:

- A. Offering **relevant, challenging tasks** with praise and constructive feedback
- B. Giving unannounced **tests** with no purpose
- C. Allowing unlimited **free time** with no direction
- D. Focusing only on the **teacher's interests**

Answer: A

Explanation: Challenging yet attainable tasks with supportive feedback enhance motivation and engagement.

Q31. Which statements about **classroom routines** are correct?

- (I) They reduce **uncertainty** and guide student behavior.
- (II) They **increase** chaos if enforced consistently.
- (III) They provide a sense of **structure** and stability.
- (IV) They have **no impact** on discipline.

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

Answer: A

Explanation: Consistent routines improve structure and reduce chaos. (II) is incorrect—consistency lowers chaos, and (IV) is incorrect—routines do impact discipline positively.

Q32. In **managing a practical lab session**, the teacher should:

- A. Allow students to **experiment unsafely** without guidance
- B. Provide **clear instructions**, safety rules, and conduct supervision
- C. Never offer **feedback** on technique
- D. Focus only on **theoretical notes**

Answer: B

Explanation: Structured guidance, including safety and stepwise procedures, ensures efficient learning and prevents mishaps.

Q33. A sign of **effective discipline** in the classroom is:

- A. High levels of **anxiety** among students
- B. Students who appear **engaged and follow guidelines** willingly



- C. Continuous **fear** of punishment
- D. Teacher's frequent **angry outbursts**

Answer: B

Explanation: Effective discipline fosters cooperation and a calm learning environment, not fear or anxiety.

Q34.

Assertion (A): Proactive management includes anticipating potential issues and establishing clear procedures.

Reason (R): Reacting to problems **after** they occur is the best strategy.

- 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: Proactive steps reduce the likelihood of disruptions; waiting until problems escalate is less effective.

Q35. Engagement in a lesson is enhanced by:

- A. Strictly **monotonous teacher talk**
- B. Activities that involve **student input** and interaction
- C. Telling students to **remain silent** and passive
- D. Providing only **one large lecture** with no breaks

Answer: B

Explanation: Interactive, participatory methods capture attention and sustain active involvement.

Q36. In a **diverse** classroom, the teacher can promote harmony by:

- A. **Celebrating differences**, using inclusive examples, and encouraging collaboration
- B. Enforcing a single **cultural viewpoint**
- C. Grouping students by **labels** and stereotypes
- D. Ignoring the **unique needs** of individuals

Answer: A

Explanation: Inclusiveness, respect for diversity, and cooperative tasks create a positive environment for all learners.

UNIT 4: Assessment Methods (Q37-Q48)

Q37. Formative assessments are primarily used to:

- A. Assign **final grades** only
- B. Gather information **during the learning process** to adjust teaching
- C. Compare students' performance **publicly**
- D. Ensure no **improvement** can be made

Answer: B

Explanation: Formative assessments happen throughout instruction, allowing ongoing feedback and adjustments.



Q38. Summative assessments typically occur:

- A. **Before** instruction begins
- B. **During** the lesson multiple times
- C. **At the end** of an instructional unit or course
- D. Only if the teacher decides **not to** provide grades

Answer: C

Explanation: Summative evaluations finalize the measure of student learning at the end of a term or course.

Q39.

Assertion (A): A **diagnostic assessment** helps identify specific learning gaps or difficulties.

Reason (R): It is usually conducted **after** final exams to confirm mastery.

- 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: Diagnostic assessments usually precede or occur early in the learning process to remediate issues before final evaluations.

Q40. Which method *best* assesses **psychomotor competency** in medical training?

- A. A **written MCQ** test on definitions
- B. A purely **theoretical** assignment
- C. **Objective Structured Clinical Examination (OSCE)** or practical demonstration
- D. A **closed-book** essay exam

Answer: C

Explanation: Psychomotor skills require demonstration-based evaluations like OSCE or direct observation in real/simulated practice.

Q41. In **CBCS (Choice Based Credit System)**, evaluation often includes:

- A. A single **pen-and-paper** final exam with no other assessments
- B. **Continuous** internal assessments, projects, and final examinations
- C. No **flexibility** for elective courses
- D. Elimination of all **practical** exams

Answer: B

Explanation: CBCS typically uses varied assessment modes over the semester, plus final evaluation.

Q42. An **OSCE station** might ask a student to:

- A. Simply **define** a disease in writing
- B. Perform a quick **history-taking** and interpret vital signs
- C. Complete a **true-false** quiz
- D. Listen to a **lecture** passively

Answer: B

Explanation: OSCEs evaluate practical tasks (e.g., history-taking, vital sign interpretation) under structured conditions.



Q43. Which is a **key benefit** of **formative** assessment?

- A. Determining **final course grades**
- B. Giving **ranking** of students in a public forum
- C. Providing **timely feedback** for both students and instructor to improve learning
- D. Confirming a student's readiness for **graduation**

Answer: C

Explanation: Formative assessment offers immediate, actionable insights to enhance teaching and learning before course-end.

Q44. Which statements about **summative** assessment are correct?

- (I) It occurs at or near the **end** of instruction.
- (II) It helps in **grading or certifying** learners.
- (III) It's used primarily for **ongoing improvements** in the middle of teaching.
- (IV) Final or board exams often serve as summative assessment.

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

Answer: A

Explanation: (III) describes formative assessment, not summative.

Q45. **Structured oral exams** typically:

- A. Use **no standardized** questions across candidates
- B. **Pre-define** questions and scoring rubrics to ensure fairness
- C. Rely on **spontaneous** unplanned queries
- D. Have **no guidelines** for scoring

Answer: B

Explanation: Structured orals have consistent prompts and clear evaluation criteria to maintain objectivity.

Q46. The main function of **placement evaluation** is to:

- A. Assess final **learning outcomes** at course end
- B. Determine a learner's **entry-level** knowledge/skill for appropriate grouping
- C. Provide **ongoing feedback** during the course
- D. Measure if a learner has **mastered** all content

Answer: B

Explanation: Placement evaluations help place students in suitable levels or programs before instruction begins.

Q47. Which type of **question** typically fosters higher-order thinking?

- A. "List three facts about X."
- B. "**Analyze** this case scenario and propose a solution."
- C. "Recall the date of the discovery of Y."



D. "Match the following terms to definitions."

Answer: B

Explanation: "Analyze and propose solutions" demands critical thinking and application, going beyond simple recall.

Q48. A teacher using **peer assessment** in class aims to:

- A. Rely on **teacher-only** grading methods
- B. Have students **review and give feedback** on each other's work
- C. Keep students **uninformed** of evaluation criteria
- D. Encourage **competition** rather than collaboration

Answer: B

Explanation: Peer assessment involves classmates evaluating each other's work, building evaluative and reflective skills.

UNIT 5: Educational Technologies (Q49-Q60)

Q49. Blended learning typically involves:

- A. Completely **face-to-face** instruction with no online component
- B. 100% **online** content with no in-person interaction
- C. A mixture of **online and offline** learning experiences
- D. Only recorded lectures with **no** teacher presence

Answer: C

Explanation: Blended learning merges in-person classroom experiences with digital/online materials or activities.

Q50. An example of a(n) **ICT-based teaching** tool is:

- A. **Chalkboard** with no digital enhancement
- B. A teacher dictating notes verbally only
- C. An **interactive LMS** (Learning Management System) with quizzes and discussion boards
- D. Handing out **paper** worksheets

Answer: C

Explanation: An LMS with digital features exemplifies ICT-enabled instruction.

Q51.

Assertion (A): MOOCs (Massive Open Online Courses) can reach large, global audiences.

Reason (R): They generally have **online, open-access** enrollment and materials.

- 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: MOOCs are open, internet-based courses, enabling high scalability and global enrollment.

Q52. When using **video conferencing** for lectures, a key **best practice** is to:



- A. Turn off the **camera** and speak anonymously
- B. Maintain **clear audio**, structured presentation, and opportunities for Q&A
- C. Present only **text slides** with no audio or video
- D. Provide no **technical instructions** for participants

Answer: B

Explanation: Clear audio/visuals, an organized approach, and interactivity make virtual lectures more effective.

Q53. Which statement is *true* about **Computer-Based Testing (CBT)**?

- A. It cannot provide **instant feedback**
- B. It often allows for **automated scoring** and item analysis
- C. It eliminates the need for **any** question bank
- D. It is always **less reliable** than paper-based tests

Answer: B

Explanation: CBT typically enables immediate scoring, results, and analytics, improving efficiency.

Q54. Virtual labs can be beneficial because:

- A. They only **replicate** superficial aspects of experiments
- B. They allow students to **simulate** experiments that may be expensive or risky in real labs
- C. They are **unnecessary** for developing conceptual understanding
- D. They must be used with **no instructions**

Answer: B

Explanation: Virtual labs provide safe, cost-effective simulations for experimentation and practice.

Q55. In **ICT-based governance** for higher education, an example is:

- A. **Manual** enrollment forms only
- B. A **digital portal** for admissions, fee payments, and academic records
- C. Keeping data exclusively in **paper** files
- D. Avoiding **online** results or transcripts

Answer: B

Explanation: An integrated digital portal streamlines administrative tasks and ensures transparency.

Q56. A teacher using **multimedia presentations** with videos and animations is employing:

- A. An **audio-lingual** approach for language teaching only
- B. A method that can **enrich conceptual understanding** if used effectively
- C. A purely **chalk-and-talk** method
- D. An approach that is **outdated** for modern learners

Answer: B

Explanation: Multimedia can illustrate concepts vividly, supporting deeper understanding when integrated thoughtfully.

Q57. An **interactive whiteboard** is beneficial because:

- A. It offers no advantage over **traditional chalkboards**
- B. It can display digital resources, **annotate**, and record lessons



- C. It automatically **teaches** without teacher intervention
- D. It restricts any **student participation**

Answer: B

Explanation: Interactive boards allow real-time annotation, embedding media, saving content, and engaging students more actively.

Q58. In **online** or **distance** learning, a typical disadvantage is:

- A. Ability to reach **geographically diverse** students
- B. Flexible scheduling and **self-paced** study
- C. Limited **face-to-face** social interaction
- D. Access to a wide range of **digital resources**

Answer: C

Explanation: One major drawback of fully online setups is reduced in-person interaction with peers and instructors.

Q59. Which statements about **SWAYAM** (India) and **MOOCs** in higher education are correct?

- (I) They provide **open online courses** for many disciplines.
- (II) They only operate in **offline** mode.
- (III) They allow **flexible scheduling** for learners.
- (IV) They must have **limited enrollment** to be effective.

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

Answer: A

Explanation: MOOCs are online (contradicting II), and they typically can handle large enrollments (contradicting IV).

Q60.

Assertion (A): Using an **LMS** can streamline assignment submissions and feedback.

Reason (R): An LMS **stores** files, automates grading options, and organizes student progress.

- 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: LMS platforms integrate submission portals, grading tools, and progress tracking, thus streamlining workflows.

UNIT 6: Educational Psychology (Q61-Q72)

Q61. Educational psychology helps teachers to:

- A. Only manage **legal documents**
- B. Understand **learning processes**, motivation, and developmental stages of students
- C. Focus on **financial aspects** of institutions



D. Create **monotonous** lesson plans

Answer: B

Explanation: Educational psychology offers insights into how students learn, what motivates them, and how they develop cognitively and socio-emotionally.

Q62. According to **Piaget**, the **preoperational stage** (~2-7 years) is characterized by:

- A. Ability to perform **abstract** reasoning
- B. **Egocentric** thinking and difficulty in seeing other viewpoints
- C. Mastery of **logical operations**
- D. Complete understanding of **conservation** tasks

Answer: B

Explanation: Preoperational children often exhibit egocentrism and have not fully developed logical operations like conservation.

Q63. **Vygotsky's** concept of **Scaffolding** means:

- A. Providing **excessive** assistance so the learner does little independently
- B. Slowly **withdrawing** support as learners become more competent
- C. Using only **rote** memorization tools
- D. Minimizing social **interaction**

Answer: B

Explanation: Scaffolding involves offering just enough support for the learner to progress, then gradually reducing it as competence grows.

Q64. Which statements about **Bronfenbrenner's Ecological Theory** are correct?

- (I) It examines **multiple layers** of environmental influence (micro, meso, exo, macro).
- (II) It **ignores** the immediate family context.
- (III) Cultural and societal systems **impact** development.
- (IV) It suggests only **biological** factors matter.

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

Answer: A

Explanation: Bronfenbrenner emphasized the role of family, community, and cultural contexts—contrary to ignoring immediate family or solely focusing on biology.

Q65. In **Maslow's Hierarchy of Needs**, before addressing **esteem needs**, one must ensure:

- A. Students' **physiological and safety** needs are met
- B. The focus on **self-actualization** is complete
- C. The teacher uses **punitive** approaches
- D. Students have advanced **social media** presence

Answer: A

Explanation: Maslow proposes a progression from physiological and safety to belonging, esteem, and finally self-



actualization.

Q66.

Assertion (A): Egocentrism typically decreases as children progress into the concrete operational stage.

Reason (R): Older children develop the ability to take **others' perspectives** and apply logical thinking.

- 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: As children gain operational thinking, they reduce egocentric tendencies and can see multiple viewpoints.

Q67. Educational psychology addresses the:

- A. **Cognitive, emotional, and social** dimensions of how learners develop
- B. Method of **tax collection** for schools
- C. Solely **physical infrastructure** design
- D. Strictly adult learners in the workforce

Answer: A

Explanation: It encompasses all aspects of learning and development—cognitive processes, emotional well-being, and social context.

Q68. Which are key ideas in **Vygotsky's** theory?

- (I) **Social interaction** is essential for cognitive development.
- (II) Higher mental functions develop first **within the individual** and then socially.
- (III) **Cultural tools** (language, symbols) play a pivotal role.
- (IV) **Scaffolding** from more knowledgeable others assists learning.

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

Answer: A

Explanation: Vygotsky believed higher functions appear first between people (socially), then become internalized. Statement (II) incorrectly reverses the order.

Q69. The affective domain in learning focuses on:

- A. Mastering **physical movements**
- B. **Attitudes, values, and emotional** responses
- C. **Logical deduction** exclusively
- D. Memorizing large volumes of **data**

Answer: B

Explanation: The affective domain involves emotions, attitudes, and values formation.



Q70. Cognitive development in early adolescence often sees an increase in:

- A. **Abstract reasoning** and hypothetical thinking
- B. Complete mastery of all **professional** skills
- C. Inability to handle **basic** problem-solving
- D. Strictly **egocentric** thinking with no empathy

Answer: A

Explanation: As adolescents develop cognitively, they begin to handle abstract concepts and complex reasoning.

Q71.

Assertion (A): In **constructivist** educational psychology, learners build knowledge by integrating new ideas with prior understanding.

Reason (R): Knowledge is always **transferred** from teacher to student with no active construction.

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

Answer: C

Explanation: Constructivism believes in active knowledge construction, not passive transfer from teacher to student.

Q72. A teacher applying **behaviorist** principles might:

- A. Utilize **reinforcements** and consequences to shape student behavior
- B. Encourage purely **self-directed** exploration with no feedback
- C. Focus only on **internal** cognitive processes, ignoring environment
- D. Rely solely on **reflective group discussions**

Answer: A

Explanation: Behaviorism emphasizes external reinforcement and the influence of environment on observable behavior.

UNIT 7: Andragogy in Education (Q73-Q84)

Q73. The term **andragogy** specifically refers to:

- A. Strategies for teaching **children** at the primary level
- B. The science and art of teaching **adults**
- C. Using only **lecture-based** approaches
- D. Eliminating **any real-life application**

Answer: B

Explanation: Andragogy focuses on adult learning processes, where learners are typically self-directed and problem-centered.

Q74. In **andragogy**, adult learners generally want to see:

- A. Learning that has **immediate relevance** to personal or professional life
- B. Only theoretical knowledge with **no** practical application
- C. A teacher who **dictates** every step without explaining rationale



D. No sense of **autonomy** in deciding learning goals

Answer: A

Explanation: Adults desire practical, context-rich learning that can be readily applied to real-world tasks.

Q75.

Assertion (A): Adults typically bring a **wealth of experiences** that shape their learning.

Reason (R): Experience is irrelevant in adult learning contexts.

- 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 education capitalizes on life experiences; it's far from irrelevant.

Q76. Self-directed learning in adults typically means:

- A. Adults passively **receive** all information from the teacher
- B. Adults identify learning **objectives, resources**, and evaluate progress themselves
- C. Having **no** structure or goals
- D. Relying solely on **child-based** pedagogical methods

Answer: B

Explanation: Self-directed learners take initiative in formulating goals, selecting learning strategies, and assessing outcomes.

Q77. Key principles of andragogy include:

- (I) Readiness to learn relates to **real-life** tasks
- (II) Adults are driven mostly by **internal motivations** (e.g., job satisfaction)
- (III) Adult learning is typically **subject-centered** rather than problem-centered
- (IV) Adults want to know **why** they are learning something

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

Answer: A

Explanation: Adult learning is often more problem-centered than purely subject-centered, making (III) incorrect.

Q78. An instructor applying andragogical principles may:

- A. Provide **rote memorization** tasks with no rationale
- B. Ask adult learners to **apply** concepts to their professional contexts
- C. Dictate that **everyone** must learn at the same pace
- D. Withhold **practical** experiences

Answer: B

Explanation: Adults prefer to see how learning is relevant to their work and life, often applying concepts immediately.



Q79.

Assertion (A): Adult training programs often include **hands-on projects** and case studies.

Reason (R): Adults learn best when they can **solve real-world** problems using prior knowledge.

- A. Both (A) and (R) are correct, (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: Problem-centered tasks harness adult experiences and motivations, explaining why projects and case studies are common.

Q80. Andragogical methods might best suit:

- A. **Child learners** in kindergarten
- B. Mid-career professionals seeking to **upskill**
- C. High schoolers with **no** real-world context
- D. Teachers wanting to maintain a **top-down** structure

Answer: B

Explanation: Adult learning approaches align particularly well with professionals who have experiences and need practical, immediate application.

Q81. Which factor often **enhances** adult learners' motivation in training sessions?

- A. Seeing **no** link to job performance
- B. Activities that allow them to **reflect on and use** personal/professional experiences
- C. Imposing **strict memorization** tasks without context
- D. **Prolonged** lecture monologues with minimal interaction

Answer: B

Explanation: Adults appreciate building on their experiences and relating learning tasks to real-life work contexts.

Q82. Self-directed learning also requires:

- A. A teacher who **dominates** all sessions
- B. Zero **accountability** for learners
- C. Tools/resources for learners to explore **independently**
- D. Relying on **external** authority for all decisions

Answer: C

Explanation: Self-direction thrives when learners have appropriate resources to guide their autonomous study and reflection.

Q83. Adults typically prefer...

- A. Only **theory** without practical demonstration
- B. **Active learning** formats (workshops, role-plays, discussions)
- C. Relying **entirely** on the teacher for every detail



D. Learning with **no** social interaction

Answer: B

Explanation: Adult learners often thrive in interactive, experiential environments that relate to actual tasks.

Q84. According to **Knowles**, adult learners want to know **why** they are learning something because they:

- A. Are typically **resistant** to all learning
- B. Have **no** prior knowledge
- C. Want to see **immediate relevance** and purpose
- D. Believe knowledge is purely for **fun**

Answer: C

Explanation: Adults are more motivated when they see a clear rationale and immediate applicability of the content.

UNIT 8: Learning and Pedagogy (Q85-Q96)

Q85. Pedagogy is often defined as:

- A. The **financial system** of running a classroom
- B. The **art and science** of teaching practices and methods
- C. The process of **developing** advanced administrative forms
- D. A method to keep students **silent** without learning

Answer: B

Explanation: Pedagogy focuses on strategies and approaches to effectively facilitate teaching and learning.

Q86. Which statements are *true* about **learning objectives**?

- (I) They guide **lesson planning** and assessment design.
- (II) They should be **specific, measurable**, and achievable.
- (III) They remain **unknown** to students for surprise.
- (IV) They clarify **what** learners should be able to do after instruction.

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

Answer: A

Explanation: Objectives are best shared with learners. Keeping them secret (III) is counterproductive.

Q87. Critical Pedagogy encourages learners to:

- A. Accept **authority** without question
- B. Focus solely on **mechanical memorization**
- C. **Challenge assumptions**, reflect on societal structures, and seek change
- D. Remain **passive** in the learning process

Answer: C

Explanation: Critical pedagogy involves questioning power relations and fostering social awareness/justice in learning.



Q88. In pedagogical analysis, a teacher typically:

- A. Skips any **objective setting**
- B. Systematically breaks down content, decides on methods, and designs tasks
- C. Randomly picks **activities** with no rationale
- D. Avoids **evaluating** outcomes after teaching

Answer: B

Explanation: Pedagogical analysis involves planning objectives, selecting appropriate methods/materials, and designing tasks for effective instruction.

Q89. Learning can be described as:

- A. A purely **passive** process enforced by the teacher
- B. A(n) **active** process where learners construct or internalize knowledge
- C. Confined to **examination-based** outcomes
- D. Independent of any **context or prior knowledge**

Answer: B

Explanation: Modern views emphasize active, constructive processes, integrating prior experiences and context.

Q90. In concepts of critical pedagogy, the teacher's role is to:

- A. Act as a(n) **unquestioned authority**
- B. Encourage **dialogue** and critical reflection, guiding students to question social norms
- C. Stick to **preachy lectures** with no learner voice
- D. Avoid discussing **any** real-world issues

Answer: B

Explanation: Critical pedagogy sees the teacher as a facilitator who prompts learners to critically examine knowledge and society.

Q91. Formulating learning objectives typically involves using:

- A. **Action verbs** (e.g., describe, analyze, evaluate) to specify intended outcomes
- B. General **vague phrases** with no measurable component
- C. Terms like "understand fully" without clarification
- D. Only focusing on the teacher's **personal** goals

Answer: A

Explanation: Effective objectives use clear, measurable action verbs (Bloom's taxonomy), specifying what learners must do/know.

Q92.

Assertion (A): A teacher encourages **students' active participation** in lesson planning.

Reason (R): Because a **learner-centered** approach can increase motivation and ownership of 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: A

Explanation: When students help shape learning activities, they're often more motivated and engaged.

Q93. "Need and importance of pedagogy" can be summarized as:

- A. Enforcing rigid approaches that **never** change
- B. Ensuring systematic **guidance** for designing instruction to support effective learning
- C. Minimizing the teacher's **involvement**
- D. Focusing on **administrator convenience** only

Answer: B

Explanation: Pedagogy provides a structured framework for planning, delivering, and evaluating teaching to maximize learning.

Q94. Learner-centered methods include:

- A. **Lecture-only** sessions
- B. **Case studies, role-plays, and project-based learning**
- C. Teacher-dominant monologue with **no** student input
- D. No opportunities for **collaborative tasks**

Answer: B

Explanation: Methods that involve student exploration, problem-solving, and collaboration exemplify learner-centered approaches.

Q95. A question such as, "Evaluate the effectiveness of this public health campaign," aligns with which Bloom's taxonomy level?

- A. **Remembering**
- B. **Understanding**
- C. **Applying**
- D. **Evaluating**

Answer: D

Explanation: "Evaluate" falls under the higher-order skill of judging or critiquing based on criteria.

Q96. A teacher using pedagogical analysis might do which first?

- A. **Define** the learning objectives and intended outcomes
- B. Jump straight to **testing** the students
- C. Finalize a project without specifying **purpose**
- D. Randomly pick **activities** without context

Answer: A

Explanation: Sound pedagogical practice begins with clear objectives, shaping the subsequent methods and assessments.

Q97. In a clinical skills assessment, the teacher notices a student lacks confidence. A good strategy is to:

- A. Provide **constructive, supportive feedback** and additional practice opportunities
 - B. Criticize the student harshly in front of peers
 - C. Ignore the student's difficulties to avoid confrontation
-



D. Move them to **theoretical tasks** only

Answer: A

Explanation: Encouraging practice, offering guidance, and constructive feedback help build competence and confidence.

Q98. A teacher who wants to **promote higher-order thinking** would choose:

- A. Strictly **factual recall** tasks
- B. **Open-ended** problem-solving scenarios requiring analysis
- C. Lecture notes with **answers** already provided
- D. True/False quizzes with no **elaboration**

Answer: B

Explanation: Challenging scenarios push students to analyze, synthesize, or evaluate rather than just recall.

Q99. When using **ICT** for course management (like an LMS), which action is *least* beneficial?

- A. **Posting resources** and assignments online
- B. Providing **timely** announcements
- C. Collecting **digital** submissions and giving prompt feedback
- D. Requiring students to **rely** on guesswork with no instructions

Answer: D

Explanation: An LMS fosters clarity, guidance, and structure, so leaving students clueless defeats its purpose.

Q100. A teacher implementing a **“flipped classroom”** approach will:

- A. Require students to **study new material** before class, using class time for application, discussion, problem-solving
- B. Present the **main lecture** in class and assign rote homework
- C. Spend class time reading **slides aloud** with minimal engagement
- D. Ask students to watch videos **during** class only

Answer: A

Explanation: The flipped classroom shifts content acquisition (readings, videos) to pre-class, reserving face-to-face sessions for deeper interaction.
