



## 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.** **VAR**K 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.