

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

NTET Model Question Paper 05

UNIT 1: Teaching & Training (Q1-Q12)

Q1. A teacher who wants to enhance deep understanding among students is most likely to:

- A. Focus on rote memorization tasks
- B. Provide **problem-based** assignments and encourage questioning
- C. Lecture continuously without student input
- D. Assess only via **true/false** questions

Answer: B

Explanation: Encouraging problem-based tasks with student inquiry fosters deeper comprehension, not just memorization.

Q2. In clinical teaching, a key aim is to:

- A. Keep students away from actual patients to avoid mistakes
- B. Allow students to apply theoretical knowledge in real patient contexts
- C. Rely on **simulations** only, no real-life exposure
- D. Assess only written recall of clinical protocols

Answer: B

Explanation: Clinical teaching integrates theory with practice, letting students interact directly with patients under guidance.

Q3.

Assertion (A): Memory-level teaching focuses primarily on repetition and recall.

Reason (R): Because memory-level teaching fosters critical reflection on complex cases.

- 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: Memory-level teaching is about rote learning. It does not necessarily involve critical reflection.

Q4. A teacher at the **understanding-level** of teaching typically asks students to:

- A. **Recall** exact definitions and repeat them
- B. Explain ideas in their own words and make connections
- C. Emphasize purely **mechanical skill** demonstration
- D. Provide ${f no}$ reasoning behind their answers

Answer: B

Explanation: At the understanding level, students restate or interpret material, showing they comprehend underlying concepts.

Q5. Reflective-level teaching encourages students to:

A. Perform tasks with **no** deeper thought

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- B. Challenge assumptions and critically assess content
- C. Only *hear* the teacher's viewpoint
- D. Restrict themselves to factual details

Answer: B

Explanation: Reflective-level teaching involves deeper critical thinking and evaluation, going beyond surface knowledge.

Q6. A teacher addresses individual differences by:

- A. Presenting the **same** fixed method for all learners
- B. Employing differentiated tasks and varied instruction strategies
- C. Enforcing identical pace for every student
- D. Ignoring learners' previous knowledge

Answer: B

Explanation: Recognizing diverse needs and adapting instruction is crucial for effective teaching.

Q7. Which statements are correct about teaching methods?

- (I) **Lecture** suits large groups but can be teacher-centered.
- (II) Case studies foster problem-solving.
- (III) **Demonstration** is purely for theoretical knowledge.
- (IV) **Group discussions** allow peer learning.

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: Demonstration focuses on hands-on aspects, not just theory; so (III) is incorrect.

Q8.

Assertion (A): In **bedside teaching**, students should ideally interact with patients under supervision.

Reason (R): Such interaction fosters clinical reasoning and professional behavior.

- 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: Hands-on patient interactions develop clinical and communication skills, clarifying the necessity of bedside teaching.

Q9. A teacher analyzing learners' **VARK preferences** is focusing on:

- A. Disciplinary rules for tardiness
- B. Visual, Aural, Read/Write, Kinesthetic learning styles
- C. Summative exam blueprint
- D. Memory-level skill-building only

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Answer: B

Explanation: VARK addresses diverse sensory modalities in learning.

Q10. When dealing with adult learners, the teacher might:

A. Impose strictly **child-centered** methods

- B. Use andragogical principles—emphasizing real-world context and self-direction
- C. Provide minimal **explanation** of purpose
- D. Limit them to **lecture** with no autonomy

Answer: B

Explanation: Adult learners benefit from problem-centered, self-directed approaches that draw on life experiences.

Q11. Which factor is *most essential* for a teacher's **effectiveness**?

- A. Teacher's mastery of content plus good communication skill
- B. A rigid, single approach for all students
- C. Unlimited usage of jargon
- D. Overlooking learners' backgrounds

Answer: A

Explanation: Deep content knowledge combined with clear communication is pivotal for effective teaching.

Q12. In clinical or practical skill training, a teacher's role includes:

- A. Providing feedback during hands-on practice
- B. Never observing student performance
- C. Avoiding any discussion on errors
- D. Assessing only **theoretical** knowledge

Answer: A

Explanation: Skills training must include demonstration, supervision, and timely feedback on technique or approach.

UNIT 2: Communication (Q13-Q24)

Q13. Which aspect can strongly hinder effective communication?

- A. Clarity of speech and supporting visuals
- B. Active listening by both speaker and listener
- C. **Cultural biases** or insensitive remarks
- D. Sufficient eye contact and appropriate volume

Answer: C

Explanation: Prejudice or cultural insensitivity disrupts open, respectful communication.

Q14. Non-verbal cues that support a teacher's message might include:

- A. Maintaining an **open posture** and appropriate facial expressions
- B. Looking away or showing **disinterest**
- C. Using a monotonous voice
- D. Keeping arms **crossed** and frowning





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Answer: A

Explanation: Open posture, positive facial expressions, and congruent gestures can enhance verbal communication.

Q15. Which statements are correct regarding group communication in a classroom?

- (I) It fosters **collaboration** and peer-to-peer learning.
- (II) Students learn to articulate and defend their ideas.
- (III) It **reduces** opportunities for active involvement.
- (IV) Teacher can moderate and clarify misunderstandings.
- A. (I), (II), (IV) only
- B. (I) and (III) only
- C. (II) and (III) only
- D. (I), (II), (III), (IV)

Answer: A

Explanation: Group communication promotes active involvement (not reduces it), so (III) is incorrect.

Q16. In a **doctor-patient** communication setting, the *ideal* approach is:

- A. Give minimal information, dominate the dialogue
- B. Use **medical jargon** with no lay explanations
- C. Listen to the patient's concerns, clarify doubts, and explain simply
- D. Dismiss patient's **questions** to save time

Answer: C

Explanation: Effective doctor-patient communication involves empathy, clear language, and genuine listening.

Q17. Intercultural communication success often depends on:

- A. Teachers who are **unaware** of cultural norms
- B. Using only the teacher's **local** context references
- C. Adapting messages, being sensitive to differences, and encouraging respect
- D. Prohibiting any mention of cultural diversity

Answer: C

Explanation: Awareness and respect for cultural diversity fosters better understanding in diverse classrooms.

Q18.

Assertion (A): Mass media can shape societal views on health and education.

Reason (R): Mass media includes channels like TV, radio, newspapers, social media, etc.

- 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: Because mass media widely reaches people, it strongly influences public opinion in health or education matters.

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Q19. In a classroom context, encoding refers to:

- A. How the **listener** interprets the teacher's words
- B. The teacher's process of **formulating** content into deliverable messages
- C. The final examination grading
- D. External **noises** interfering with communication

Answer: B

Explanation: Encoding is how the sender (teacher) organizes ideas into communicable signals (spoken words, visuals, etc.).

Q20. "Active listening" by a teacher involves:

- A. Cutting off students' responses immediately
- B. Providing feedback, paraphrasing, and clarifying
- C. Focusing on the teacher's own agenda without acknowledging students
- D. Maintaining only one-directional instructions

Answer: B

Explanation: Active listening means paying attention, restating student points, and verifying understanding.

Q21. A teacher who **requests frequent feedback** from students is practicing:

- A. Purely **one-way** communication
- B. No communication at all
- C. Two-way communication, encouraging dialogue
- D. Relying on unchangeable **scripts**

Answer: C

Explanation: Asking for feedback or questions fosters interactive, two-way classroom communication.

Q22. In a conversation, a major barrier arises when the teacher uses:

- A. Clear, simple language
- B. **Eloquent** but extremely specialized jargon
- C. Visual aids that **support** the explanation
- D. Brief checks for student understanding

Answer: B

Explanation: Overly technical or specialized language confuses students, creating communication barriers.

Q23. Teacher-learner communication is enhanced by:

- A. Insisting on teacher's monologue with no Q&A
- B. Ensuring **relevance** of topics to learners and letting them ask questions
- C. Avoiding any **non-verbal** cues
- D. Discouraging peer collaboration

Answer: B

Explanation: Relevance and open questioning encourage learner engagement and better communication.



WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Q24.

Assertion (A): Doctor-patient communication benefits from empathy and clarity.

Reason (R): Patients often have varied emotional states and limited medical background.

- 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: Because patients may be anxious or lack medical knowledge, empathetic, clear communication is crucial to ensure understanding.

UNIT 3: Classroom Management (Q25-Q36)

Q25. The main goal of classroom management is:

- A. To have an environment that maximizes learning and minimizes disruptions
- B. Rewarding only the top scorers
- C. Publicly listing misbehaviors
- D. Fostering constant chaos for creativity

Answer: A

Explanation: Classroom management ensures an orderly, supportive space so learning remains the focus.

Q26. A teacher who sets consistent rules and consequences likely:

- A. Finds no improvement in behavior
- B. Creates a sense of fairness and predictability
- C. Confuses students with arbitrary policies
- D. Abandons the rules after a week

Answer: B

Explanation: Clear, consistent guidelines help students feel safe and understand expectations.

Q27. In an inclusive classroom, management strategies should:

- A. Provide flexible approaches that accommodate all learners
- B. Exclusively focus on the highest achievers
- C. Separate or exclude students with special needs
- D. Use only **one method** for everyone, ignoring differences

Answer: A

Explanation: Inclusivity means varying approaches to meet diverse needs and ensuring all are supported.

Q28. A teacher who wants to prevent discipline problems would likely:

- A. Wait until major conflict arises to intervene
- B. Provide engaging tasks and maintain a positive atmosphere
- C. Use a daily punishment list

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D. Keep instructions unclear

Answer: B

Explanation: Engaging lessons and a positive climate reduce boredom or frustration that leads to misbehavior.

Q29.

Assertion (A): Proactive classroom management includes setting routines from day one. **Reason (R):** Routines help students know **what to do** at each phase, reducing confusion.

- 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: By establishing routines early, teachers clarify expectations and minimize disruptions.

Q30. Engagement in a lesson is *most likely* when:

- A. Students passively listen for an hour
- B. The teacher uses varied activities, open-ended questions, and quick feedback
- C. The teacher *forbids* any student participation
- D. The teacher uses only **dull, repetitive** tasks

Answer: B

Explanation: Mixing interactive tasks and soliciting student input fosters sustained interest and engagement.

Q31. Personal approach to classroom management means:

- A. Using the same script for all situations
- B. Basing management on teacher's personality and students' needs, with flexibility
- C. Strict reliance on a one-size-fits-all discipline manual
- D. Always applying identical punishments

Answer: B

Explanation: A personal approach uses general principles but tailors them to the teacher's style and the classroom context.

Q32. To address diverse learning needs, a teacher might:

- A. Provide one uniform task for every level
- B. **Differentiate** tasks and use multiple instructional methods
- C. Demand all learners conform to the highest ability
- D. Remove weaker students from group work

Answer: B

Explanation: Differentiation accommodates varied readiness levels, ensuring each learner can engage successfully.

Q33. In a skill-lab session, effective management includes:

A. **Ignoring** novices who struggle

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- B. Creating **structured steps**, ensuring safety, and offering constructive feedback
- C. Limiting **practice** time significantly
- D. Failing to demonstrate or clarify expected outcomes

Answer: B

Explanation: Practical sessions require structured practice, safety guidelines, and continuous feedback to refine skills.

Q34. Disciplinary problems are often prevented when:

- A. Teacher sets ambiguous rules
- B. Students remain uninformed about consequences
- C. There is an organized, inclusive environment and consistent routines
- D. No $\mathbf{feedback}$ is given on behavior

Answer: C

Explanation: Clear, fair structures, consistent rules, and an inclusive setting reduce the likelihood of disruptions.

Q35. To keep students **motivated**, a teacher might:

- A. Offer tasks with **no** real-world relevance
- B. Provide meaningful challenges, celebrate progress, and give timely support
- C. Only punish errors harshly
- D. Expect the same pace from all, ignoring differences

Answer: B

Explanation: Presenting interesting tasks, highlighting progress, and delivering supportive guidance fosters motivation.

Q36.

Assertion (A): Positive reinforcement (praise, rewards) often supports better classroom behavior. **Reason (R):** Students are more likely to **repeat** behaviors that receive positive acknowledgment.

- 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: Behaviorist principles hold that reinforcing desirable actions increases their frequency.

UNIT 4: Assessment Methods (Q37-Q48)

Q37. Formative assessment's chief purpose is to:

- A. Provide a final grade at term-end
- B. Compare students publicly for rank
- C. Monitor learning during instruction to improve teaching and student performance
- D. Remain **unseen** until the course is over

Answer: C

Explanation: Formative assessment is ongoing, giving real-time data to adjust instruction and learning strategies.

- **Q38. Summative** assessments usually:

 A. Occur **regularly** in the middle of every lesson
- B. Serve to measure final competence or achievement at the end
- C. Provide **zero** impact on final certification
- D. Are never used in **board** or final exams

Answer: B

Explanation: Summative evaluations measure accomplishment at the completion of a course or unit.

Q39. Diagnostic tests are typically administered:

- A. After a course to finalize grades
- B. **Before** or early in the learning process to pinpoint strengths/weaknesses
- C. Only if teacher wants to see final mastery
- D. Strictly after the **final** summative exam

Answer: B

Explanation: Diagnostic tests identify learners' needs and help tailor teaching strategies early on.

Q40. In a clinical exam, OSCE stands for:

- A. Observe, Summarize, Check, Evaluate
- **B. Objective Structured Clinical Examination**
- **C. Official Summative Competence Exercise**
- D. Open-Session Case Evaluation

Answer: B

Explanation: OSCE is a station-based exam used to objectively measure clinical skills.

Q41. A "long case" in medical assessment involves:

A. A single theory-based MCQ

- B. A comprehensive patient evaluation (history, exam, plan)
- C. No patient contact
- D. Only short, **structured** questions

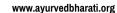
Answer: B

Explanation: Long case assessments evaluate thorough clinical and diagnostic abilities in a real or standardized patient scenario.

Q42. Which statements about CBCS (Choice Based Credit System) are correct?

- (I) Encourages continuous internal assessment.
- (II) Minimizes flexibility for students.
- (III) Allows selection of **electives** or interdisciplinary courses.
- (IV) Focuses only on final exam.
- A. (I) and (III) only
- B. (II) and (IV) only
- C. (I), (II), and (III) only
- D. (I), (III), and (IV) only

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Answer: A

Explanation: CBCS promotes continuous assessment, elective flexibility (I & III). (II) & (IV) are the opposite of CBCS's aims.

Q43. Peer assessment can help learners:

- A. Rely solely on teacher's judgment
- B. Develop **critical reflection** by reviewing each other's work
- C. Remain passive in evaluating peers
- D. Strictly rely on multiple-choice testing

Answer: B

Explanation: Peer assessment encourages students to apply criteria, fostering reflective and evaluative skills.

Q44.

Assertion (A): Formative assessments help identify learning gaps mid-course. **Reason (R):** They are typically used to **finalize** student grades for certification.

- 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: Formative assessments are for improvement during the course, not final grading.

Q45. An Objective Structured Clinical Examination typically:

- A. Uses **unstructured** interviews
- B. Has stations where specific skills (history-taking, physical exam) are tested systematically
- C. Tests only **theory** through essay questions
- D. Occurs without any standardized rubric

Answer: B

Explanation: OSCE breaks the exam into stations, each focusing on a particular skill or scenario with structured criteria.

Q46. Placement evaluation is intended to:

- A. Summarize end-of-term performance
- B. Provide a baseline to **group students** or decide course-level before teaching
- C. Compare final outcomes across different cohorts
- D. Offer no **use** for instructional planning

Answer: B

Explanation: Placement evaluations check prior knowledge or skill to place learners at the correct starting point.

Q47. A teacher who wants to encourage application level learning might ask students to:

- A. List facts from the textbook
- B. **Explain** a concept in their own words
- C. **Use** a principle to solve a novel, real-life problem
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D. Recite definitions verbatim

Answer: C

Explanation: Application tasks involve transferring knowledge to new, practical contexts.

Q48. Summative assessments in a professional course frequently include:

- A. Final practical/clinical exams plus theory exams
- B. No practical evaluations
- C. Purely informal, ungraded tasks
- D. Strictly no **feedback** to students

Answer: A

Explanation: Summative typically has both theory and practical evaluations in professional programs to gauge overall competency.

UNIT 5: Educational Technologies (Q49-Q60)

Q49. Blended learning merges:

- A. Only face-to-face classes with no digital involvement
- B. 100% online courses
- C. Both traditional classroom methods and online elements
- D. Only reading from a textbook

Answer: (

Explanation: Blended learning integrates in-person instruction with online/digital tools for a comprehensive approach.

Q50. A teacher using a Learning Management System (LMS) typically can:

- A. Post materials, track student submissions, and provide feedback online
- B. Only handle **paper-based** tasks
- C. Avoid giving any instructions
- D. Exclude students from viewing their own progress

Answer: A

Explanation: LMS platforms store content, manage assignments, automate some grading, and track student progress.

Q51.

Assertion (A): MOOCs allow large-scale participation with open enrollment. **Reason (R):** They usually require a **physical** campus attendance limit.

- 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: MOOCs are fully online with no campus constraints, typically open to unlimited participants globally.

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Q52. ICT-based teaching can be recognized when:

- A. The teacher relies on chalk-talk only
- B. Using **powerpoint** slides, interactive apps, or online simulations
- C. Avoiding any digital or online platform
- D. Minimizing technology usage for fear of distraction

Answer: B

Explanation: ICT-based approaches harness digital tools (slides, software, apps) to enhance teaching.

Q53. Computer-based testing (CBT) advantages include:

- A. Longer grading times
- B. Potential for **instant feedback** and performance analytics
- C. **Zero** possibility of question variety
- D. Less **efficiency** than pen-paper

Answer: B

Explanation: CBT can deliver quick results, allow item analysis, and reduce grading workloads.

Q54. In an **online** environment, a teacher can:

- A. Limit content to one format only
- B. Provide asynchronous materials (recorded lectures) plus synchronous sessions (live Q&A)
- C. Eliminate all peer interaction
- D. Rely solely on **monologues** posted once

Answer: B

Explanation: A robust online setup can include pre-recorded resources, live interactions, and collaborative activities.

Q55. Virtual labs in education:

- A. Are useless for demonstrating experiments
- B. Offer simulated practice when real labs are not feasible or to supplement them
- C. Do not allow any interactivity
- D. Are only for entertainment, not learning

Answer: B

Explanation: Virtual labs help practice experiments safely, cheaply, and repeatedly before or alongside real lab work.

Q56. SWAYAM (India) is an example of:

- A. A government-initiated **MOOC** platform
- B. A local **radio** broadcasting method
- C. A face-to-face **school** for children
- D. A method of **one-on-one** private tutoring only

Answer: A

Explanation: SWAYAM provides massive open online courses and e-learning content, a government-run MOOC initiative.

Q57. A teacher leveraging **video conferencing** for live lessons should:

A. Provide **no** chance for Q&A

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- B. Use stable internet, clear structure, and moderate interactions
- C. Keep the camera **off** to be anonymous
- D. Pre-record content and never go live

Answer: B

Explanation: Effective synchronous online sessions require reliable tech, a clear plan, and interactive elements.

Q58. A potential drawback of fully online courses is:

- A. **High** sense of community for all learners
- B. Limited face-to-face personal interaction
- C. Having 24/7 global access
- D. Flexible pacing for **non-traditional** students

Answer: B

Explanation: Reduced in-person contact can be a disadvantage of purely online formats.

Q59. Which are true about integrating educational technologies?

- (I) They can **enrich** teaching materials (videos, simulations).
- (II) They replace the **teacher's role** entirely.
- (III) They enable **self-paced** or flexible learning options.
- (IV) They require **skillful** teacher facilitation to be most effective.

A. (I), (III), and (IV) only

B. (I), (II), (IV) only

C. (II), (III), and (IV) only

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

Answer: A

Explanation: Technology does not eliminate the teacher's role (II is wrong). Teachers remain integral to effective use.

Q60.

Assertion (A): Using an **LMS** can save time on administrative tasks (collecting assignments, grading). **Reason (R):** LMS tools **automate** submission timestamps, grading quizzes, and track student progress.

- 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: Automations for quizzes, submission logs, and dashboards do indeed streamline teacher tasks.

UNIT 6: Educational Psychology (Q61-Q72)

Q61. Educational psychology explores:

- A. How to design **business** models for schools
- B. Cognitive, motivational, and developmental aspects of learning
- C. Government's **budget** for institutions
- D. Only **physical infrastructure** in a campus
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Answer: B

Explanation: Educational psychology focuses on the psychology behind how learners think, feel, and grow academically and socially.

Q62. Piaget identified four main stages of cognitive development. The stage typically from 7 to 11 years is:

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

Answer: A

Explanation: Concrete operational stage involves logical reasoning for concrete problems and typically spans ages \sim 7-11.

Q63. Vygotsky's theory emphasizes:

- A. Cognitive development happens primarily through social interaction and cultural tools
- B. Children are **islands** who learn with no social influence
- C. Genetic factors are **solely** responsible
- D. Language has **no** role in intellectual growth

Answer: A

Explanation: Vygotsky's sociocultural approach sees collaboration, language, and culture as central to mental development.

Q64. According to **Bronfenbrenner**, a child's immediate environment (like family, school) is called the:

- A. Mesosystem
- B. Microsystem
- C. Exosystem
- D. Macrosystem

Answer: B

Explanation: The microsystem involves direct, immediate contacts and relationships (family, peers, school).

065.

Assertion (A): Egocentric speech in children is meaningless.

Reason (R): Piaget considered it a sign of cognitive immaturity, while Vygotsky saw it as self-guiding speech.

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

Answer: C

Explanation: Egocentric (private) speech isn't meaningless; Vygotsky believed it helps in self-regulation and problem-solving.

Q66. In **Maslow's Hierarchy**, which need must be met *first*?

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- A. Physiological (food, water)
- **B. Self-actualization**
- C. Esteem
- D. Belongingness

Answer: A

Explanation: Physical survival needs form the base, then safety, belonging, esteem, and self-actualization follow.

Q67. Educational psychology helps teachers by providing:

- A. Methods to grade purely by guesswork
- B. Insight into learner differences, motivations, and how to adapt teaching
- C. Fewer tools to handle **behavior** in class
- D. A reason to ignore **developmental** stages

Answer: B

Explanation: Teachers use educational psychology to differentiate instruction, understand motivations, and address developmental variations.

Q68. Which are correct about Vygotsky's Sociocultural perspective?

- (I) Cognitive functions develop first interpersonally before intrapersonally.
- (II) Language is a crucial mediating tool.
- (III) All higher mental functions are shaped by social interactions.
- (IV) It discards the notion of scaffolding.
- 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: Scaffolding is central to Vygotsky's approach, so (IV) is incorrect.

Q69. The **affective domain** in learning deals with:

- A. **Emotional** development, attitudes, and values
- B. Strictly **physical** performance tasks
- C. Logical reasoning and mathematics
- D. Memorizing historical dates

Answer: A

Explanation: The affective domain focuses on emotional and attitudinal aspects of learning.

Q70. An example of applying **constructivist** principles is when a teacher:

- A. Supplies all answers directly
- B. Encourages students to $\ensuremath{\textbf{explore}},$ make hypotheses, and test them
- C. Focuses on drill activities only
- D. Ignores students' **prior knowledge**

Answer: B

Explanation: Constructivism highlights learners actively constructing knowledge by exploring and making sense of

information.

Q71. According to **Piaget**, children in the **formal operational** stage can:

- A. Think abstractly and systematically about hypothetical questions
- B. Only handle concrete real-world tasks
- C. Struggle to perform any logical operations
- D. Still exhibit strong **egocentrism**

Answer: A

Explanation: Formal operational thinkers (\sim 11+ years) can reason abstractly, form hypotheses, and consider possibilities.

Q72.

Assertion (A): Observational learning is irrelevant to educational psychology.

Reason (R): Social learning theories (Bandura) highlight how students learn by watching peers and models.

- 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: D

Explanation: Observational learning is relevant: Bandura's theory states learners acquire behavior by observing models.

UNIT 7: Andragogy in Education (Q73-Q84)

Q73. Andragogy is the framework for teaching:

- A. Children at the elementary stage
- B. Adolescents in high school
- C. Adults who learn with autonomy, real-world applications
- D. No one specifically

Answer: C

Explanation: Andragogy focuses on adult learning, with an emphasis on self-direction and relevance.

Q74. According to **Knowles**, adult learners are often:

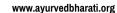
- A. Dependent on teacher-led instruction exclusively
- B. Highly **self-directed** and bring prior experiences
- C. Unmotivated by **practical** tasks
- D. Preferring rote memorization over problem-solving

Answer: B

Explanation: Adults typically bring experiences and prefer self-directed, practical, solution-oriented learning.

Q75.

Assertion (A): Adult learners frequently want learning to be immediately relevant to their lives.





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Reason (R): They have **no** personal or professional responsibilities outside class.

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

Answer: C

Explanation: Adults often juggle significant responsibilities, so they seek direct and relevant application. (R) is false.

Q76. Problem-centered tasks in adult education reflect that:

- A. Adults prefer solving authentic scenarios linking to work/life
- B. Adults only want theory with minimal context
- C. It's best to avoid **any** real-life references
- D. They rely solely on memorizing pre-set facts

Answer: A

Explanation: Adults learn best when tasks align with real-world challenges and problem-solving, tapping into prior knowledge.

Q77. Self-directed learning involves an adult learner who:

- A. Waits passively for the teacher's every instruction
- B. Takes initiative, identifying goals and resources
- C. Prefers to remain **unaware** of personal progress
- D. Learns best with **no** autonomy

Answer: B

Explanation: Self-directed learners set their own objectives, choose study materials, and evaluate their progress.

Q78. Which statements about andragogy are correct?

- (I) Adult learners use **life experiences** as a resource.
- (II) They require **immediate** application of knowledge.
- (III) They are typically goal-oriented.
- (IV) They have no interest in **autonomy**.

A. (I), (II), and (III) only

B. (I) and (IV) only

C. (II), (III), and (IV) only

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

Answer: A

Explanation: Adults value autonomy, so (IV) is incorrect.

Q79. A typical **andragogical** approach would:

- A. Keep adult learners uninformed about learning outcomes
- B. Emphasize **facilitation**, practical tasks, and collaboration
- C. Rely solely on ${\bf rote\ lectures}$ with no discussion
- D. Provide only child-centered storytelling

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WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Answer: B

Explanation: Andragogy encourages practicality, self-direction, and collaborative exploration.

Q80. In an adult training workshop, the teacher might:

- A. Present irrelevant topics to test memory
- B. Provide hands-on exercises and discussion, linking to participants' experiences
- C. Disallow any form of **discussion**
- D. Show no concern for participants' backgrounds

Answer: B

Explanation: Adults benefit from scenario-based tasks, discussion, and connections to their own life/work.

Q81. Adult learners are often more:

- A. Resistant to applying prior knowledge
- B. Motivated by **internally** driven goals (improvement, career growth)
- C. Dependent on teacher for **every** step
- D. Interested in broad, unstructured child-level content

Answer: B

Explanation: Adults frequently exhibit intrinsic motivation, seeking self-improvement or professional development.

Q82. Knowles proposed that adult learners need to know:

- A. Why they should learn something and how it applies
- B. Only the raw content for memorization
- C. That it has minimal or **no** practical value
- D. That they must avoid linking content to personal experiences

Answer: A

Explanation: Relevance and clear rationale strongly motivate adult learners.

Q83. Self-directed adult learners generally:

- A. Depend entirely on **instructor**
- B. Show autonomy in planning and evaluating their learning
- C. Resist any real-life problem-solving tasks
- D. Prefer teacher-led group chanting

Answer: B

Explanation: Adults often organize their own study, find resources, and self-evaluate, exemplifying autonomy.

084.

Assertion (A): Adult learners thrive on **immediate feedback** and real-case problem-solving. **Reason (R):** Adults prefer a **passive, lecture-based** environment.

- 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.

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WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Answer: C

Explanation: Adults appreciate quick, relevant feedback. They typically do not want purely passive, top-down lectures.

UNIT 8: Learning & Pedagogy (Q85-Q96)

Q85. Pedagogy generally means:

- A. The method and practice of teaching children
- B. A purely **financial** plan for schools
- C. Eliminating all teacher instruction
- D. A personal **hobby** unrelated to professional education

Answer: A

Explanation: Pedagogy focuses on the science/art of teaching, traditionally associated with children/adolescents (though often used more broadly now).

Q86. Critical pedagogy seeks to:

- A. Reinforce passive acceptance of all content
- B. Encourage learners to challenge social injustices and question authority
- C. Inhibit students' curiosity
- D. Emphasize only factual recall

Q87. Which statements about **learning objectives** are correct?

- (I) They guide teachers on what outcomes to target.
- (II) They help students understand what is expected.
- (III) They must be vague to allow interpretation.
- (IV) They can be **aligned** with Bloom's taxonomy (action verbs).

A. (I), (II), (IV) only

B. (I), (III), and (IV) only

C. (II), (III) only

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

Answer: A

Explanation: Objectives should not be vague; clarity is key.

Q88. In **pedagogical analysis**, a teacher:

- A. Plans objectives, chooses methods/materials, and evaluates results
- B. Avoids specifying **any** objectives
- C. Implements random tasks with **no** connection
- D. Ignores the **outcomes** after teaching

Answer: A

Explanation: Pedagogical analysis systematically identifies aims, aligns methods, and checks effectiveness.

Q89.

Assertion (A): Formulation of learning objectives is integral to good pedagogy.

Reason (R): Objectives clarify the intended outcomes and direct both teaching and assessment.

A. Both (A) and (R) are correct, (R) explains (A).





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- 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: Teachers define what learners should accomplish, guiding instructional design and evaluation.

Q90. In a **learner-centered** approach, the teacher typically:

- A. Delivers a strict lecture with no student involvement
- B. Encourages student autonomy, discussions, and problem-solving tasks
- C. Adopts a purely top-down method
- D. Focuses on teacher convenience above all

Answer: B

Explanation: Learner-centered methods emphasize active engagement, collaboration, and shared decision-making.

Q91. Need and importance of pedagogy revolve around:

- A. Arbitrary **guesswork** in teaching
- B. Ensuring organized, evidence-based instructional methods that facilitate learning
- C. Emphasizing teacher's personal preferences exclusively
- D. Fostering purely **memorization**

Answer: B

Explanation: Pedagogy is about structured, research-informed teaching strategies to improve learning outcomes.

Q92. Development of the concept of pedagogy historically has trended toward:

- A. More **teacher-dominant** approaches
- B. Emphasizing learner's active role and reflection
- C. Eliminating any practical elements
- D. Uniform memorization for all

Answer: B

Explanation: Over time, pedagogy has shifted toward learner engagement, critical thinking, and interactive methods.

Q93. A teacher practicing **critical pedagogy** might have students:

- A. Memorize **facts** with no context
- B. **Question** social norms or biases found in the subject matter
- C. Accept the textbook as unquestionable authority
- D. Focus on **compliance** over creativity

Answer: B

Explanation: Critical pedagogy encourages questioning, dialogue, and transformation regarding social and power structures.

Q94. A question that says "Compare and contrast these two theories," is testing:

- A. **Recall** or memory
- B. Analysis skill (possibly Understanding or higher)
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WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- C. Strictly **psychomotor** domain
- D. Only the affective domain

Answer: B

Explanation: Comparing and contrasting involves analytical thinking, distinguishing differences/similarities at a higher cognitive level.

Q95. To address **higher-order thinking**, a teacher might ask:

- A. "List the capital cities of these states."
- B. "Generate a plan to solve this community health issue."
- C. "Recall the year of the law's enactment."
- D. "Define the term 'osmosis.'"

Answer: B

Explanation: Generating a solution plan is an application/synthesis-level task, beyond mere recall or listing.

Q96. A teacher can implement **constructive alignment** by:

- A. Setting learning objectives, designing relevant tasks, and assessing accordingly
- B. Relying on random tasks with **no** link to objectives
- C. Emphasizing a **mismatch** between what's taught and tested
- D. Avoiding any reflection on course design

Answer: A

Explanation: Constructive alignment ensures objectives, teaching methods, and assessments are coherently matched.

Q97. In clinical training, direct observation combined with immediate feedback leads to:

- A. Students being **unaware** of their skill deficits
- B. Faster improvement of practical competencies
- C. Less accountability for performance
- D. Confusion about appropriate techniques

Answer: B

Explanation: Real-time observation plus corrective feedback helps learners refine skills quickly and accurately.

Q98. Which strategy best fosters **critical reflection** in a classroom?

- A. Simply reading definitions aloud
- B. Encouraging dialogue, open-ended questioning, and self-assessment
- C. Restricting any **discussion** of alternative perspectives
- D. Providing only true/false quizzes

Answer: B

Explanation: Reflection thrives on thoughtful questions, dialogue, and introspection about one's learning or assumptions.

Q99. Which is a disadvantage of purely paper-based final exams?

- A. They can address higher-order questions
- B. They often lack immediate feedback to the learner
- C. They test **knowledge** effectively







WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

D. They can incorporate **practical** skill demonstration

Answer: B

Explanation: Traditional pen-and-paper finals usually do not offer instant feedback, limiting timely improvement.

Q100. Adult learners with self-direction might appreciate assignments where they:

- A. Rely on **rote** copying from the board
- B. Choose a project relevant to their personal or professional context
- C. Follow a single **prescribed** path with no choice
- D. Are **not** permitted to use life experiences

Answer: B

Explanation: Adults often desire autonomy and relevance, so letting them select a project that resonates with their experience fosters motivation.