

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 **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

- 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



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

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.

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.

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



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

- 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 **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

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



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: C

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.



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

- 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

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 ~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).

Q65.

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*?

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 **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 (~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.

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 **rote lectures** with no discussion
- D. Provide only **child-centered** storytelling

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.

Q84.

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.

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).

- 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)

- 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



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.