



NTET Model Question Paper 06

Q1. Which approach most effectively develops *critical thinking* among learners?

- A. Having students memorize facts for weekly quizzes
- B. Providing direct answers without room for discussion
- C. Designing open-ended projects that require analysis and evaluation
- D. Limiting all tasks to simple true/false worksheets

Answer: C

Explanation: Open-ended, analytical projects foster higher-order thinking and creative problem-solving.

Q2. A teacher focusing on the *reflective* level of teaching wants students to:

- A. Recall factual details quickly
- B. Apply knowledge without questioning established theories
- C. Memorize lists without deeper interpretation
- D. Examine, question, and synthesize concepts critically

Answer: D

Explanation: Reflective-level teaching encourages learners to delve deeper, question assumptions, and connect ideas.

Q3. In clinical teaching, which method *best* supports developing *psychomotor skills*?

- A. Reading extensive literature only
- B. Watching videos without hands-on practice
- C. Demonstration followed by supervised, real patient practice
- D. Final written test without any practical component

Answer: C

Explanation: Practical skills require demonstration plus direct, supervised application to master techniques.

Q4. A teacher addressing *individual differences* among students would likely:

- A. Enforce identical tasks for all, ignoring diverse needs
- B. Provide differentiated instruction and varied resource materials
- C. Dismiss any special accommodations
- D. Expect uniform performance from every learner

Answer: B

Explanation: Effective teachers adapt instruction based on learners' varying abilities, prior knowledge, and styles.

Q5. Which scenario aligns with the *understanding level* of teaching?

- A. Students recite definitions verbatim
- B. Students connect underlying principles and explain concepts in their own words
- C. Students copy notes from the board with no discussion
- D. Students are tested solely on name-date recall

Answer: B

Explanation: Understanding-level teaching goes beyond memorization, requiring conceptual grasp and interpretation.



Q6. A teacher planning a *bedside teaching* session in a hospital setting ensures:

- A. Students only read patient case files but never interact with the patient
- B. Real patient encounters, allowing learners to gather history and perform exams
- C. Assessments based solely on lecture-based notes
- D. Discussions limited to theoretical guidelines

Answer: B

Explanation: Bedside teaching involves authentic patient interactions under supervision, connecting theory to practice.

Q7. Which feature characterizes *adult learners* in an andragogical setting?

- A. Complete reliance on teacher directions without autonomy
- B. Desire for immediate relevance and a problem-centered approach
- C. Minimal interest in real-life application
- D. Preference for purely child-focused pedagogy

Answer: B

Explanation: Adult learners seek practical, problem-based learning experiences that link directly to their personal or professional contexts.

Q8. A *reflective* approach in teaching typically encourages:

- A. Passive memorization
- B. Rigid teacher-led instruction with no student voice
- C. Students to question and refine their thinking processes
- D. Only fact-based quizzes, ignoring conceptual analysis

Answer: C

Explanation: Reflective-level instruction pushes students to evaluate, critique, and integrate new insights into existing knowledge.

Q9. Which factor most directly affects a teacher's ability to teach effectively?

- A. Teacher's subject expertise and skill in communication
- B. Classroom having zero resources or technology
- C. Student homogeneity in background knowledge
- D. Limiting lessons to pure lecture, ignoring feedback

Answer: A

Explanation: Deep content knowledge plus strong communication is crucial to clarify concepts and guide learning.

Q10. When a teacher tailors content for *visual, auditory, reading/writing, and kinesthetic* learners, they are applying:

- A. A single-mode lecture approach
- B. VARK-based strategies
- C. Only summative testing methods
- D. Strict memory-level tasks

Answer: B

Explanation: VARK stands for Visual, Aural, Read/Write, and Kinesthetic—catering to diverse learning preferences.



Q11. Which statement is *true* about effective teaching of *psychomotor* competencies?

- A. It can be mastered through theory only
- B. It requires observation of technique, guided practice, and repeated feedback
- C. Self-study of skill procedures alone suffices
- D. Standardized tests with MCQs ensure skill mastery

Answer: B

Explanation: Psychomotor skills demand physical practice, observation, and correction for accurate, safe performance.

Q12. At the *understanding level*, a teacher might ask students to:

- A. Simply recite definitions
- B. Summarize a concept in their own words with relevant examples
- C. Provide no rationale for an answer
- D. Complete drill exercises without reflection

Answer: B

Explanation: "Understanding" tasks include rephrasing concepts and explaining main ideas or relationships.

Q13. Which barrier most hinders effective *teacher-learner* communication?

- A. Clear, structured language
- B. Encouraging student questions
- C. Overusing jargon or assumptions beyond students' grasp
- D. Using illustrative examples and analogies

Answer: C

Explanation: Unnecessary complexity or jargon confuses learners, impeding comprehension.

Q14. In *doctor-patient communication*, the doctor should:

- A. Dismiss patient input to show expertise
- B. Provide empathic listening, clarify details, and use comprehensible language
- C. Stick to advanced medical terms only
- D. Avoid asking patients any follow-up questions

Answer: B

Explanation: Empathy, clear explanation, and two-way interaction help patients understand diagnoses and treatments.

Q15. Which element is a key aspect of *non-verbal communication*?

- A. Essay writing
- B. Tone of voice, gestures, and facial expressions
- C. Teacher's marking schemes
- D. Reading text-only slides

Answer: B

Explanation: Non-verbal cues (tone, body language, expressions) significantly shape messages and perceptions.



Q16. Communication is enhanced in a diverse classroom by:

- A. Focusing on only one language or cultural frame
- B. Acknowledging cultural differences and offering multiple modes of explanation
- C. Using stereotypes to classify students
- D. Prohibiting clarifications from learners

Answer: B

Explanation: Recognizing and accommodating cultural/linguistic diversity reduces misunderstandings and fosters inclusivity.

Q17. In group communication, *active listening* means:

- A. Immediately interrupting others' points
- B. Restating or paraphrasing what was said for clarity
- C. Avoiding any response or feedback
- D. Using closed body language

Answer: B

Explanation: Active listening involves careful attention and rephrasing others' input to confirm mutual understanding.

Q18. A teacher who invites **frequent feedback** from students is using:

- A. One-directional announcements
- B. Two-way interaction that can clarify misunderstandings
- C. No communication
- D. Strict discipline to silence students

Answer: B

Explanation: Soliciting feedback fosters dialogic, two-way communication, vital for effective teaching.

Q19. Which action best addresses *language barriers* in a multilingual classroom?

- A. Pretending all learners have equal language fluency
- B. Offering translations, visuals, or simplified summaries for clarity
- C. Discouraging questions to save time
- D. Forbidding bilingual resources

Answer: B

Explanation: Translating key terms or using supportive visuals helps learners with limited language proficiency.

Q20. In *mass communication*, a common challenge is:

- A. Having a highly personalized message for each individual
- B. Ensuring consistent accuracy of content for a broad audience
- C. Creating immediate two-way feedback loops for large-scale audiences
- D. Guaranteed direct, face-to-face interaction

Answer: B

Explanation: Reaching many people can lead to oversimplifications or inaccuracies unless carefully managed.

Q21. A teacher practicing *effective communication* in class typically:



- A. Avoids responding to student doubts
- B. Maintains clarity, checks for understanding, and respects feedback
- C. Overloads slides with text, ignoring visuals
- D. Uses monotone speech to discourage interruptions

Answer: B

Explanation: Good communicators present content clearly, verify comprehension, and remain responsive to student questions.

Q22. Which approach best resolves *cultural misunderstanding* in teacher-learner interactions?

- A. Encouraging each learner to adopt a single culture
- B. Respecting each learner's background, clarifying norms, and using inclusive examples
- C. Holding no discussion on cultural differences
- D. Stereotyping student behaviors by background

Answer: B

Explanation: Recognizing and respecting diverse perspectives fosters positive, inclusive learning experiences.

Q23. A teacher *encoding* a message should focus on:

- A. Using unknown abbreviations to sound sophisticated
- B. Matching language, examples, and structure to the learners' level
- C. Maintaining high complexity to test intelligence
- D. Avoiding any organizational pattern

Answer: B

Explanation: Effective encoding arranges ideas with clarity and learner-friendly style, ensuring better comprehension.

Q24. Which factor can *negatively* affect a teacher's communication?

- A. Consistent eye contact and voice modulation
- B. Use of relevant, accessible examples
- C. Clear articulation of concepts
- D. Indifference to learner feedback

Answer: D

Explanation: Ignoring or dismissing learner feedback hinders clarity and trust, undermining communication.

Q25. The overarching objective of *classroom management* is to:

- A. Maximize disruptions so learners can handle chaos
- B. Provide an orderly, safe environment that optimizes learning
- C. Enforce absolute silence at all costs
- D. Eliminate routines to keep students guessing

Answer: B

Explanation: Effective management ensures a structured, secure setting for productive teaching and learning.

Q26. Effective *disruption prevention* can include:

- A. Clear expectations, engaging tasks, and proactive strategies



- B. Random punishments for minor infractions
- C. Promoting public humiliation as a deterrent
- D. Ignoring any misbehavior until it escalates

Answer: A

Explanation: Clear communication, interesting tasks, and proactive interventions reduce the chance of misconduct.

Q27. In an *inclusive* classroom, the teacher might:

- A. Disregard special needs to keep uniformity
- B. Use varied strategies and support to accommodate all learners' differences
- C. Separate any student who needs help
- D. Expect no collaborative learning

Answer: B

Explanation: Inclusion involves adapting instruction and materials to serve diverse learners effectively.

Q28. A teacher noticing frequent *off-task* behavior might:

- A. Introduce more interactive, relevant activities to engage learners
- B. Increase purely rote tasks
- C. Overlook engagement in favor of direct discipline
- D. Eliminate any group work

Answer: A

Explanation: Off-task behavior often reduces when lessons are meaningful, varied, and properly challenging.

Q29. A calm, consistent approach to addressing *misbehavior* in class:

- A. Minimizes escalation and maintains respect
- B. Encourages repeated misconduct
- C. Relies heavily on public scolding
- D. Always confuses learners about consequences

Answer: A

Explanation: Calm, consistent handling fosters a fair, respectful environment, encouraging better behavior.

Q30. A teacher sustaining *motivation* among students might:

- A. Offer tasks that connect to real interests, celebrate effort, and give constructive feedback
- B. Ban all recognition of achievement
- C. Only rely on negative consequences
- D. Keep tasks wholly unrelated to learner goals

Answer: A

Explanation: Aligning tasks with student interests, recognizing progress, and providing timely support fosters motivation.

Q31. Which scenario best illustrates *proactive* classroom management?

- A. Waiting for repeated disruptions before setting rules
- B. Establishing routines, clarifying behavior expectations early, and adjusting as needed
- C. Only reacting to problems with punitive measures



D. Giving no orientation or structure from day one

Answer: B

Explanation: Being proactive involves early clarity, consistent guidance, and flexible adjustments to prevent discipline issues.

Q32. To effectively manage a *clinical lab session*, the instructor should:

- A. Provide zero guidelines for practical tasks
- B. Offer structured tasks, ensure safe practice conditions, and monitor performance
- C. Let students guess techniques unobserved
- D. Assess only through a final essay

Answer: B

Explanation: Skills-based labs require clear instructions, safety oversight, and observation with feedback for successful outcomes.

Q33. In a diverse group, a teacher can handle *classroom discipline* by:

- A. Tailoring consistent rules that respect each student's background
- B. Applying extreme measures for certain cultural groups only
- C. Encouraging group rivalry to maintain order
- D. Ignoring all cultural factors

Answer: A

Explanation: Consistent, fair rules that acknowledge learners' contexts help maintain a respectful, disciplined environment.

Q34. Engaged learning is promoted by:

- A. Extended teacher monologues without student interaction
- B. Incorporating group discussions, problem-solving tasks, and real-world contexts
- C. Strict memorization drills only
- D. Forbidding collaborative activities

Answer: B

Explanation: Active, context-rich tasks involving collaboration sustain attention and deepen understanding.

Q35. A teacher noticing a student's repeated *mild misbehavior* might:

- A. Immediately punish publicly
- B. Calmly remind expectations, use minor corrective steps, or privately address concerns
- C. Ignore the student entirely
- D. Encourage peer group to shame them

Answer: B

Explanation: Minor issues often improve with a fair, calm reminder or quick private check-in, reinforcing respectful behavior.

Q36. A teacher fosters *positive classroom management* by:

- A. Threatening students with humiliating punishments



- B. Encouraging supportive peer interactions, using fair consequences, and respecting learners
- C. Withholding resources unless rules are strictly followed
- D. Giving inconsistent disciplinary responses

Answer: B

Explanation: Positive climates emerge from support, fairness, and consistent management strategies that treat learners with dignity.

Q37. A major goal of *formative* assessment is to:

- A. Certify final competence
- B. Track ongoing progress and offer timely feedback for improvement
- C. Rank students for scholarships
- D. Finalize course grades without feedback

Answer: B

Explanation: Formative assessments guide teaching adjustments and help students improve *during* the course.

Q38. *Summative* assessments typically occur:

- A. Throughout every class as immediate checks
- B. At the end of a term or unit to evaluate overall achievement
- C. Before instruction begins
- D. Randomly with no impact on final outcomes

Answer: B

Explanation: Summative measures learning at a course's conclusion, often used for certification or final grading.

Q39. *Diagnostic* evaluations are often used to:

- A. Summarize the final mastery
- B. Identify learners' strengths/weaknesses early, guiding targeted interventions
- C. Give official pass/fail at the end
- D. Offer no insight into learning needs

Answer: B

Explanation: Diagnostic tests typically precede or occur early in a course, revealing specific gaps for remediation.

Q40. An instructor wanting to assess *clinical competence* thoroughly might use:

- A. A purely theoretical multiple-choice test
- B. Detailed OSCE stations or performance-based evaluations
- C. A single written essay on pathology
- D. No direct observation of skills

Answer: B

Explanation: OSCEs or similar performance-based methods evaluate clinical/procedural aptitudes in real or simulated scenarios.

Q41. In a *Choice Based Credit System (CBCS)*, a key feature is:

- A. Only final exam marks count



- B. No internal or continuous assessments
- C. Flexibility in course choices, varied assessments (projects, presentations, final exam)
- D. Strict uniformity in all subjects with no electives

Answer: C

Explanation: CBCS often incorporates multiple, continuous assessment forms, along with elective course options.

Q42. A “long case” in a clinical examination:

- A. Requires thorough patient workup (history, physical exam, diagnosis, management)
- B. Focuses only on short structured responses
- C. Assesses purely theoretical knowledge
- D. Is a series of multiple-choice questions

Answer: A

Explanation: Long case exams measure in-depth clinical reasoning and patient management capabilities.

Q43. Formative assessments help teachers:

- A. Fine-tune instruction, address learning gaps as they emerge
- B. Confirm final course completion without improvement
- C. Only check factual recall after the term
- D. Provide zero feedback to students

Answer: A

Explanation: Formative checks guide real-time adjustments, ensuring learners receive support before final evaluations.

Q44. In an OSCE, students typically:

- A. Sit for a single essay about surgery techniques
- B. Rotate through multiple stations testing specific clinical skills or communication tasks
- C. Complete one general conversation with the examiner
- D. Submit an online MCQ test

Answer: B

Explanation: OSCEs structure the exam into stations, each focusing on distinct, observable clinical or communication abilities.

Q45. Peer assessment can be beneficial because it:

- A. Undermines students’ ability to evaluate
- B. Encourages reflective skills, fosters collaboration, and clarifies criteria for quality work
- C. Eliminates the need for teacher input
- D. Consistently produces biased, unreliable outcomes

Answer: B

Explanation: Reviewing peers’ work helps students understand standards, reflect critically, and learn collaboratively.

Q46. A teacher wanting *application-level* learning might ask:

- A. Students to memorize definitions from a glossary
- B. “How do you use this concept to solve a real-world scenario?”



- C. "List the authors who wrote about this theory."
D. "Recite the year the method was introduced."

Answer: B

Explanation: Application-level tasks require transferring knowledge into practice or novel situations.

Q47. *Diagnostic* tests are often administered:

- A. At the course's start to see each learner's baseline
B. Strictly at course end
C. Only for advanced learners
D. As part of final summative evaluation

Answer: A

Explanation: Diagnostic tests at the beginning or early stages help teachers tailor lessons to learners' needs.

Q48. *Summative* assessments generally determine:

- A. If learners have achieved the intended outcomes upon course completion
B. Immediate improvement steps mid-course
C. Baseline readiness before instruction
D. No grades or final results

Answer: A

Explanation: Summative checks measure final mastery for grading or certification once teaching is finished.

Q49. *Blended learning* typically incorporates:

- A. A purely offline, chalkboard-based setting
B. Exclusively online instruction with no face-to-face element
C. Both online components (videos, quizzes) and in-person class sessions
D. Only recorded lectures with no teacher-student interaction

Answer: C

Explanation: Blended setups merge digital/online resources with traditional face-to-face teaching for a comprehensive approach.

Q50. An instructor using *educational technology* might:

- A. Print out lengthy notes and ignore any digital resources
B. Use an LMS, video conferencing, or interactive simulations to enrich learning
C. Stick to purely repeated dictation of content
D. Rely on overhead transparencies only

Answer: B

Explanation: Integrating tech (LMS, simulations, online tools) broadens instructional methods and fosters engagement.

Q51. *Computer-based testing (CBT)* often provides:

- A. Minimal data analytics on student performance
B. Immediate scoring, item analysis, and potential feedback
C. A slower method for scoring than manual grading



D. No security or randomization options

Answer: B

Explanation: CBT can rapidly grade and produce analytics, offering quick feedback and reducing teacher workload.

Q52. A teacher adopting *online synchronous lectures* should:

- A. Provide a structured plan, ensure stable tech, and allow for real-time Q&A
- B. Avoid any chance for interaction
- C. Stay camera-off to keep anonymity
- D. Post recorded content with no live discussion

Answer: A

Explanation: Effective synchronous sessions need clarity, interactive elements, and technical readiness.

Q53. *Virtual labs* can be valuable because they:

- A. Prevent any learning of practical procedures
- B. Simulate complex or high-risk experiments, offering repeated practice safely
- C. Replace real labs entirely without benefits
- D. Only show text-based theoretical instructions

Answer: B

Explanation: Virtual labs let learners practice experiments or procedures in a safe, flexible environment, often repeated as needed.

Q54. SWAYAM (India) is known for:

- A. Offline classroom training only
- B. Government-run MOOC platform providing free or low-cost courses
- C. Completely private tutoring with high fees
- D. Traditional pen-and-paper testing exclusively

Answer: B

Explanation: SWAYAM is the Indian government's initiative offering massive open online courses, promoting accessible e-learning.

Q55. A teacher using an *interactive whiteboard* might:

- A. Only rely on chalk and manual drawing
- B. Demonstrate digital annotations, show live diagrams, and record session notes
- C. Forbid any students from seeing the board
- D. Avoid connecting it to digital resources

Answer: B

Explanation: Interactive boards integrate digital media, real-time annotations, and even lesson capturing for later review.

Q56. A *disadvantage* of fully *online-only* courses can be:

- A. Expanding reach globally
- B. Self-paced, flexible scheduling
- C. Lack of direct in-person peer interaction



D. Immediate digital resources

Answer: C

Explanation: Fully online formats often reduce real-time face-to-face contact and social bonding experiences.

Q57. *ICT-based governance* in higher education might include:

- A. Manually signing attendance in notebooks only
- B. Online admission portals, digital record-keeping, e-fee payment systems
- C. Only hand-posted notice boards
- D. Avoiding any digital data management

Answer: B

Explanation: ICT-based governance leverages technology for streamlined admissions, fee collection, academic records, and more.

Q58. When incorporating *online quizzes*, an instructor can:

- A. Provide instant scoring and potential immediate feedback
- B. Wait two weeks to release results manually
- C. Avoid using any question randomization
- D. Force students to rely on guesswork with no guidance

Answer: A

Explanation: Online quizzes can be auto-graded, giving learners quick results and clarifications.

Q59. *Blended* courses typically:

- A. Exclude face-to-face communication
- B. Merge offline (classroom) learning with online/digital resources
- C. Eliminate the role of the teacher entirely
- D. Confine learners to a single location with no resources

Answer: B

Explanation: Blended learning seamlessly integrates in-person teaching with online components for a more dynamic learning experience.

Q60. A teacher implementing *educational apps and software* can:

- A. Keep a purely text-based approach with no digital tools
- B. Enhance engagement via gamified lessons or interactive tutorials
- C. Avoid any form of interactive tasks
- D. Solely rely on offline textbooks

Answer: B

Explanation: Apps with interactive or game-based elements can sustain student interest and deepen comprehension.

Q61. *Educational psychology* helps teachers understand:

- A. Legalities of institutional budgeting
- B. The *why* behind learners' behaviors, cognition, motivation, and development
- C. Only the physical architecture of a classroom



D. Purely administrative tasks

Answer: B

Explanation: Educational psychology examines how learners think, feel, and grow, guiding teachers in effective instruction.

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

- A. Abstract hypothetical thinking
- B. Egocentrism and difficulty in performing logical operations
- C. Mastery of reversibility tasks
- D. Full ability to handle multi-variable reasoning

Answer: B

Explanation: Preoperational children are still developing logic, often demonstrating egocentric thought patterns.

Q63. *Vygotsky* emphasized that:

- A. Cognitive growth emerges from *collaborative dialogue* and social context
- B. Learners are isolated from social factors
- C. Biology alone dictates intellectual capacity
- D. Language has no significant role in learning

Answer: A

Explanation: Vygotsky's sociocultural theory states social interaction and language are central to higher cognitive development.

Q64. In *Bronfenbrenner's* model, the *exosystem* refers to:

- A. Direct, immediate influences like family or school
- B. Broader societal or cultural context
- C. Environments where the individual isn't directly involved but still impacted (e.g., parent's workplace)
- D. Personal moral principles

Answer: C

Explanation: The exosystem includes settings that indirectly affect the individual (like a parent's workplace policies).

Q65. *Egocentric speech* in young children is generally:

- A. Meaningless babble with no purpose
- B. A stepping stone to self-guided thinking, as per Vygotsky
- C. A sign of advanced formal operational thought
- D. Irrelevant to learning processes

Answer: B

Explanation: Vygotsky saw private speech as crucial for self-regulation and problem-solving, not mere nonsense.

Q66. *Maslow's hierarchy* indicates that:

- A. Esteem needs precede physiological needs
- B. Basic survival needs (food, water) must be met before higher needs
- C. Self-actualization occurs immediately from birth



D. Social belonging is not important

Answer: B

Explanation: Maslow's theory stresses fulfilling foundational physical/safety needs before advanced growth needs like esteem or self-actualization.

Q67. Educational psychology can guide a teacher in:

- A. Randomly grading without any assessment principle
- B. Understanding how motivational factors and developmental stages influence learning
- C. Avoiding any adaptation to learner differences
- D. Ensuring minimal reflection on teaching methods

Answer: B

Explanation: It provides theoretical and research-based insights on motivation, cognition, development, and how to cater to varied learner needs.

Q68. According to Vygotsky, the Zone of Proximal Development (ZPD) is:

- A. The set of tasks a learner can do entirely alone
- B. The gap between what a learner can do independently vs. with guidance
- C. A purely biological limit
- D. Irrelevant for scaffolding

Answer: B

Explanation: ZPD highlights the importance of appropriate support or scaffolding to help learners progress beyond their current independent level.

Q69. The affective domain deals with:

- A. Mastery of muscular or physical actions
- B. Emotions, values, attitudes, and motivation
- C. Strict memorization of numbers
- D. Logical reasoning tasks

Answer: B

Explanation: The affective domain encompasses emotional and attitudinal components in learning.

Q70. Constructivist teaching suggests that learners:

- A. Passively receive facts from the teacher
- B. Build understanding by relating new information to prior knowledge and experiences
- C. Never engage in self-reflection
- D. Should rely on rote repetition

Answer: B

Explanation: Constructivism views learning as an active process of synthesizing new input with existing mental frameworks.

Q71. Formal operational thinkers (~11+ years) can typically:

- A. Only solve concrete tasks with direct visuals



- B. Handle abstract, hypothetical reasoning and systematic problem-solving
- C. Remain stuck in egocentric viewpoints
- D. Lack any symbolic thinking skills

Answer: B

Explanation: Formal operational thought entails higher-level abstract logic, hypothetical, and deductive reasoning.

Q72. An instructor applying *behaviorist* ideas might:

- A. Provide consistent rewards or consequences to shape desired learning behaviors
- B. Focus solely on internal thought processes, ignoring environment
- C. Avoid any external feedback
- D. Center on purely introspective reflection

Answer: A

Explanation: Behaviorism relies on external reinforcements or punishments to influence observable behaviors.

Q73. *Andragogy* refers to teaching:

- A. Young children in primary school
- B. Adults who want self-direction and real-life application
- C. Middle school adolescents exclusively
- D. Infants learning basic motor skills

Answer: B

Explanation: Andragogy addresses adult learning principles, emphasizing autonomy and immediate relevance.

Q74. *Adult learners* often differ from younger learners by:

- A. Having minimal prior experiences
- B. Preferring purely theoretical memorization
- C. Being more self-directed, wanting practical relevance
- D. Demonstrating no desire for immediate utility

Answer: C

Explanation: Adults usually bring rich experiences, seek self-direction, and want learning that solves real problems or advances goals.

Q75. According to *Knowles*, adult learners tend to:

- A. Need strong external authority to stay motivated
- B. Avoid problem-solving tasks
- C. Respond well to internal motivators (self-esteem, professional growth)
- D. Prefer strictly teacher-centered lectures

Answer: C

Explanation: Adults often have internal drives like career advancement, personal growth, self-satisfaction to spur learning.

Q76. *Self-directed learning* in adults means:

- A. Teacher decides everything while adults obey



- B. Adults define their learning goals, choose methods/resources, and evaluate progress
- C. Zero control over personal learning paths
- D. Strict compliance with rigid teaching

Answer: B

Explanation: Self-direction involves setting one's objectives, selecting learning tools, and assessing one's achievements.

Q77. Andragogical practice often includes:

- A. Rote tasks with no real-world tie
- B. Incorporating learners' experiences into problem-centered tasks
- C. Rigid teacher control, ignoring adult perspectives
- D. No attempt to link content to actual contexts

Answer: B

Explanation: Adults typically learn best when lessons incorporate their experiences and focus on solving relevant problems.

Q78. Adults benefit greatly from *hands-on projects* because:

- A. They dislike practical application
- B. Such tasks frequently allow them to apply prior experiences and see immediate use
- C. They prefer memorizing abstract theories
- D. They have no need for real-world practice

Answer: B

Explanation: Adult learners often want to connect tasks with their existing knowledge and professional/personal needs.

Q79. Which principle is *central* to *andragogy*?

- A. Relying exclusively on external discipline
- B. Adults need to understand *why* they're learning something
- C. Teaching must remain child-focused
- D. Emphasizing memorization over practical application

Answer: B

Explanation: Adult learners are more motivated when they see clear reasons and practical benefits in their learning.

Q80. An adult training program focusing on *problem-based scenarios* is embodying:

- A. Rote, child-centered techniques
- B. Passive memorization
- C. Relevance, application, and real-life integration
- D. Eliminating any hands-on work

Answer: C

Explanation: Adult education is typically problem-centered, tying concepts to real-life tasks to foster immediate applicability.

Q81. *Internal motivation* for adult learners might include:

- A. Eagerness for better job performance, personal growth, self-fulfillment



- B. Feeling coerced by external rules with no personal interest
- C. Disinterest in setting personal goals
- D. Only test-based extrinsic rewards

Answer: A

Explanation: Many adults learn for self-improvement, career benefits, or personal achievement, reflecting internal drives.

Q82. Which practice *deviates* from *andragogical* principles?

- A. Involving learners in deciding project themes
- B. Emphasizing immediate practical application
- C. Delivering top-down lectures with no student engagement
- D. Allowing learners to share and build on personal experiences

Answer: C

Explanation: Pure lecture with no input or relevancy to adult contexts contradicts the core of andragogy.

Q83. Adults typically want *clear outcomes* because:

- A. They have no other responsibilities
- B. They prefer to remain uncertain about learning goals
- C. They can better justify the time and effort if they see how it meets their needs
- D. Clarity is irrelevant to motivation

Answer: C

Explanation: Adults juggle multiple roles; they commit if they see direct value and clarity in outcomes.

Q84. “Immediate relevance to personal/professional context” is essential in adult learning because:

- A. Adults rarely connect new knowledge to real life
- B. They are purely extrinsically motivated
- C. It sustains interest, ensuring learning is useful and motivating
- D. No adult requires application

Answer: C

Explanation: Adults remain engaged when they see how learning helps solve problems or improve real-life situations.

Q85. *Pedagogy* is typically concerned with:

- A. Designing building blueprints for schools
- B. The methods and practice of teaching, particularly for children
- C. Marketing strategies
- D. Eliminating any structured approach to instruction

Answer: B

Explanation: Pedagogy deals with how to effectively teach, historically focusing on children/adolescents but also used more broadly.

Q86. *Learning objectives* provide:

- A. No guidance for teachers or learners
- B. Clarity on expected outcomes, guiding lesson plans and assessments



- C. Unnecessary details that confuse learners
- D. Arbitrary statements unrelated to lesson content

Answer: B

Explanation: Objectives outline targets, helping both teachers and learners stay focused on specific, measurable goals.

Q87. *Critical pedagogy* emphasizes:

- A. Accepting all content as absolute truth
- B. Encouraging students to question and address social inequities
- C. Restricting conversations about power or society
- D. Strict memorization of teacher's notes

Answer: B

Explanation: Critical pedagogy urges learners to analyze and challenge oppressive systems, fostering social awareness.

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

- A. Forgets to plan objectives before teaching
- B. Aligns content, instructional strategies, and assessments systematically
- C. Randomly assigns tasks with no outcome alignment
- D. Omits any review of lesson effectiveness

Answer: B

Explanation: Pedagogical analysis ensures coherence among aims, methods, and evaluation.

Q89. Which best characterizes a *learner-centered* approach?

- A. Teacher lecturing nonstop, no questions
- B. Students actively contributing ideas, collaborating, solving problems with teacher guidance
- C. Strictly ignoring any student feedback
- D. Emphasizing teacher's interests over learners

Answer: B

Explanation: Learner-centeredness involves participatory, exploratory, and interactive experiences, with the teacher facilitating.

Q90. A teacher practicing *need-based* pedagogy ensures:

- A. All learners follow an identical script
- B. Activities and resources reflect student readiness, interests, and context
- C. Minimal variety in materials
- D. Content is entirely teacher-oriented

Answer: B

Explanation: Need-based pedagogy adapts content to learner differences, backgrounds, and motivations for optimal engagement.

Q91. The *affective domain* in learning focuses on:

- A. Physical movements and skill demonstrations
- B. Cognitive tasks like recall, comprehension



- C. Attitudes, values, emotional development
- D. Strict memorization of formulas

Answer: C

Explanation: Affective learning deals with how learners feel, value, and respond emotionally.

Q92. The *development* of pedagogy historically has:

- A. Maintained a strict teacher-as-authority model
- B. Shifted toward methods recognizing active student roles and diversity
- C. Remained static with no new approaches
- D. Rejected any concept of learner participation

Answer: B

Explanation: Modern pedagogy increasingly values interactive, inclusive, and student-centric approaches.

Q93. *Formulating learning objectives* often uses:

- A. Vague statements with no measurable criteria
- B. Clear action verbs (e.g., “describe,” “analyze”) to define intended outcomes
- C. Personal teacher preferences without referencing outcomes
- D. Irrelevant references to tasks beyond the syllabus

Answer: B

Explanation: Well-crafted objectives use observable action verbs linked to Bloom’s taxonomy for clarity and measurability.

Q94. Which classroom question fosters *higher-order* thinking?

- A. “Recall the year this event happened.”
- B. “List five key facts about photosynthesis.”
- C. “How might you *evaluate* two different solutions to this environmental issue?”
- D. “Define the word ‘culture.’”

Answer: C

Explanation: “Evaluate” tasks push learners to judge or critique solutions, engaging analysis and critical thought.

Q95. *Critical pedagogy* encourages learners to:

- A. Accept existing structures uncritically
- B. Reflect on social contexts and possibly drive transformation
- C. Memorize content solely for tests
- D. Passively follow teacher directives

Answer: B

Explanation: Critical pedagogy trains students to analyze power dynamics, question injustices, and think independently.

Q96. A teacher wanting to ensure *constructive alignment* would:

- A. Outline learning goals, design relevant tasks, and align assessment with those goals
- B. Plan random tasks with no link to objectives
- C. Test different material than what was taught



D. Withhold any clarity on success criteria

Answer: A

Explanation: Constructive alignment aligns objectives, learning activities, and assessment tasks to ensure coherence and consistency.

Q97. In a *clinical teaching session*, providing immediate feedback when a student performs a procedure incorrectly helps:

- A. Solidify incorrect habits
- B. Prevent skill refinement
- C. Rapidly correct technique and reinforce proper methods
- D. Avoid skill mastery entirely

Answer: C

Explanation: Prompt correction ensures mistakes don't become ingrained, accelerating skill acquisition.

Q98. Which teacher action best facilitates *critical reflection* among learners?

- A. Using uniform yes/no questions
- B. Encouraging open-ended discussions and self-evaluation of assumptions
- C. Quickly giving all answers with no student input
- D. Discouraging any debate on ideas

Answer: B

Explanation: Reflection grows when learners analyze, debate, and evaluate various perspectives, guided by open questions.

Q99. One *disadvantage* of using only *paper-and-pencil final exams* for assessment is that:

- A. They can measure complex problem-solving
- B. They rarely provide immediate feedback or iteration for improvement
- C. They are widely accepted in formal settings
- D. They can test multiple learning outcomes

Answer: B

Explanation: Traditional final exams usually don't offer prompt feedback or chances to rectify errors before course end.

Q100. An instructor integrating *andragogical* elements into a workshop might:

- A. Impose strict child-centered dictation
- B. Let adults collaborate on real-world tasks, sharing experiences and solutions
- C. Offer no autonomy or rationale for learning topics
- D. Focus solely on memory-based testing

Answer: B

Explanation: Adults thrive when sharing expertise, solving applicable tasks, and seeing relevance to personal/professional domains.