



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
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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
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- 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
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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
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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.