



## NTET Model Question Paper 07

### UNIT 1: Teaching & Training (Q1-Q12)

**Q1.** Levels of teaching commonly recognized are:

- A. Curriculum level, District level, National level
- B. Memory, Understanding, **Reflective**
- C. Only Memory and Summative
- D. Theory and **practical**

**Answer:** B

**Explanation:** The classic levels are Memory, Understanding, and Reflective, focusing on depth of cognitive engagement.

---

**Q2.** An instructor aiming to promote *Reflective* teaching would:

- A. Ask for purely **rote recall** of definitions
- B. Encourage **critical thinking** and application of concepts
- C. Focus on **flashcards** exclusively
- D. Avoid any **problem-solving** tasks

**Answer:** B

**Explanation:** Reflective-level teaching goes beyond recall, prompting learners to analyze, synthesize, and evaluate.

---

**Q3.**

**Assertion (A):** *Understanding-level* teaching is about explaining concepts in detail.

**Reason (R):** Because it emphasizes mere **memorization** with no conceptual link.

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

**Answer:** C

**Explanation:** Understanding-level goes deeper than memorization, linking ideas conceptually; the Reason is incorrect.

---

**Q4.** A teacher who respects *individual differences* in a class might:

- A. Provide **the same rigid** tasks to all learners
- B. Use **differentiated** instruction, offering multiple ways to learn/assess
- C. Enforce uniform pace **regardless** of prior knowledge
- D. Avoid addressing **learning styles** or readiness

**Answer:** B

**Explanation:** Differentiation tailors instruction to accommodate varying levels, styles, and needs.

---

**Q5.** In a *clinical teaching* environment, the teacher should:

- A. Keep students **away** from patient contact
  - B. Provide guided opportunities for **hands-on patient interaction**
  - C. Focus only on **theory-based** notes in a classroom
-



D. Assess purely with **written** tests

**Answer:** B

**Explanation:** Clinical teaching emphasizes real patient contact, developing practical and professional skills.

**Q6.** Which statements are *true* regarding *methods of teaching*?

- (I) **Lecture** tends to be teacher-centered.
- (II) **Problem-based** learning encourages critical thinking.
- (III) **Demonstration** can enhance psychomotor skill acquisition.
- (IV) **Brainstorming** hinders creative idea generation.

- A. (I), (II), (III) only
- B. (I), (III), (IV) only
- C. (II) and (IV) only
- D. (I), (II), (III), (IV)

**Answer:** A

**Explanation:** Brainstorming *enhances* creativity, so (IV) is incorrect.

**Q7.** VARK stands for:

- A. **Visual, Aural, Read/Write, Kinesthetic**
- B. Verbal, Abstract, Reinforced, Kinetics
- C. Virtual, Alphanumeric, Recital, Kinetic
- D. Velocity, Audio, Reflex, Key

**Answer:** A

**Explanation:** VARK is a common model describing learning modality preferences—Visual, Aural, Read/Write, Kinesthetic.

**Q8.** Which teacher practice best develops *psychomotor* competencies?

- A. Giving only **written** material
- B. **Demonstrating** skills, letting students practice, and offering feedback
- C. Relying on **theory-based** lectures
- D. Encouraging purely **conceptual** discussions

**Answer:** B

**Explanation:** Hands-on demonstration with practice fosters psychomotor skill development.

**Q9.**

**Assertion (A):** *Adult learners* often bring significant real-life experience to the classroom.

**Reason (R):** Therefore, they prefer **child-like** strategies focusing on memorization.

- 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 typically want to link new learning to experiences, not rely purely on rote memorization.



**Q10.** *Reflective-level* teaching frequently involves:

- A. Students **posing questions**, analyzing, and drawing inferences
- B. Passive memorization of **facts**
- C. Emphasizing purely *one-way* communication
- D. Uniform tasks with **no** higher-order thinking

**Answer:** A

**Explanation:** Reflection demands deeper inquiry, debate, and evaluation from learners.

**Q11.** A teacher planning a *bedside teaching session* must ensure:

- A. Students never engage with **patients**
- B. **Clear objectives**, patient confidentiality, supervised practice, and feedback
- C. Only the teacher touches **medical instruments**
- D. Zero **reflection** post-patient interaction

**Answer:** B

**Explanation:** Effective bedside teaching includes set objectives, patient privacy considerations, active student involvement, and debriefing.

**Q12.** **Teacher's subject mastery** is crucial because:

- A. It fosters **confidence** and clarifies complex queries
- B. Learners prefer purely **superficial** knowledge
- C. It eliminates the need for **any** teaching strategy
- D. It ensures teacher **dominance** only

**Answer:** A

**Explanation:** Deep content knowledge helps the teacher address questions effectively and build credibility.

## UNIT 2: Communication (Q13-Q24)

**Q13.** A *major barrier* to **intercultural communication** can be:

- A. An environment of **respect and curiosity**
- B. Using **visuals** that resonate across cultures
- C. **Stereotyping** or biases about certain cultural groups
- D. Offering translations or **bilingual** support

**Answer:** C

**Explanation:** Stereotypes hinder open communication by imposing preconceived notions on interactions.

**Q14.** **Non-verbal** signals that positively reinforce a teacher's verbal message include:

- A. Turning **back** to the class while speaking
- B. Maintaining *appropriate eye contact* and a supportive facial expression
- C. Crossing arms and **frowning**
- D. Speaking in a **monotone** voice

**Answer:** B

**Explanation:** Positive eye contact, open posture, and friendly expressions show engagement and consistency with verbal



content.

---

**Q15.**

**Assertion (A): Active listening** fosters clearer communication in the classroom.

**Reason (R):** By actively listening, teachers can address misunderstandings **promptly**.

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

**Answer:** A

**Explanation:** Prompt clarification is central to active listening, thus improving overall communication flow.

---

**Q16.** Effective **doctor-patient communication** calls for:

- A. Minimal empathic concern for **time efficiency**
- B. **Clear explanations** in understandable language, addressing the patient's worries
- C. Primarily advanced **medical jargon**
- D. Encouraging **no** patient questions

**Answer:** B

**Explanation:** Patients benefit from empathy and plain-language explanations, improving trust and adherence.

---

**Q17. Classroom communication** is enriched by:

- A. Only teacher talk with **no** feedback loops
- B. Checking for **student understanding** and encouraging reciprocal interaction
- C. Maintaining the teacher's notes as **secret**
- D. Dismissing **non-verbal** signals

**Answer:** B

**Explanation:** Two-way communication that checks for student comprehension leads to better learning and engagement.

---

**Q18. Mass media** influences society by:

- A. Reaching a **narrow** audience in closed settings
- B. Disseminating information and **shaping opinions** on issues
- C. Ensuring minimal **impact** on public viewpoint
- D. Relying solely on **in-person** transmissions

**Answer:** B

**Explanation:** Mass media can widely distribute info, shaping collective views on various topics.

---

**Q19.** In the basic **communication process**, "**encoding**" is done by:

- A. The **receiver**, interpreting the message
  - B. The **teacher** or speaker, formulating the message into communicable form
  - C. The channel, delivering data
  - D. Background **noise**, interfering with message clarity
-



**Answer: B**

**Explanation:** Encoding is the sender's process of converting thoughts into symbols or words.

**Q20.** Which are *true* about **teacher-learner communication**?

- (I) It can be **two-way** if the teacher invites questions.
- (II) One-way teacher lecturing **maximizes** feedback.
- (III) **Clarity** and **listening** are key components.
- (IV) Overuse of jargon can **confuse** students.

- A. (I), (III), (IV) only
- B. (I), (II), (III) only
- C. (II) and (III) only
- D. (I), (II), (III), (IV)

**Answer: A**

**Explanation:** (II) is incorrect as one-way lectures generally *reduce* feedback opportunities.

**Q21.** Which approach fosters **effective** teacher-learner interaction?

- A. Conducting a lecture with **no** opportunity to clarify
- B. Using *questioning*, group discussion, and feedback loops
- C. Encouraging **silence** from students
- D. Maintaining a strictly **authoritarian** stance

**Answer: B**

**Explanation:** Interactive strategies support active communication and deeper comprehension.

**Q22.** A teacher using **visual aids** effectively:

- A. Presents **irrelevant** images that distract from content
- B. Integrates diagrams or pictures that **illustrate key points**
- C. Avoids visuals entirely to ensure **verbal** clarity
- D. Overloads slides with **tiny** text

**Answer: B**

**Explanation:** Relevant, well-designed visuals can reinforce or clarify verbal explanations.

**Q23.** **Intercultural** communication success often requires:

- A. Emphasizing only **one** cultural norm
- B. Carefully choosing examples that are **culturally inclusive**
- C. Prohibiting **student involvement**
- D. Telling students to adapt to the teacher's **culture** exclusively

**Answer: B**

**Explanation:** Inclusive examples help ensure all cultural backgrounds feel represented and respected.

**Q24.**

**Assertion (A):** Teachers should occasionally **paraphrase** students' responses.



**Reason (R):** It confirms the teacher's **understanding** of student input and fosters clarity.

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

**Answer:** A

**Explanation:** Paraphrasing verifies and clarifies learners' ideas, preventing misunderstandings.

---

### UNIT 3: Classroom Management (Q25-Q36)

**Q25.** A key principle of **classroom management** is to:

- A. Encourage a(n) **organized** environment that supports learning
- B. Maintain **constant chaos** to spark creativity
- C. Avoid setting **any** rules or routines
- D. Demean students publicly to enforce order

**Answer:** A

**Explanation:** Effective management provides structure and safety, fostering better learning conditions.

**Q26.** Strategies for reducing **disciplinary issues** might include:

- (I) Setting **clear** expectations from the start
- (II) Providing *engaging* tasks matched to students' abilities
- (III) Consistently **ignoring** misbehavior
- (IV) Using positive **reinforcement** for appropriate behavior

- A. (I), (II), and (IV) only
- B. (I), (III), and (IV) only
- C. (II) and (IV) only
- D. (I), (II), (III), (IV)

**Answer:** A

**Explanation:** (III) is unhelpful—ignoring misbehavior consistently can worsen discipline problems.

**Q27.** In an **inclusive** classroom, the teacher addresses diverse needs by:

- A. Providing only **one** method and expecting all to adapt
- B. Encouraging **peer support**, using various instructional materials, and offering accommodations
- C. Segregating students with different needs to a **separate** space
- D. Focusing only on academically **strong** learners

**Answer:** B

**Explanation:** Inclusivity ensures all learners can participate meaningfully, with supportive strategies and resources.

**Q28.** A teacher using a **proactive** approach to classroom management might:

- A. Wait for repeated **misbehavior** before setting rules
- B. Start the year with **structured routines**, clarifying behavior expectations
- C. Encourage teacher's **arbitrary** punishments



D. Rarely address **minor** issues early

**Answer:** B

**Explanation:** Proactive management prevents problems by establishing procedures and expectations upfront.

**Q29.**

**Assertion (A):** A *positive* classroom climate promotes higher student engagement.

**Reason (R):** Students are more motivated when they feel **respected** and supported.

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

**Answer:** A

**Explanation:** When learners sense respect and support, they invest more effort and participate actively.

**Q30. Engagement** in class can be enhanced by:

- A. Overloading students with long, **uninterrupted lectures**
- B. Offering **variety** in activities, real-world examples, and interactive tasks
- C. Penalizing questions as **disruptive**
- D. Expecting all students to remain **silent**

**Answer:** B

**Explanation:** Interactive, varied, and relevant methods keep learners focused and motivated.

**Q31.** In a skill-lab environment, good management might:

- A. Forbid any **hands-on** attempts until final day
- B. Provide stepwise **demonstration**, allocated practice, and immediate feedback
- C. Demand rote memorization of **lab manuals** only
- D. Minimize the **teacher's presence** during practice

**Answer:** B

**Explanation:** Demonstrations and monitored practice with feedback support effective psychomotor learning.

**Q32.** A teacher fosters **motivation** by:

- A. Assigning tasks with **no** relevance or clarity
- B. Using threats or humiliation
- C. Offering **challenging but achievable** goals, celebrating efforts, and giving timely feedback
- D. Keeping students in the **dark** about progress

**Answer:** C

**Explanation:** Setting attainable goals, acknowledging progress, and providing feedback all stimulate motivation.

**Q33. Discipline problems** often arise when:

- A. The teacher uses **structured** routines and engaging lessons
- B. Student **engagement** is high



- C. Rules are **consistently enforced**  
D. Tasks are **boring**, instructions are unclear, or students feel undervalued

**Answer:** D

**Explanation:** Boredom, confusion, or feeling disregarded can spur disruptive behaviors.

**Q34.** Features of an effective **classroom management** approach include:

- (I) **Clear** guidelines or rules  
(II) **Random** consequences varying daily  
(III) Consistency and **fairness**  
(IV) Encouraging **positive** behaviors

- A. (I), (III), (IV) only  
B. (I) and (II) only  
C. (II) and (IV) only  
D. (I), (II), (III), (IV)

**Answer:** A

**Explanation:** Random or unpredictable consequences can foster uncertainty; consistent fairness is preferred.

**Q35.** A teacher dealing with a **diverse classroom** might:

- A. Use the **same** single approach for every lesson  
B. Incorporate **multiple** methods: group work, visuals, kinesthetic tasks, etc.  
C. Segregate learners by **ability** at all times  
D. Never attempt to adapt to **language differences**

**Answer:** B

**Explanation:** Diversity calls for flexible, inclusive strategies that accommodate varied learning needs.

**Q36.** In setting **class rules** at the semester's start, a teacher should:

- A. Impose them **unilaterally** with no explanation  
B. Involve students in **constructing** or agreeing on them, ensure clarity  
C. Keep them **secret** until problems occur  
D. Change them daily without notice

**Answer:** B

**Explanation:** Involving students can create ownership and clarity, improving adherence and respect for rules.

## UNIT 4: Assessment Methods (Q37-Q48)

**Q37. Formative** assessment is mainly about:

- A. Generating the **final grade**  
B. Providing **ongoing** feedback during learning  
C. Comparing student performance across regions  
D. Ensuring **no** feedback is given

**Answer:** B

**Explanation:** Formative assessments guide improvements by offering feedback throughout the learning process.



---

**Q38. Summative** assessment typically occurs:

- A. **Mid-lesson** every day
- B. **At the end** of a course or unit for final evaluation
- C. Only when the teacher wants **informal** feedback
- D. As part of a continuous improvement cycle

**Answer:** B

**Explanation:** Summative measures final performance at course end for certification/grades.

---

**Q39. A diagnostic** assessment:

- A. Focuses on **grading** for final certification
- B. Is always done **after** final exams
- C. Identifies **current** strengths/weaknesses early or prior to instruction
- D. Summarizes learning **after** completion

**Answer:** C

**Explanation:** Diagnostic tests help place learners or shape instruction by detecting baseline knowledge or misconceptions.

---

**Q40.**

**Assertion (A): Long case** exams in clinical training assess comprehensive skills.

**Reason (R):** They only address **paper-based** knowledge, not real interactions.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct, but (R) doesn't explain (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

**Answer:** C

**Explanation:** A long case involves real or simulated patient work-up, going beyond purely theoretical knowledge.

---

**Q41. An OSCE** (Objective Structured Clinical Exam) generally includes:

- A. **Stations** testing specific clinical tasks with standardized checklists
- B. One single **essay** question about diseases
- C. No **practical** demonstration of skills
- D. Random scenario with **no** structured approach

**Answer:** A

**Explanation:** OSCE uses multiple stations, each focusing on a targeted skill, with objective criteria.

---

**Q42. CBCS** (Choice Based Credit System) emphasizes:

- A. Zero **internal** or continuous assessments
- B. Strictly **lecture**-based final exam approach
- C. Continuous evaluation, **flexibility** in course selection, and credit-based modules
- D. No **practical** components

**Answer:** C

---



---

**Explanation:** CBCS allows students to choose electives, fosters continuous assessments, and organizes content into credits.

---

**Q43. Peer assessment** helps learners:

- A. Blindly rely on **teacher** alone
- B. Practice **evaluative** skills, see others' approaches, and reflect on their own work
- C. Keep **feedback** to themselves
- D. Avoid discussing **assessment criteria**

**Answer:** B

**Explanation:** By assessing peers, students sharpen their own understanding of quality criteria and improve self-reflection.

---

**Q44.** Which statements about **formative** assessment are correct?

- (I) It's done **during** instruction.
- (II) It provides **immediate** constructive feedback.
- (III) It decides the **final** grade only.
- (IV) It helps **modify** teaching as learning progresses.

- 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:** (III) is more typical of summative assessment.

---

**Q45. Structured oral exams** typically involve:

- A. A set of **standardized** questions with consistent scoring guidelines
- B. Random, ad-hoc queries with **no** uniformity
- C. No possibility for **objective** assessment
- D. Assessing only **affective** domain

**Answer:** A

**Explanation:** Structured orals use predefined questions and rating scales for consistent, fair evaluation.

---

**Q46.** The main difference between **formative** and **summative** assessment is:

- A. *Purpose and timing*—formative is ongoing for improvement, summative is final for certification
- B. Summative focuses on **feedback** while formative on **grades**
- C. Formative is more **stressful**
- D. Summative always uses **practical** tasks, while formative is purely **written**

**Answer:** A

**Explanation:** Formative informs improvements during the course, summative evaluates final achievement.

---

**Q47.** In a professional course, to verify **psychomotor competence**, the teacher might:

- A. Rely on **MCQ** tests exclusively



- B. Conduct an **OSCE** or direct observation of skill performance
- C. Use a purely **theoretical** essay test
- D. Evaluate **attendance** as the only measure

**Answer:** B

**Explanation:** Psychomotor abilities are best assessed through performance-based methods like OSCE.

**Q48. Placement evaluation** aims to:

- A. Summarize final **achievement** at course end
- B. Provide **grading** for certification
- C. Determine a student's **starting level** of knowledge/skill for appropriate grouping
- D. Evaluate teacher's **performance** only

**Answer:** C

**Explanation:** Placement helps group or track learners before instruction begins.

## UNIT 5: Educational Technologies (Q49-Q60)

**Q49. Blended learning** typically merges:

- A. Entirely offline classes with **no** technology
- B. Entirely online courses with **no** face-to-face interaction
- C. **Face-to-face** methods plus online/digital components
- D. No established method for content delivery

**Answer:** C

**Explanation:** Blended learning combines the strengths of both in-person and online modalities.

**Q50.** A teacher using an **LMS** can:

- A. Automate **assignment collection** and provide immediate feedback for quizzes
- B. Avoid giving **any** instructions
- C. Conduct classes only in **chalk-and-talk** style
- D. Focus solely on **handwritten** communication

**Answer:** A

**Explanation:** An LMS supports digital assignment submission, automated grading (for certain question types), and feedback tools.

**Q51.** Which tool is suitable for *real-time* remote teaching?

- A. **Video conferencing** software (e.g., Zoom, MS Teams)
- B. Sending email updates once a **month**
- C. A purely **paper-based** newsletter
- D. Pre-recorded videos with **no** live Q&A

**Answer:** A

**Explanation:** Live video conferencing allows synchronous interaction, immediate Q&A, and collaborative features.

**Q52.**



**Assertion (A): MOOCs** can accommodate large enrollments.

**Reason (R):** They are usually **online** with open registration and minimal seat constraints.

- A. Both (A) and (R) are correct, (R) is the correct explanation of (A).
- B. Both (A) and (R) are correct but (R) is not explanation of (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

**Answer: A**

**Explanation:** MOOCs rely on scalable digital platforms, enabling many learners simultaneously.

**Q53.** Which statements are *true* about **ICT-based** assessment?

- (I) It can offer **immediate feedback**.
- (II) It's always **manual** and time-consuming to grade.
- (III) It can incorporate **multimedia** elements in questions.
- (IV) It can track detailed **performance analytics**.

- A. (I), (III), and (IV) only
- B. (I) and (II) only
- C. (II), (III), and (IV) only
- D. (I), (II), (III), (IV)

**Answer: A**

**Explanation:** ICT-based tests can auto-grade and analyze data quickly. (II) is the opposite of typical ICT advantages.

**Q54. Virtual labs** help learners by:

- A. Replicating *practical experiments* in a safe digital environment
- B. Eliminating **visual** elements from the experiment
- C. Replacing the teacher's role entirely
- D. Focusing on **rote memorization**

**Answer: A**

**Explanation:** Virtual labs simulate hands-on experiences when real lab resources are limited or to provide extra practice.

**Q55.** A teacher harnessing **educational apps** might use them to:

- A. Provide no **interaction** or practice tasks
- B. Let students engage with **gamified quizzes**, interactive exercises, etc.
- C. Restrict all usage to **the teacher only**
- D. Force a purely **passive** reading approach

**Answer: B**

**Explanation:** Many educational apps encourage interactive, gamified learning with immediate feedback.

**Q56. SWAYAM** (India) is:

- A. A private tutoring **agency** offline
- B. A platform offering **online courses** (MOOCs) from recognized institutions
- C. A method for **communicating** with only local students
- D. Exclusive to **paper-based** materials



**Answer:** B

**Explanation:** SWAYAM provides massive open online courses for varied subjects under government initiatives.

**Q57.** To conduct a **flipped classroom** approach using ICT, a teacher might:

- A. Make students watch **lecture videos** before class and do **problem-solving** in class
- B. Rely solely on an **end-of-term** lecture
- C. Use only **printed** textbooks with no pre-class assignment
- D. Minimize **any** group activities

**Answer:** A

**Explanation:** Flipped classrooms shift content delivery before class, reserving in-class time for deeper exploration and collaboration.

**Q58.** A challenge of **purely online** learning is:

- A. **Physical** access to content from anywhere
- B. Increased **face-to-face** social cues
- C. **Decreased** in-person social interaction and immediate hands-on guidance
- D. Potential for **automated** feedback

**Answer:** C

**Explanation:** A known drawback of fully virtual formats is the limited direct social presence and real-time hands-on supervision.

**Q59.** An **interactive whiteboard** can help teachers:

- A. Provide purely **chalk** without digital features
- B. Blend **multimedia** resources (images, videos, annotations) in real time
- C. Restrict student engagement further
- D. Keep **static** slides with no adjustments

**Answer:** B

**Explanation:** Interactive boards allow dynamic annotation, embedding multimedia, and more engaging presentations.

**Q60.** A teacher wanting **real-time quizzes** and instant poll results might use:

- A. A **paper** worksheet
- B. A **live audience response** tool (e.g., Kahoot, Mentimeter)
- C. Email-based feedback after many weeks
- D. No digital platform

**Answer:** B

**Explanation:** Audience-response systems allow immediate responses, poll results, and quick feedback in class.

## UNIT 6: Educational Psychology (Q61-Q72)

**Q61. Educational psychology** primarily informs teachers about:

- A. The **financial** budgeting of schools
- B. **How** learners think, grow, and are motivated, plus how to adapt teaching
- C. Restricting any **developmental** knowledge



D. Government policies on **infrastructure**

**Answer:** B

**Explanation:** Understanding cognitive processes, development, and motivation helps teachers improve instruction.

**Q62.** In **Piaget's** theory, the **sensorimotor** stage (0-2 yrs) is marked by:

- A. **Symbolic** thinking with no reliance on senses
- B. Learning primarily through **sensory** exploration and motor activities
- C. Capable of advanced **abstract** operations
- D. Mastery of **logical** reasoning

**Answer:** B

**Explanation:** Babies learn by sensing and physically interacting, developing object permanence near the stage's end.

**Q63.** **Vygotsky** introduced the concept of:

- A. **Reinforcement** schedules
- B. **Zone of Proximal Development (ZPD)**
- C. Hierarchy of **basic needs**
- D. Psychoanalytic stages of **childhood**

**Answer:** B

**Explanation:** Vygotsky's ZPD is the gap between what a learner can do alone and what they can achieve with guidance.

**Q64.** **Bronfenbrenner's** exosystem includes:

- A. The child's **immediate** contacts (family, peers)
- B. Indirect influences (like a parent's workplace) that **affect** the child
- C. Broad cultural **values**
- D. The child's direct **classroom** environment

**Answer:** B

**Explanation:** The exosystem involves external settings indirectly influencing the child's life (e.g., parental workplace).

**Q65.** Which statements reflect **Maslow's** hierarchy of needs?

- (I) Psychological well-being requires addressing basic **physiological** needs first.
- (II) **Safety** comes after physiological needs.
- (III) **Belonging** and esteem needs precede self-actualization.
- (IV) The order can never vary based on circumstances.

- A. (I), (II), (III) only
- B. (I), (II), (IV) only
- C. (II), (III), (IV) only
- D. (I), (II), (III), (IV)

**Answer:** A

**Explanation:** Generally, Maslow's hierarchy is sequential, but real-life contexts sometimes reorder. (IV) is not strictly true.

**Q66.** **Egocentrism** is a concept in Piaget's theory primarily associated with the:



- A. **Formal operational** stage
- B. **Preoperational** stage (2–7 yrs)
- C. **Sensorimotor** stage
- D. **Concrete operational** stage

**Answer:** B

**Explanation:** Preoperational children show egocentric thinking, struggling to see perspectives different from their own.

**Q67. Educational psychology** helps teachers:

- A. Rely solely on *personal intuition* without any research basis
- B. Understand learning processes, **motivation** strategies, and manage diverse classrooms
- C. Ensure minimal **interaction** with learners
- D. Overlook **cognitive development** issues

**Answer:** B

**Explanation:** The field integrates theory/research to guide effective, developmentally appropriate teaching practices.

**Q68. In Vygotsky's** approach, *scaffolding* is about:

- A. Forcing learners to do tasks **fully alone**
- B. Gradual **support** and guidance, which is removed as competence grows
- C. Relying on purely **text-based** instructions
- D. Keeping the **same** level of assistance always

**Answer:** B

**Explanation:** Scaffolding tailors help to meet learners' needs, then reduces assistance as they gain mastery.

**Q69. The affective** domain in learning concerns:

- A. Acquiring **physical** motor skills
- B. Development of **attitudes, values, and emotional responses**
- C. Mastery of complex **theoretical** concepts
- D. Strictly focusing on **written** tasks

**Answer:** B

**Explanation:** Affective domain includes emotional and attitudinal growth, moral values, etc.

**Q70. A teacher** using **constructivist** principles will:

- A. Provide **lectures** only, no student input
- B. Help learners construct knowledge by **connecting** new info to prior experiences
- C. Avoid all **discussion** or reflection
- D. Mandate **rote** memorization

**Answer:** B

**Explanation:** Constructivism emphasizes learners actively building on their existing mental frameworks.

**Q71. Formal operational** thought (~11+ yrs) includes the ability to:

- A. Think only in **concrete** terms
- B. Evaluate **hypothetical** scenarios systematically



- C. Show purely **sensorimotor** learning
- D. Exhibit no **abstract** reasoning

**Answer:** B

**Explanation:** Formal operations allow abstract, hypothetical, and systematic thinking.

**Q72.** A teacher referencing **social learning** theory (Bandura) might:

- A. Ignore **modeling** or observational learning
- B. Let students learn by **observing peers** and practicing behaviors with reinforcement
- C. Prohibit any **group** demonstration
- D. Overlook **reinforcement** and feedback

**Answer:** B

**Explanation:** Bandura's theory shows learners gain behavior patterns by observing models and receiving feedback.

## UNIT 7: Andragogy in Education (Q73-Q84)

**Q73. Andragogy** specifically focuses on:

- A. Teaching approaches for **children**
- B. Instruction strategies for **adult** learners
- C. Eliminating real-life **problems** from lessons
- D. High school adolescent pedagogy

**Answer:** B

**Explanation:** Andragogy deals with adult education principles, emphasizing self-direction, experience, and immediate relevance.

**Q74.** One *core principle* of **andragogy** is:

- A. Adults prefer purely **teacher-led** instruction
- B. Adults have *accumulated experiences* they use as learning resources
- C. Adults want **no** practical applications
- D. Adult learning is mostly **child-like** and teacher-dependent

**Answer:** B

**Explanation:** Adult learners draw extensively on personal/professional experiences to contextualize new learning.

**Q75.**

**Assertion (A):** Adult learners prefer **problem-centered** approaches.

**Reason (R):** Real-life tasks often provide **immediate applicability**, aligning with adult motivations.

- A. Both (A) and (R) are correct, (R) is the correct explanation of (A).
- B. Both (A) and (R) are correct, (R) does not explain (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

**Answer:** A

**Explanation:** Adults find purpose in learning when it addresses real-world problems with direct relevance.



---

**Q76. Self-directed** learning in adults suggests they:

- A. Look to the teacher for **all** solutions
- B. Rely on **external** motivation only
- C. Often set **their own goals**, identify resources, and evaluate progress
- D. Dislike connecting tasks to **past experiences**

**Answer:** C

**Explanation:** Self-directed learners actively shape and assess their learning pathways, guided by personal/professional goals.

---

**Q77.** Which characteristic is typical of adult learners?

- A. Interest in tasks with **no** real-life relevance
- B. Enjoying purely **rote** routines
- C. Seeking immediate **practical** utility and problem-solving
- D. Preferring minimal **control** over the learning process

**Answer:** C

**Explanation:** Adults want learning that's practical and applicable to their personal or professional context.

---

**Q78. Knowles** identified that adult learners are typically:

- A. Unmotivated to **learn**
- B. Dependent and **indifferent** to personal experiences
- C. Highly **self-motivated** when topics are relevant
- D. Resistant to **hands-on** methods

**Answer:** C

**Explanation:** Adults are motivated by internal factors and see learning as a way to solve real problems or achieve goals.

---

**Q79.** Principles of **andragogy** include:

- (I) Adults need to know **why** they learn something.
- (II) They rely heavily on **experience** as a resource.
- (III) They prefer *child-centered* rote learning.
- (IV) They desire **problem-oriented** tasks.

- A. (I), (II), (IV) only
- B. (I), (III), and (IV) only
- C. (II) and (III) only
- D. (I), (II), (III), (IV)

**Answer:** A

**Explanation:** (III) is incorrect; andragogy emphasizes adult-specific methods, not child-based rote approaches.

---

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

- A. Provide **lecture-only** with minimal interaction
- B. Use **case studies**, role plays, or group tasks linked to participants' experiences
- C. Avoid referencing any **real-life** relevance



D. Demand only **memorization**

**Answer:** B

**Explanation:** Adults learn best with interactive, experience-based, problem-solving approaches.

---

**Q81. Immediate relevance** is crucial in adult education because:

- A. Adults prefer purely **theoretical** content that may or may not apply to their life
- B. Adults often juggle responsibilities and want to see **practical payoff** quickly
- C. They have ample **free time** for unrelated content
- D. They have **no** need for real-world application

**Answer:** B

**Explanation:** Adult learners value immediate utility to integrate new knowledge/skills into their personal or professional context.

---

**Q82.** A teacher adopting an **andragogical** approach typically:

- A. Dominates all sessions with **teacher talk**
- B. Provides *flexibility* in pacing and tasks, and encourages learner autonomy
- C. Targets only **child-level** skill-building
- D. Ignores adult experiences as **irrelevant**

**Answer:** B

**Explanation:** Adult methods emphasize autonomy, relevancy, and flexibility, leveraging learners' own experiences.

---

**Q83. Self-directed** adult learners prefer tasks that:

- A. Are **dictated** step-by-step by the teacher
- B. Lack **practical** payoff
- C. Allow them to choose approaches, draw on experiences, and apply solutions
- D. Prohibit **any** reflection or discussion

**Answer:** C

**Explanation:** They want autonomy in selecting methods, connecting tasks to real-world scenarios, and reflecting on results.

---

**Q84.**

**Assertion (A):** Adult learners thrive on **interactive**, problem-based sessions.

**Reason (R):** They typically have **previous knowledge** to integrate with new material, seeking practical outcomes.

- A. Both (A) and (R) are correct, (R) is 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:** Because adult learners bring experiences and want application, interactive problem-solving resonates well.

---



## UNIT 8: Learning & Pedagogy (Q85-Q96)

**Q85. Pedagogy** refers to:

- A. The design and practice of **teaching** strategies, historically child-focused
- B. Strictly advanced **corporate** training
- C. Eliminating teacher **involvement**
- D. A method to handle only **administrative** tasks

**Answer:** A

**Explanation:** Pedagogy is about how teaching and learning are planned, delivered, and evaluated, especially in youth education.

**Q86. Learning** can be described as:

- A. A purely **passive** absorption of information
- B. An **active**, often social process of constructing new understandings
- C. Always happening in a **vacuum** with no prior knowledge
- D. Independent of **teaching methods**

**Answer:** B

**Explanation:** Modern views see learning as active, constructive, and influenced by context and social interactions.

**Q87. Critical pedagogy** encourages:

- A. Teacher-imposed **facts** with no discussion
- B. Learners to **challenge existing knowledge**, reflect critically on social issues
- C. Relying on purely **repetitive** tasks
- D. Minimizing any **student voice**

**Answer:** B

**Explanation:** Critical pedagogy fosters questioning societal norms, analyzing power structures, and empowering learners.

**Q88. Pedagogical analysis** typically includes:

- A. Selecting a random **activity** with no objective
- B. Defining objectives, analyzing content, choosing suitable methods, and planning evaluation
- C. Refusing to outline **lesson goals**
- D. Only focusing on **test** creation

**Answer:** B

**Explanation:** Pedagogical analysis is systematic, linking objectives, content, methods, and assessment for coherent instruction.

**Q89.**

**Assertion (A): Learning objectives** guide both instruction and assessment.

**Reason (R):** Without objectives, teachers and learners may lack **direction** in the learning process.

- 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:** Objectives clarify expectations and help structure teaching methods, materials, and assessments.

**Q90. Constructive alignment** in pedagogy means ensuring:

- A. Objectives, teaching strategies, and assessment tasks are **coherently matched**
- B. A random mismatch of **content** and tests
- C. Purely teacher-driven lectures with **no** synergy in tasks
- D. Summative exams are always **unrelated** to lesson goals

**Answer:** A

**Explanation:** Constructive alignment integrates intended learning outcomes, instructional methods, and assessment design.

**Q91.** Which statements are correct about **formulating learning objectives**?

- (I) They should be **SMART** (Specific, Measurable, Achievable, Relevant, Time-bound).
- (II) They remain **hidden** from students for surprise.
- (III) They clarify *what* learners will do to demonstrate mastery.
- (IV) They do not guide **assessment** tasks.

- A. (I) and (III) only
- B. (I), (III), (IV) only
- C. (I), (II), and (III) only
- D. (II) and (IV) only

**Answer:** A

**Explanation:** Typically, objectives are shared with students and guide assessment design, so (II) and (IV) are incorrect.

**Q92.** In a **learner-centered** classroom, the teacher's role is:

- A. **Facilitator**, guiding inquiry and supporting collaboration
- B. Sole **controller** of knowledge flow
- C. Minimizing any **student** involvement
- D. Dictating **all** solutions from the front

**Answer:** A

**Explanation:** Learner-centered approaches see the teacher as a facilitator who encourages active student participation.

**Q93.** “**Compare and contrast** two theories” is typically at which **cognitive** level?

- A. Remembering
- B. Understanding
- C. **Analyzing**
- D. Evaluating

**Answer:** C

**Explanation:** Comparing and contrasting involves analysis to identify similarities/differences.

**Q94. Critical pedagogy** might ask learners to:

- A. Accept all facts **unquestioningly**



- B. Explore how knowledge is **constructed** and challenge biases
- C. Memorize definitions with no **context**
- D. Keep silent about **social** or political issues

**Answer:** B

**Explanation:** It promotes critical awareness of cultural, social, and power structures in knowledge.

**Q95.** *Higher-order thinking* tasks often require:

- A. Straight **recall** of definitions
- B. **Application**, analysis, or evaluation in new scenarios
- C. Listing facts in a **rote** manner
- D. Copying **verbatim** from notes

**Answer:** B

**Explanation:** Higher-level cognition involves applying, synthesizing, or judging knowledge in varied contexts.

**Q96.** A teacher practicing **social constructivism** might do which *first*?

- A. Provide *direct solutions* without discussion
- B. Encourage students to **collaborate**, share prior knowledge, and co-build understanding
- C. Rely on purely **individual** tasks
- D. Dismiss the importance of **peer interaction**

**Answer:** B

**Explanation:** Social constructivism sees learning as a social, interactive process where learners co-construct meaning.

**Q97.** In a **clinic-based** training session, the instructor can best evaluate *psychomotor skills* through:

- A. Purely **written** multiple-choice tests
- B. **Direct observation** while students perform procedures
- C. Group **discussion** of guidelines
- D. Listening to a **theory** presentation

**Answer:** B

**Explanation:** Psychomotor assessment relies on observing actual performance of clinical or technical tasks.

**Q98.** In a classroom with **diverse learning styles**, a teacher should:

- A. Emphasize only **one** style for all tasks
- B. Combine **visual, auditory, kinesthetic** methods where possible
- C. Forbid use of **manipulatives** or technology
- D. Provide zero **choice** for learners

**Answer:** B

**Explanation:** Variety helps address multiple learning preferences, enhancing overall understanding.

**Q99.** **Peer assessment** in a skills-lab session:

- A. Can encourage **critical reflection** and collaborative learning
- B. Always leads to **incorrect** judgments
- C. Deters students from **helping** each other



D. Is purely a **time-wasting** activity

**Answer:** A

**Explanation:** Evaluating peers fosters awareness of quality standards, deeper learning, and mutual feedback.

---

**Q100.** An *adult training workshop* focusing on **andragogy** will likely:

- A. Rely on **lectures** only for knowledge
- B. Use practical **case scenarios**, group problem-solving, and draw on participants' experiences
- C. Provide **no** reflection or real-life connection
- D. Mimic **child-level** schooling structures

**Answer:** B

**Explanation:** Adult learning methods emphasize relevant, problem-based, and experience-rich strategies.

AYURVEDBHARATI.ORG