

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

[©] Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only. Unauthorized reproduction, distribution, or commercial use is strictly prohibited.

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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





www.ayurvedbharati.org

content.

015.

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





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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 ${f two-way}$ 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 ${f culture}$ 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

[©] Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

D. Rarely address minor issues early

Answer: B

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

029.

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
- © Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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.

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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 gueries 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

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- 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.





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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 $\boldsymbol{gamified}$ $\boldsymbol{quizzes},$ 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

[©] Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only. Unauthorized reproduction, distribution, or commercial use is strictly prohibited.

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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
- © Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.

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

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:





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- 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
- © Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.



www.ayurvedbharati.org

AYURVED BHARATI®



WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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: E

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.

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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

[©] Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.







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.

084.

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.

[©] Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.



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.

[©] Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only Unauthorized reproduction, distribution, or commercial use is strictly prohibited.



WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

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 $\boldsymbol{\mathsf{all}}$ 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





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- 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.