

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. Blinely 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.