

NTET Model Question Paper 08

UNIT 1: Teaching & Training (Q1-Q12)

Q1. In a **Reflective** level of teaching, the teacher's role is to:

- A. Ensure students *memorize* pre-given notes without discussion
- B. Encourage students to **analyze** and critically question what they learn
- C. Focus entirely on **factual recall** of details
- D. Provide no **opportunity** for reflection

Answer: B

Explanation: Reflective-level teaching goes beyond memorization and fosters critical thinking and self-evaluation.

Q2. A teacher planning a **clinical bedside** teaching session should primarily:

- A. Rely on *textbook-only* discussions with no patient interaction
- B. Let students **interact** with real patients under guided supervision
- C. Demand purely **written** tests on clinical definitions
- D. Avoid **any** demonstration of practical techniques

Answer: B

Explanation: Bedside teaching thrives on direct patient engagement, allowing students to apply theoretical knowledge in real contexts.

Q3.

Assertion (A): *Memory-level* teaching emphasizes learning facts verbatim.

Reason (R): Because memory-level teaching aims at developing higher-order critical thinking.

- 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: Memory-level teaching focuses on recall, not higher-order thinking. Thus, the reason is incorrect.

Q4. A teacher wants to encourage **Understanding-level** teaching. Which strategy best supports that?

- A. Telling students to just **copy** text from the board
- B. Asking them to **interpret** and explain concepts in their own words
- C. Having them memorize **formulas** without explanation
- D. Limiting them to a **true/false** quiz

Answer: B

Explanation: Understanding-level teaching involves comprehension, explaining ideas, and clarifying relationships.

Q5. Individual differences among learners imply that a teacher should:

- A. Use a **single uniform** method for everyone
- B. Offer **differentiated** approaches and multiple learning pathways
- C. Expect identical **pace** and style from the entire class

D. Focus only on the top **achievers**

Answer: B

Explanation: Addressing individual differences requires varied instructional strategies to meet diverse needs.

Q6. In a teacher's **bedside teaching** approach, one main benefit is:

- A. Students gain purely **theoretical** knowledge
- B. Enhancing **psychomotor skills** with real patient interactions
- C. Relying on simulations with **no** practical exposure
- D. Students remain **passive** observers

Answer: B

Explanation: Bedside teaching pairs theoretical knowledge with hands-on, real-world patient care, improving clinical competencies.

Q7. Which statements are *true* about **VARK** learning styles?

(I) "V" stands for Visual.

(II) "A" stands for Auditory or Aural.

(III) "R" stands for Reading/Writing.

(IV) "K" stands for Kinetics only.

A. (I), (II), (III) only

B. (I), (II), (III), (IV)

C. (I) and (III) only

D. (II), (III), (IV) only

Answer: A

Explanation: The "K" in VARK stands for Kinesthetic, not purely "Kinetics." The first three expansions are correct.

Q8. For **psychomotor** training, a teacher should:

- A. Provide only **lectures** on theory
- B. Demonstrate skills, let students practice, and give feedback
- C. Focus on reading **text documents**
- D. Encourage purely **written** tests

Answer: B

Explanation: Psychomotor competencies are best developed through modeling, practice, and corrective feedback.

Q9. Which factor is *least* critical in **effective teaching**?

- A. Teacher's **knowledge** of subject matter
- B. Teacher's skill in **communication**
- C. Teacher's ability to **manage** the class
- D. Teacher's **personal** interest in extracurricular sports

Answer: D

Explanation: While personal interests can help rapport, they are not essential to the direct effectiveness of teaching compared to subject mastery, communication, and class management.

Q10. An instructor using the **Reflective** level of teaching might ask students to:

- A. Recite definitions from memory
- B. Evaluate multiple **perspectives** on a given topic and justify their stance
- C. Quietly copy the teacher's **notes** without question
- D. Submit only **true/false** answers

Answer: B

Explanation: Reflective-level teaching involves analyzing and evaluating various viewpoints, not mere recall.

Q11.

Assertion (A): Adult learners bring a wealth of life experience to the learning setting.

Reason (R): Therefore, teachers should adopt purely **child-focused** methods.

- 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: Adult learners prefer methods that leverage experiences, not child-centered rote instruction.

Q12. A teacher fostering *Understanding*-level teaching must:

- A. Provide **practical examples** and ensure learners see conceptual links
- B. Limit all sessions to **note memorization**
- C. Focus only on **teacher talk** with no discussion
- D. Assign tasks requiring only **yes/no** answers

Answer: A

Explanation: Understanding-level fosters conceptual clarity, examples, and deeper comprehension rather than rote memorization.

UNIT 2: Communication (Q13-Q24)

Q13. A teacher practicing **two-way communication** would:

- A. Deliver a monologue with **no** student input
- B. Frequently ask for **student feedback**, clarifying doubts as they arise
- C. Ignore any **non-verbal** cues from learners
- D. Show **minimal** concern for whether students understand

Answer: B

Explanation: Two-way communication means interactive dialogue—soliciting questions, feedback, and clarifications.

Q14. Non-verbal communication can *reinforce* a teacher's message through:

- A. Disengaged body language and **frowning**
- B. **Appropriate gestures**, tone, and eye contact matching verbal content
- C. Speaking too **softly** to be heard

D. Continually reading from **notes** with no expression

Answer: B

Explanation: Non-verbal cues (posture, gestures, eye contact, tone) that align with verbal teaching create clarity and emphasis.

Q15. Doctor-patient communication benefits greatly from:

- A. Using only **medical jargon** to impress
- B. Ignoring patient's **emotional** concerns
- C. **Empathetic** listening and simple language
- D. Dismissing the patient's **questions** as irrelevant

Answer: C

Explanation: Effective doctor-patient communication includes empathy, clarity, and addressing emotional concerns in accessible language.

Q16. An example of *intercultural communication* success in class is:

- A. Teacher using references **only** from one culture
- B. Adapting examples and language so that **all** cultural groups can relate
- C. Enforcing one **dominant** cultural perspective
- D. Expecting students to keep their **cultural differences** hidden

Answer: B

Explanation: Intercultural communication fosters inclusivity by providing culturally diverse references and acknowledging differences.

Q17.

Assertion (A): Mass media has significant societal impact on health, education, and public opinion.

Reason (R): Mass media is a local, **small-scale** method reaching only few people.

- 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: Mass media typically has a wide reach, thus strongly influencing public views—(R) is incorrect.

Q18. Effective teacher-learner communication might incorporate:

- A. Checking comprehension through **open-ended** or discussion questions
- B. Relying solely on teacher's **one-way** announcements
- C. Substituting **technical jargon** that confuses students
- D. Never clarifying **misconceptions**

Answer: A

Explanation: Open-ended questions invite deeper responses and help diagnose misunderstandings, enhancing communication effectiveness.



Q19. One-way communication in a classroom is typical of:

- A. Teacher encouraging **open dialogue**
- B. Teacher giving a **lengthy lecture** with no questions from students
- C. Students actively responding to teacher's **prompts**
- D. Group **discussion** formats

Answer: B

Explanation: One-way communication is characteristic of uninterrupted lectures where the teacher is the sole speaker.

Q20. A major **barrier** to effective communication can arise from:

- A. **Clear**, structured instructions
- B. Encouraging **student** clarifications
- C. **Cultural misunderstandings** or stereotypical assumptions
- D. Proper **use** of gestures supporting content

Answer: C

Explanation: Cultural misinterpretations and stereotypes often lead to confusion or resentment, undermining open communication.

Q21. A teacher using **active listening** skills will:

- A. Frequently **interrupt** student comments
- B. **Paraphrase** student's points and confirm understanding
- C. Show boredom and **disinterest**
- D. Never ask **follow-up** questions

Answer: B

Explanation: Active listening involves paraphrasing, summarizing, and clarifying learners' ideas to ensure mutual understanding.

Q22. Communication is considered **intercultural** when:

- A. Participants share the **same** cultural background
- B. People from **different** cultural backgrounds interact, requiring understanding of diverse norms
- C. It is limited to one's **local community**
- D. It ignores **linguistic** differences

Answer: B

Explanation: Intercultural communication involves bridging differences in cultural practices, languages, and norms.

Q23. In **classroom communication**, encoding is done by:

- A. The **teacher**, forming verbal or symbolic messages
- B. The **students** receiving and interpreting messages
- C. External environment or **noise**
- D. The medium or **channel** used

Answer: A

Explanation: Encoding is how the teacher transforms thoughts into communicable signals (words, visuals).



Q24. Teacher-learner dialogue is **two-way** if:

- A. The teacher **dominates** all speaking
- B. Only the teacher **asks** rhetorical questions
- C. Students have **opportunities** to share thoughts, ask questions, and receive clarifications
- D. Students remain **silent** out of fear

Answer: C

Explanation: Two-way means reciprocal communication—learners and teacher both contribute actively.

UNIT 3: Classroom Management (Q25-Q36)

Q25. Classroom management primarily aims to:

- A. Promote an environment where **teaching-learning** can flourish with minimal disruption
- B. Focus exclusively on punishing **misbehaviors**
- C. Keep a **chaotic** atmosphere for spontaneity
- D. Neglect the need for structured **rules**

Answer: A

Explanation: Effective management supports a safe, orderly environment conducive to learning.

Q26. Inclusive classroom management means:

- A. Strictly segmenting students by **ability**
- B. Providing **adaptations** and varied strategies for diverse learners
- C. Offering the **same** method to all, ignoring differences
- D. Having no **routines**

Answer: B

Explanation: Inclusion requires modifying tasks and approaches so everyone can fully participate.

Q27. A teacher using a **proactive** management style might:

- A. Wait for repeated disruptions before acting
- B. Set **clear routines**, expectations, and actively engage learners from day one
- C. Never clarify **behavior** expectations
- D. React only with **harsh punishments**

Answer: B

Explanation: Proactivity includes establishing guidelines early, teaching procedures, and engaging students to prevent issues.

Q28. Which statements about **discipline** are correct?

- (I) Clear, **consistent** rules can reduce misbehavior.
- (II) Random or **public humiliation** fosters long-term respect.
- (III) Positive **reinforcement** helps encourage desired behaviors.
- (IV) Strict, heavy-handed approaches **always** get best results.

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

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

Answer: A

Explanation: Public humiliation (II) and severe heavy-handedness (IV) often backfire; consistent rules and positive feedback are more effective.

Q29. Motivation in class increases when the teacher:

- A. Ignores student needs and **interests**
- B. Only uses monotonous, **unchallenging** tasks
- C. Presents **challenging but doable** tasks and celebrates efforts
- D. Publicly **shames** mistakes

Answer: C

Explanation: Offering tasks that stretch students but are achievable, plus recognizing progress, fosters motivation.

Q30. Engagement is best sustained by:

- A. Lecturing in a **monotone** for an hour
- B. **Interactive** methods, variety in presentation, and regular checks for understanding
- C. No **student** involvement, purely teacher focus
- D. Frequent emphasis on **punishment** for mistakes

Answer: B

Explanation: Active, varied, and participatory approaches keep students involved and attentive.

Q31.

Assertion (A): Routines and procedures reduce classroom confusion.

Reason (R): Students know **exactly** what's expected in transitions and tasks.

- 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: Routines create structure, clarifying what students should do, especially during transitions or group work.

Q32. A teacher in a skill lab manages effectively by:

- A. Providing **unclear** instructions
- B. Offering a **step-by-step demonstration**, safety guidelines, and guided practice
- C. Letting students guess **procedures** with no feedback
- D. Never intervening when students make **errors**

Answer: B

Explanation: Well-structured demonstration, safety, and supervised practice help build and refine practical skills.

Q33. Disruptions often decrease when:

- A. Lessons are **irrelevant** to students' needs
- B. The teacher **monitors** the class, engages learners, and addresses issues promptly
- C. The teacher remains **inactive** and rarely interacts
- D. Boredom is allowed to persist

Answer: B

Explanation: Active supervision, meaningful tasks, and timely redirection reduce off-task or disruptive behaviors.

Q34. In an **inclusive** environment, the teacher might:

- A. Only cater to the **majority** while neglecting special needs
- B. Encourage **peer collaboration**, differentiate tasks, and adapt resources
- C. Group learners by **labels**
- D. Dismiss the importance of **assistive aids**

Answer: B

Explanation: Inclusivity means adapting instruction, materials, grouping strategies, and providing peer support to accommodate all learners.

Q35. Personal approach to classroom management implies:

- A. Relying on teacher's **style** plus professional principles, adjusting to student needs
- B. Uniform policies with **no** flexibility
- C. Avoiding reflection on **what works**
- D. Copying an external approach **without** adaptation

Answer: A

Explanation: Personal approach means applying proven management strategies in a way that aligns with the teacher's personality and the classroom context.

Q36. In clinical or practical settings, good management includes:

- A. Overloading students with **theory** but no demonstration
- B. Creating a **safe**, structured environment for skill development, with immediate feedback
- C. Prohibiting **question** sessions
- D. Accepting **errors** without correction

Answer: B

Explanation: Real or simulated practice, guidelines for safe procedures, and consistent feedback are essential in practical, clinical training.

UNIT 4: Assessment Methods (Q37-Q48)

Q37. Formative assessment is characterized by:

- A. Occurring at the **end** of the course for final grading
- B. Providing ongoing **feedback** during learning to adjust teaching
- C. Only being used to **compare** learner ranks
- D. Having no **impact** on instruction

Answer: B

Explanation: Formative assessment is used throughout the instructional process to diagnose needs, refine teaching, and guide student improvement.

Q38. *Summative assessment* typically:

- A. Happens **throughout** each lesson daily
- B. Is used to measure learning **outcomes** after a unit or course
- C. Provides frequent **feedback** to modify teaching mid-way
- D. Replaces the need for **final** grading

Answer: B

Explanation: Summative assessments evaluate cumulative learning at the conclusion of instruction for certification or final grading.

Q39. *Diagnostic assessment* mainly:

- A. Identifies **gaps** or misconceptions early, guiding targeted intervention
- B. Summarizes final performance for **official** transcripts
- C. Involves purely **long essays**
- D. Is never used for **placement** decisions

Answer: A

Explanation: Diagnostic tests discover strengths/weaknesses to tailor teaching or remedial measures before advanced instruction.

Q40. An **Objective Structured Clinical Exam (OSCE)**:

- A. Assesses only **theory** with no practical tasks
- B. Typically uses *multiple stations*, each testing a specific skill with standardized checklists
- C. Is an **oral viva** with no structure
- D. Relies on a single **essay** question

Answer: B

Explanation: OSCE is a multi-station, performance-based approach assessing various clinical and communication skills objectively.

Q41. A **Long Case** assessment in medical education involves:

- A. Only a *two-minute* patient interview
- B. A *comprehensive* evaluation of a real or simulated patient (history, exam, management)
- C. Purely **multiple-choice** questions on diseases
- D. Minimal or no **interaction** with the patient

Answer: B

Explanation: Long case examinations test the student's ability to conduct a thorough patient work-up and propose a treatment plan.

Q42. In **CBCS** (Choice Based Credit System), which statements are correct?

- (I) Students can choose from **electives** outside their major.
- (II) Only a single **theory** exam decides the grade.
- (III) Continuous assessment is often **incorporated**.
- (IV) Practical or skill-based components can carry **credit** weight.

- A. (I), (III), and (IV) only

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

Answer: A

Explanation: CBCS generally includes electives, continuous assessments, and practical components. (II) is incorrect—CBCS typically has multiple modes of assessment.

Q43. Peer assessment encourages:

- A. Students to rely solely on **teacher's** feedback
- B. Collaborative **evaluation** where learners critique each other's work and learn from it
- C. Minimizing **discussion** of quality standards
- D. No reflection on **peer suggestions**

Answer: B

Explanation: Peer assessment fosters reflective thinking about criteria and encourages constructive critique among learners.

Q44. Formative assessments primarily help:

- A. Summarize final **grades** only
- B. Provide **immediate direction** for improving teaching and learning
- C. Keep students in the **dark** until final exam
- D. Evaluate **psychomotor** skills only

Answer: B

Explanation: Formative evaluation provides feedback that influences ongoing lesson design, re-teaching, and learning strategies before summative grading.

Q45. Structured Oral Exams typically use:

- A. A list of **standard** questions and a scoring guide for consistent evaluation
- B. Random queries with **no** established criteria
- C. A purely **free-flow** conversation about any topic
- D. No **format** or uniform approach across candidates

Answer: A

Explanation: Structured orals maintain fairness by using predetermined questions and scoring rubrics.

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

- A. Their **timing** and **purpose** (ongoing feedback vs. final evaluation)
- B. Formative only uses **MCQs** and summative only uses essays
- C. Summative is always **practical**, while formative is theoretical
- D. They are actually **identical** in function

Answer: A

Explanation: Formative is ongoing and improves instruction; summative concludes learning for final decisions or grading.

Q47. In a **skills-lab** exam, the teacher might:

- A. Let students submit purely **theoretical** essays
- B. Observe them performing **practical tasks**, using a checklist
- C. Rely on yes/no **questionnaires** only
- D. Encourage no real skill demonstration

Answer: B

Explanation: Skills-lab exams measure applied competence via direct observation and standardized criteria.

Q48. *Placement evaluation* is meant for:

- A. Checking final **course** outcomes
- B. Gauging *initial readiness* to place learners in the correct level or group
- C. Summarizing final exam **scores**
- D. Determining if a student is suitable for **graduation**

Answer: B

Explanation: Placement or initial assessment identifies a learner's baseline or best fit before instruction starts.

UNIT 5: Educational Technologies (Q49-Q60)

Q49. **Blended Learning** typically integrates:

- A. All offline methods with **no** digital usage
- B. 100% e-learning with **zero** in-person contact
- C. **Face-to-face** classes and **online/digital** resources
- D. Minimal or no **structured** approach

Answer: C

Explanation: Blended learning merges the strengths of classroom and online instruction for a more flexible model.

Q50. An **LMS** (Learning Management System) can:

- A. Restrict **online** content from students
- B. Provide a **centralized** platform for course materials, submissions, grading, etc.
- C. Always require **pen-and-paper** tasks only
- D. Never track **student progress**

Answer: B

Explanation: LMS platforms store materials, automate certain processes, track progress, and facilitate communication.

Q51. A teacher wanting to conduct real-time, *synchronous* online classes might use:

- A. **Video conferencing** tools like Zoom or Google Meet
- B. Sending monthly **email** updates with no interaction
- C. Pre-recorded lectures with **no** live Q&A
- D. Strictly **printed** booklets

Answer: A

Explanation: Synchronous online classes rely on real-time video conferencing for immediate discussion and feedback.

Q52.

Assertion (A): MOOCs allow global learners to access courses at large scale.

Reason (R): MOOCs typically operate via **online platforms** with open enrollment, no strict seat limits.

- 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: A

Explanation: Online MOOC platforms enable large enrollments across geographical boundaries, explaining their global reach.

Q53. ICT-based assessment can:

- A. Provide **instant** test results
- B. Always require **long manual** grading
- C. Never track **question-level** analytics
- D. Be limited to **true/false** formats

Answer: A

Explanation: Many ICT-based systems automate scoring, giving immediate feedback, and generating analytics.

Q54. Virtual labs:

- A. Offer interactive **digital** simulations of experiments
- B. Cannot replicate **any** realistic scenarios
- C. Are purely for **theory** reading
- D. Are always **less** effective than no practice

Answer: A

Explanation: Virtual labs provide controlled, risk-free experimentation experiences, complementing real labs.

Q55. Using educational apps in class can:

- A. Include **gamified** quizzes, interactive tutorials, and immediate feedback
- B. Strictly involve **paper-based** tasks
- C. Remove all **teacher** guidance
- D. Prevent students from **collaborating**

Answer: A

Explanation: Apps often present content in interactive or game-like formats, boosting engagement and providing quick feedback loops.

Q56. SWAYAM (India) is a platform for:

- A. Conventional **face-to-face** school classes only
- B. **Online courses** (MOOCs) offered free or at low cost
- C. Private local **tuition**
- D. Broadcasting strictly **offline** content

Answer: B

Explanation: SWAYAM hosts MOOC-style programs from various institutions for online learning.



Q57. Flipped classroom approach typically requires students to:

- A. **Study** new content (videos, reading) before class, then apply knowledge actively in class
- B. Take **all lectures** in person and do only passive homework after
- C. Read the entire **textbook** on their own without teacher input
- D. Rely on a single **final** exam only

Answer: A

Explanation: Flipped learning shifts core content acquisition outside class, using in-class time for collaborative tasks, problem-solving, etc.

Q58. A possible challenge with **purely online** teaching is:

- A. **Global** access
- B. **Flexible** scheduling
- C. Reduced **face-to-face** social interaction
- D. Immediate **grading** for quizzes

Answer: C

Explanation: While many benefits exist, reduced in-person contact and live social cues can be a drawback of fully online formats.

Q59. An **interactive whiteboard** helps because it:

- A. Allows **instructor** to embed digital resources, annotate on screen, and save materials
- B. Must be used exactly like a **chalkboard** with no digital features
- C. Restricts any real-time **interaction** with content
- D. Forces the teacher to present the same **static** slides

Answer: A

Explanation: Interactive boards are valuable for dynamic lessons, combining writing tools with computer-based resources.

Q60. Audience response systems (like Kahoot or Mentimeter) can:

- A. Provide real-time **polls** and quizzes with immediate feedback
- B. Only handle **offline** tasks
- C. Delay results for **weeks**
- D. Exclude **students** from seeing results

Answer: A

Explanation: Response tools let participants answer live, generating instant feedback and interactive engagement.

UNIT 6: Educational Psychology (Q61-Q72)

Q61. Educational psychology is concerned with:

- A. Managing solely **financial** planning for schools
- B. **Understanding** how students learn, think, and develop motivationally and socially
- C. Overlooking child **development** research
- D. Calculating teacher **salaries**

Answer: B

Explanation: Educational psychology applies psychological principles to teaching-learning contexts and child development.

Q62. Piaget identified the **Concrete Operational** stage roughly between:

- A. **0-2** years
- B. **2-7** years
- C. **7-11** years
- D. **11-15** years

Answer: C

Explanation: Concrete operational stage typically spans about 7-11 years, focusing on logical reasoning about tangible objects.

Q63. Vygotsky introduced the concept of:

- A. Cognitive growth purely determined by **maturation**
- B. **Zone of Proximal Development (ZPD)**, scaffolding, and social interaction
- C. Emphasis on purely **behavioral** reinforcements
- D. Hierarchical approach ignoring **cultural** context

Answer: B

Explanation: Vygotsky's sociocultural theory highlights the ZPD, scaffolding, and social context as central to cognitive development.

Q64. Bronfenbrenner suggests that a child's immediate family, school, and neighborhood belong to the:

- A. **Microsystem**
- B. **Exosystem**
- C. **Macrosystem**
- D. **Chronosystem**

Answer: A

Explanation: The microsystem covers environments with direct contact—family, classroom, peers, etc.

Q65.

Assertion (A): In **Maslow's Hierarchy**, students must feel safe before focusing on higher needs like belonging or esteem.

Reason (R): Physiological and safety needs form the **base** of Maslow's pyramid.

- 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: A

Explanation: The theory states that basic needs (physiological, safety) must be met before belonging or esteem can be effectively pursued.

Q66. Children in Piaget's **Preoperational** stage (~2-7 yrs) often exhibit:

- A. **Egocentrism**—trouble seeing others' perspectives
- B. Mastery of **conservation** tasks
- C. Ability to handle **abstract** reasoning
- D. Strictly advanced **logical** operations

Answer: A

Explanation: Preoperational thinkers commonly struggle with perspective-taking and demonstrate egocentrism.

Q67. Educational psychology can help a teacher:

- A. Entirely ignore **motivation** and development
- B. Tailor instruction to **developmental** levels, motivation styles, and cognitive abilities
- C. Encourage purely **rote** practice with no adaptation
- D. Focus on teacher's personal **preferences**

Answer: B

Explanation: Understanding how different ages and backgrounds learn helps teachers design effective, developmentally-appropriate instruction.

Q68. Vygotsky's scaffolding concept is about:

- A. Leaving students to **struggle** alone
- B. Adjusting **help** to fit the learner's current level, gradually reducing support
- C. Providing the **same** amount of assistance always
- D. Avoiding any **social** interaction

Answer: B

Explanation: Scaffolding tailors support to the learner's existing skills, removing assistance as competence develops.

Q69. Affective domain in learning involves:

- A. Basic **facts** recall
- B. **Attitudes, emotions**, and value development
- C. Strictly **motor** skill performance
- D. Complex **logical** analysis

Answer: B

Explanation: The affective domain addresses learners' emotional components, values, and attitudes.

Q70. A teacher applying a **constructivist approach:**

- A. Presents knowledge as **finished facts** with no exploration
- B. Emphasizes learners' active role in **building** understanding from prior knowledge
- C. Favors purely **didactic** lecturing
- D. Deems **peer collaboration** unnecessary

Answer: B

Explanation: Constructivism sees learning as an active, context-driven process, where learners relate new info to existing schemas.



Q71. In **Formal Operational** thinking (~11+ yrs), adolescents can:

- A. Solve only **concrete** tasks, not hypotheticals
- B. Perform **abstract**, hypothetical, systematic reasoning
- C. Show purely **preoperational** thinking
- D. Lack **any** sense of logic

Answer: B

Explanation: Formal operations include reasoning about abstract concepts, hypotheticals, and systematic problem-solving.

Q72. A teacher referencing **Bandura's Social Learning** would:

- A. Eliminate **modeling** or observational examples
- B. Encourage students to **observe** demonstrations, then practice with feedback
- C. Discourage any **peer** learning activities
- D. Rely only on **punishment** for reinforcement

Answer: B

Explanation: Bandura's theory highlights observational learning—watching models, imitating, and receiving feedback or reinforcement.

UNIT 7: Andragogy in Education (Q73-Q84)

Q73. Andragogy is best defined as:

- A. Teaching *children* in primary education
- B. The art/science of teaching **adults**, emphasizing self-direction and real-life applications
- C. Eliminating any **practical** relevance in adult education
- D. A method for **disciplining** high schoolers

Answer: B

Explanation: Andragogy targets adult learners' unique needs—self-direction, life experience, immediate relevance.

Q74. A hallmark principle of **andragogy** is that adult learners:

- A. Rely on purely **external** motivations
- B. Are typically **self-directed** and want to see immediate relevance
- C. Have minimal **life** experiences
- D. Thrive purely under teacher-led **rote** instruction

Answer: B

Explanation: Adults often take responsibility for their learning, seeking solutions to real-life problems, referencing prior experience.

Q75.

Assertion (A): Andragogical teaching centers on *problem-solving* rather than subject-centered approaches.

Reason (R): Adults usually have real-world responsibilities and value **practical** relevance in learning tasks.

- A. Both (A) and (R) are correct, (R) is correct explanation for (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: Adults need immediate applicability, making problem-centered tasks more meaningful than purely subject-oriented approaches.

Q76. Self-directed adult learners typically:

- A. Dislike setting **personal** goals
- B. Wait for the teacher to provide **all** resources
- C. Identify their own **learning goals**, strategies, and assess progress
- D. Avoid connecting learning to **work/life** contexts

Answer: C

Explanation: Self-direction means autonomy—adults often define objectives, choose materials, and self-monitor progress.

Q77. Which statements align with Malcolm Knowles' andragogy?

- (I) Adults need to know **why** they're learning something.
- (II) Adults rely only on **child-like** rote methods.
- (III) Adults bring **rich experiences** that shape their learning.
- (IV) Adults often are **internally motivated**.

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

Answer: B

Explanation: Knowles underscores relevance, leveraging experiences, and internal motivation. (II) contradicts andragogical principles.

Q78. A teacher adopting **andragogical methods might:**

- A. Provide primarily **lecture-based** content with no student choice
- B. Center sessions on **case studies**, real problems, and let adults reflect on their own experiences
- C. Insist on **uniform** child-level tasks
- D. Disregard adult learners' **prior knowledge**

Answer: B

Explanation: Adult education focuses on relevant, problem-based learning and drawing from participants' experiences.

Q79. Adults often prefer **problem-based tasks because they:**

- A. Enjoy purely **memorizing** definitions
- B. Have **no** experience to apply
- C. Seek to solve **practical** issues linked to their personal or work context
- D. Oppose linking learning to **real-life** concerns

Answer: C

Explanation: They typically want immediate application to real situations, making problem-solving tasks meaningful.

Q80. An **adult training session focusing on **self-directed learning** might:**



- A. Provide **zero** resources for learners to choose from
- B. Allow participants to **set goals**, pick materials, and evaluate results with teacher support
- C. Demand the teacher micromanage **every** step
- D. Ban any **participant collaboration**

Answer: B

Explanation: Self-directed adult learners want autonomy in planning, resource selection, and assessment, with the trainer as facilitator.

Q81. In **andragogy**, adult learners typically are motivated by:

- A. **Only** fear of failing or external rewards
- B. **Intrinsic** factors—improving skills, self-esteem, job performance
- C. Having no sense of **urgency** for learning
- D. Repeated **childish** drills

Answer: B

Explanation: Adults frequently have strong internal motivations (self-improvement, career goals) to learn relevant material.

Q82. **Knowles'** concept of andragogy suggests that adult learners:

- A. Are purely **subject-focused** like children
- B. Demand **why** they need specific knowledge or skills and how it applies
- C. Are less concerned with **practical** implications
- D. Benefit from ignoring **life experiences**

Answer: B

Explanation: Adults want to see immediate relevance or purpose behind learning tasks, aligning with andragogical principles.

Q83. A hallmark of **adult learning** is that they:

- A. Prefer to remain **passive** in instruction
- B. Resist linking knowledge to **prior experiences**
- C. Value tasks offering **autonomy** and direct application
- D. Enjoy being treated **exactly** like children

Answer: C

Explanation: Adults typically prefer control over the learning process and immediate, practical benefits.

Q84. An **andragogical** workshop might include:

- A. Rote lecture on **unrelated** theories
- B. Relying on purely **memorization** tests
- C. **Discussion** sessions where adults connect new concepts with professional challenges
- D. No **reflection** or group activities

Answer: C

Explanation: Adult workshops often incorporate discussion, reflection, real-world problem-solving, and interactive tasks.



UNIT 8: Learning & Pedagogy (Q85-Q96)

Q85. Pedagogy is broadly the:

- A. Financial management plan of **institutions**
- B. **Method and practice** of teaching, historically child-focused
- C. Exclusive domain of **adult** learners
- D. Elimination of any **teacher** involvement

Answer: B

Explanation: Pedagogy addresses teaching strategies, methods, and approaches—traditionally for school-aged learners.

Q86. In a **learner-centered** environment, the teacher:

- A. Retains sole authority, with **no** student input
- B. Encourages student **collaboration**, inquiry, and shared decision-making
- C. Focuses on purely **lecture-based** monologues
- D. Disallows **any** interactive or group tasks

Answer: B

Explanation: Learner-centered methods value student agency, collaboration, and inquiry-based learning.

Q87. Which statements are *true* of **learning objectives**?

- (I) They should be **specific** and measurable.
- (II) They guide both **teaching** and **assessment**.
- (III) They remain **hidden** from learners to maintain surprise.
- (IV) They clarify what learners **will do** to demonstrate understanding.

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

Answer: A

Explanation: Typically, objectives are openly shared with learners to provide clarity. (III) is incorrect.

Q88. Critical pedagogy encourages:

- A. Memorizing facts with **no analysis**
- B. Students to **question** societal norms, power relations, and the construction of knowledge
- C. A purely teacher-centered approach with **no** student voice
- D. Avoidance of **controversial** topics

Answer: B

Explanation: Critical pedagogy fosters awareness, empowerment, and critical thinking about social structures.

Q89.

Assertion (A): Formulating clear **learning objectives** helps the teacher design more effective lessons.

Reason (R): Objectives specify the desired **outcomes**, guiding content, methods, and assessments.

- A. Both (A) and (R) are correct, (R) is the correct explanation.
- 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: A

Explanation: Knowing what students must achieve clarifies how to plan teaching strategies and evaluation tasks.

Q90. The concept of **constructive alignment** refers to aligning:

- A. Teaching objectives, **learning tasks**, and assessments so they reinforce each other
- B. A random selection of **irrelevant** tasks
- C. Summative exam with **no** link to taught content
- D. Only the teacher's **interest** with no regard to objectives

Answer: A

Explanation: Constructive alignment ensures that objectives, instructional methods, and assessment criteria all match, enhancing coherence.

Q91. **Learning** can be described as:

- A. A purely **passive** process with no engagement
- B. A(n) **active, constructive** process shaped by prior knowledge, environment, and social context
- C. The assimilation of **unconnected** facts
- D. Unrelated to students' **personal experiences**

Answer: B

Explanation: Modern educational theory sees learning as an active, context-driven process involving prior knowledge and social interaction.

Q92. A teacher wanting to encourage **application-level** tasks might ask students to:

- A. **List** the key terms from a chapter
- B. **Identify** the year a law was passed
- C. **Use** a concept in a new, practical scenario
- D. Summarize the text **verbatim**

Answer: C

Explanation: Application-level tasks require applying knowledge or skills to novel situations.

Q93. **Critical pedagogy** in a classroom might look like:

- A. Students **memorizing** notes for an exam
- B. Encouraging **open discussion** of social, political, or cultural aspects in subject content
- C. Accepting teacher's viewpoint as **unquestionable**
- D. Minimizing **context** or reflection

Answer: B

Explanation: Critical pedagogy fosters active questioning of context, promoting social awareness and deeper reflection.

Q94. A teacher promoting **higher-order thinking** might use tasks involving:

- A. Simple **recall** of definitions
- B. **Analyze, evaluate, or create** tasks from Bloom's higher levels

- C. Strictly multiple-choice with **factual** emphasis
- D. Repeating a text **word-for-word**

Answer: B

Explanation: Higher-order thinking extends beyond knowledge and comprehension to analysis, evaluation, creation.

Q95. Pedagogical **analysis** typically includes:

- A. No emphasis on **objectives**, focusing only on tests
- B. Outlining clear **goals**, choosing methods, and deciding how to assess
- C. Relying on **guesswork** about student needs
- D. Designing tasks with **no** link to learning outcomes

Answer: B

Explanation: Pedagogical analysis systematically aligns lesson objectives, teaching strategies, and assessment plans.

Q96. In a **learner-centered** environment focusing on reflection, the teacher might ask:

- A. Students to remain **silent** for the whole session
- B. "**Explain your reasoning** and how it connects to the real-world context."
- C. "**Copy** this entire page word-for-word."
- D. "No questions. Do as I say without explanation."

Answer: B

Explanation: Encouraging reflective responses integrates higher-order thinking and personal context with learning tasks.

Q97. In a classroom with **adult** learners and **constructivist** methods, the teacher would:

- A. Provide purely **teacher-directed** lectures
- B. Encourage learners to connect **prior experiences** to new knowledge through group exploration
- C. Use only **memorization** tests
- D. Avoid any **discussions**

Answer: B

Explanation: Constructivist adult education fosters autonomy, reflection, and collaborative knowledge-building from real-life experience.

Q98. Assessment in a **skills-lab** typically:

- A. Uses purely **essay** questions on theoretical aspects
- B. Involves direct **performance** observation and checklists
- C. Requires no **practical** demonstration
- D. Compares final results with **no** feedback

Answer: B

Explanation: Skills-lab assessments measure hands-on abilities via direct observation, standardized rating criteria, and immediate feedback.

Q99. A teacher enhancing **communication with shy students might:**

- A. Never ask them for **input**
- B. Provide alternative ways to **participate** (written or small group) and show supportive listening

- C. Force them to speak in front of a **large audience** unprepared
- D. Discourage any attempts to ask **questions**

Answer: B

Explanation: Offering varied participation methods (like smaller groups or anonymous responses) encourages shy learners to communicate comfortably.

Q100. Formative assessment's *most essential* benefit is:

- A. It gives final **grades**
- B. It helps **teachers** and students identify learning gaps in real time for immediate improvements
- C. It only compares students for **ranking**
- D. It never involves teacher's **adjustment** of methods

Answer: B

Explanation: Formative assessment supports continuous improvement, guiding teachers to adapt instruction and helping students correct misunderstandings quickly.