

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





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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.

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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

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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 guestions
- 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.





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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

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
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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:

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- 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.

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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:

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- 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.





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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.

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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 guizzes 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

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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.

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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.

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Q71. In **Formal Operational** thinking (\sim 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.
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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 ${\bf why}$ 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

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 measureable.
- (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.

089.

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).
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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
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- 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
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- 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.