



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.

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