

NTET Model Question Paper 09

UNIT 1: Teaching & Training (Q1-Q12)

Q1. A teacher at the *Understanding* level of teaching aims to:

- A. Have students simply memorize facts
- B. Ensure learners can **explain and connect** ideas
- C. Promote advanced critical reflection from the start
- D. Focus solely on **short-answer** recall

Answer: B

Explanation: Understanding-level teaching seeks conceptual clarity: learners should grasp principles and link them logically.

Q2. In Reflective-level teaching, a hallmark activity is:

- A. A purely **yes/no** quiz
- B. Deep critical analysis where students justify their viewpoints
- C. Repetition drills for **factual** information
- D. No exploration of alternative solutions

Answer: B

Explanation: Reflective-level teaching fosters higher-order thinking, requiring analysis, justification, and creative/critical exploration.

Q3.

Assertion (A): *Memory-level* teaching helps learners rapidly recall basic facts.

Reason (R): It promotes deep conceptual synthesis and creativity.

- 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. Both (A) and (R) are incorrect.

Answer: C

Explanation: Memory-level teaching is about rote recall; it doesn't inherently foster creative or conceptual insights.

Q4. Addressing individual differences in a class typically means:

- A. Applying a **single uniform** method for everyone
- B. **Differentiating** tasks and instruction to suit various needs/levels
- C. Ignoring the unique **strengths** and weaknesses of learners
- D. Demanding identical pace from all

Answer: B

Explanation: Differentiation tailors instruction and content delivery to diverse learning styles and abilities, optimizing engagement and success.

Q5. In bedside teaching, a key component is:

A. Avoiding **patient interaction** entirely

- B. Enhancing student's clinical reasoning by real patient exposure under guidance
- C. Using purely **theoretical** lectures away from patients
- D. Minimizing any **feedback** on practical performance

Answer: B

Explanation: Bedside teaching enables direct patient involvement, fostering hands-on skill development and clinical thinking.

Q6. Which statements are *true* for effective **teaching methods**?

- (I) **Lecture** can be useful for delivering information rapidly.
- (II) **Discussion** fosters interaction and idea-sharing.
- (III) **Demonstration** helps build psychomotor skills.
- (IV) **Reading** alone is sufficient for all skill acquisition.
- A. (I), (II), (III) only
- B. (I), (II), (IV) only
- C. (I), (III), (IV) only
- D. (II), (III), (IV) only

Answer: A

Explanation: Reading alone isn't enough for many skills, especially hands-on competencies. (IV) is false.

Q7. VARK learning styles imply a teacher might:

- A. Use varied approaches: visuals, audio explanations, reading/writing tasks, and kinesthetic activities
- B. Focus on purely visual slides with no discussion or movement
- C. Avoid any **hands-on** demonstration
- D. Present no written materials

Answer: A

Explanation: VARK stands for Visual, Aural, Read/Write, and Kinesthetic, so a multi-modal approach benefits learners of different preferences.

Q8. Which approach best develops psychomotor domain skills?

- A. Relying on written reading tasks
- B. Employing demonstration, practice, feedback cycles
- C. Discussing only theoretical frameworks
- D. Testing purely with MCQs on steps

Answer: B

Explanation: Psychomotor skill mastery typically requires modeling the action, supervised practice, and corrective input.

Q9. Adult learners in a *teacher training* session often:

- A. Prefer child-focused memorization tasks
- B. Seek relevance, autonomy, and problem-solving linked to real experiences
- C. Resist tying learning to **past** experiences
- D. Desire minimal **practical** application

Answer: B

Explanation: Andragogy states adults want meaningful, relevant tasks connected to their backgrounds and immediate



needs.

Q10. A teacher fostering *Reflective-level* learning might ask students to:

- A. Critique an argument, propose alternatives, and evaluate outcomes
- B. Repeat bullet points verbatim
- C. Memorize all definitions exactly
- D. Restrict themselves to **short** factual answers

Answer: A

Explanation: Reflective-level tasks necessitate analyzing, critiquing, and generating solutions—hallmarks of higher-order thinking.

Q11. Which factor is *most essential* for **effective** teaching?

- A. Teacher's **personal** hobby in sports
- B. Strong content mastery and ability to convey ideas
- C. Reliance on a **single** approach for all
- D. Using only **punitive** measures for discipline

Answer: B

Explanation: Teachers proficient in their subject and skilled at communication deliver more impactful instruction.

Q12.

Assertion (A): Understanding-level teaching surpasses memory-level in fostering conceptual clarity. **Reason (R):** Because it encourages **interpretation** and explanation, rather than raw repetition.

- A. Both (A) and (R) are correct, (R) is 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: Understanding-level teaching seeks comprehension through explanations, bridging factual knowledge to deeper meaning.

UNIT 2: Communication (Q13-Q24)

Q13. A major **barrier** to intercultural communication is:

- A. Respect for cultural differences
- B. Providing **bilingual** or inclusive resources
- C. Stereotyping or making prejudiced assumptions
- D. Encouraging mutual listening

Answer: C

Explanation: Prejudicial stereotypes block open dialogue and mutual respect.

Q14. Non-verbal cues supporting a teacher's verbal message might include:

A. Maintaining **friendly** facial expressions and matching gestures





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- B. Speaking in a monotone, arms folded, minimal eye contact
- C. Facing away from the audience
- D. Zero body movements

Answer: A

Explanation: Congruent body language (expressive face, open posture) helps reinforce the spoken message.

Q15.

Assertion (A): Active listening enhances teacher-learner communication.

Reason (R): Teachers who actively listen can detect and correct misunderstandings early.

- A. Both (A) and (R) are correct, (R) is the explanation.
- B. Both (A) and (R) are correct, but (R) is not explanation of (A).
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

Answer: A

Explanation: Active listening ensures the teacher tunes in to student feedback, clarifies confusion, and improves communication flow.

Q16. Doctor-patient communication is often improved by:

- A. Using **solely** Latin medical terms
- B. Ignoring patient's anxieties
- C. Showing empathy, using plain language, and ensuring two-way dialogue
- D. Providing minimal information to the patient

Answer: C

Explanation: Patients benefit from empathetic, clear communication that welcomes questions and fosters understanding.

Q17. In a *two-way* classroom communication environment, the teacher:

- A. Delivers uninterrupted lectures
- B. Encourages student queries and open discussion
- C. Shuts down all **feedback** channels
- D. Publishes notes with no Q&A

Answer: B

Explanation: Two-way communication involves dynamic exchange—teacher and students both engage.

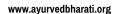
Q18. A teacher noticing cultural misunderstandings could resolve them by:

- A. **Addressing** the confusion directly, clarifying cultural references
- B. Ignoring the underlying issues
- $\hbox{C. Forbidding further } \textbf{interaction}$
- D. Amplifying stereotypes

Answer: A

Explanation: Proactive clarification, open discussion, and inclusive references help resolve cultural misinterpretations.







Q19. In communication theory, **encoding** is done by the:

A. Speaker, formulating message in words or symbols

B. **Listener**, interpreting meaning

C. The channel or **medium** (e.g., radio, TV)

D. Unrelated noise sources

Answer: A

Explanation: The sender (teacher) encodes thoughts into language/images to communicate.

Q20. Which factor enhances teacher-learner communication?

A. Strictly monologue style with no feedback

- B. Using simple language, relatable examples, and encouraging questions
- C. Overusing **technical** jargon to sound authoritative
- D. No **recap** or summary

Answer: B

Explanation: Clear explanations, relevant examples, and open channels for clarification greatly strengthen communication.

Q21. Which statements about classroom communication are true?

- (I) Two-way interaction fosters better **understanding**.
- (II) Cultural awareness can prevent communication breakdowns.
- (III) No feedback loop ensures maximum clarity.
- (IV) Active **listening** is critical for teachers.

A. (I), (II), and (IV) only

B. (II), (III) only

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

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

Answer: A

Explanation: (III) is false: a lack of feedback loop often undermines clarity.

Q22. In intercultural contexts, a teacher might improve communication by:

- A. Sticking to one cultural norm only
- B. Adapting references and acknowledging varied backgrounds
- C. Telling students from other cultures to stay silent
- D. Assuming no one needs language support

Answer: B

Explanation: Adapting teaching with inclusive examples and supportive language fosters better engagement in diverse groups.

Q23. One hallmark of **one-way** communication in class is:

- A. Lectures where students never respond or question
- B. Group **debate** sessions
- C. Teacher frequently **checks** comprehension
- D. Students **engaged** with interactive questions

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

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Answer: A

Explanation: A purely one-way flow has no meaningful feedback or questioning from learners.

024.

Assertion (A): *Doctor-patient* communication is crucial for compliance and patient satisfaction. **Reason (R):** Patients who **understand** their condition and plan are more likely to follow treatment.

- A. Both (A) and (R) are correct, (R) explains (A).
- B. Both (A) and (R) are correct, but (R) is not explanation.
- C. (A) is correct, (R) is incorrect.
- D. (A) is incorrect, (R) is correct.

Answer: A

Explanation: When patients understand instructions, they're likelier to adhere to treatment and feel satisfied.

UNIT 3: Classroom Management (Q25-Q36)

Q25. The primary aim of classroom management is to:

- A. Maintain order via fear
- B. Support optimal learning conditions and keep disruptions low
- C. Emphasize teacher's authority over all else
- D. Discourage any student collaboration

Answer: E

Explanation: Classroom management creates an environment conducive to learning, with minimal disturbances.

Q26. In an **inclusive** classroom, a teacher would:

- A. Provide differentiation and supportive strategies so all can participate
- B. Group students by label or special need and isolate them
- C. Use uniform tasks with **no** accommodations
- D. Deny resources to those who struggle

Answer: A

Explanation: Inclusion requires modifying methods, providing extra supports, and ensuring every learner engages.

Q27. Proactive management might involve:

- A. Establishing routines and rules on day one, clarifying expectations
- B. Dealing with misbehavior only after repeated incidents
- C. Never explaining consequences
- D. Allowing random punishments

Answer: A

Explanation: Proactivity means anticipating issues, setting clear guidelines upfront, and building a structured environment from the start.

Q28. Motivation in class increases when:

A. Content is **irrelevant** to learner interests

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- B. Activities are **challenging** yet achievable, with meaningful feedback
- C. No recognition of effort or progress
- D. Lesson lacks variety

Answer: B

Explanation: Providing tasks at the right difficulty level plus constructive feedback helps motivate learners.

Q29. Which statements about **discipline** and **engagement** are valid?

- (I) Engagement reduces off-task behavior.
- (II) Unclear expectations can **fuel** discipline issues.
- (III) Structured routines promote a sense of security.
- (IV) Negative labeling of students fosters long-term cooperation.

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

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

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

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

Answer: A

Explanation: Negative labeling typically damages rapport, so (IV) is incorrect.

Q30.

Assertion (A): Setting consistent rules from the start fosters a positive climate.

Reason (R): Because fair, predictable consequences create trust and reduce anxiety.

- 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: Predictable guidelines help students know what's expected, building safety and trust.

Q31. In a skills-lab, effective management includes:

- A. Providing **no** demonstrations or safety rules
- B. Clearly showing step-by-step procedures and supervising practice
- C. Refraining from giving any feedback
- D. Allowing unrestricted experimentation with no guidance

Answer: B

Explanation: Skill-lab teaching demands structured demos, safety guidelines, monitored practice, and feedback loops.

Q32. An example of *practical* classroom management is:

- A. Having well-defined routines for transitions (group work, materials)
- B. A random approach with **no** explicit structure
- C. Sole reliance on punishing **misbehavior** publicly
- D. Never adjusting to students' immediate needs

Answer: A



Explanation: Practical management integrates routines for smooth transitions and consistent structure, reducing off-task time.

Q33. Disruptions are often minimized by:

- A. Boring, irrelevant tasks
- B. Maintaining **high engagement**, immediate redirection of small issues
- C. Encouraging prolonged **idle** times
- D. Relying solely on **detentions**

Answer: B

Explanation: Active engagement plus quick intervention to small misbehaviors keeps disruptions under control.

Q34. In a **diverse** class, the teacher might:

- A. Use a single teaching **method** ignoring differences
- B. Adapt instruction with multimodal resources, groupings, and cultural sensitivity
- C. Separate students by labels
- D. Show no interest in learner backgrounds

Answer: B

Explanation: Diversity calls for flexible, culturally responsive, and varied instruction to accommodate all learners.

Q35. Personal approach in classroom management means:

- A. Rigid uniform application of discipline rules from a manual
- B. Combining standard best practices with the teacher's personal style and the specific class context
- C. Following exactly the same approach as other teachers with no adaptation
- D. Omitting any **reflection** on effectiveness

Answer: E

Explanation: Teachers adapt general strategies to fit their style, students' needs, and the unique classroom environment.

Q36. Positive reinforcement:

- A. Is never used in **class** management
- B. Encourages desired behaviors by recognizing or rewarding them
- C. Focuses only on **punishment** for errors
- D. Always creates an atmosphere of fear

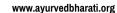
Answer: B

Explanation: Positive reinforcement highlights and encourages good behaviors, often improving class atmosphere.

UNIT 4: Assessment Methods (Q37-Q48)

Q37. Formative assessments are primarily:

- A. For final certification
- B. For checking **progress** mid-course, offering feedback to improve
- C. Occurring only at the end of a program
- D. Irrelevant to **teacher** adjustments





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Answer: B

Explanation: Formative checks are ongoing, letting teachers/students address learning gaps before final evaluations.

038. Summative assessments:

- A. Are used to measure end-of-unit mastery or final performance
- B. Focus on daily **feedback** loops
- C. Replace teacher's role in **guiding** improvements
- D. Occur randomly with **no** grading consequence

Answer: A

Explanation: Summative evaluations happen after instruction for culminating judgment of learning outcomes.

Q39. Diagnostic assessments help to:

- A. Summarize final grades
- B. Identify learners' entry-level knowledge or specific misunderstandings
- C. Offer purely **subjective** feedback
- D. Ignore the learner's proficiency

Answer: B

Explanation: Diagnostic tests gauge prior knowledge or pinpoint issues early, guiding targeted instruction.

Q40. In a clinical setting, an OSCE typically:

- A. Uses purely oral Q&A with no stations
- B. Tests communication and clinical skills across multiple structured stations
- C. Is a random unplanned long case approach
- D. Has no **objective** checklists

Answer: B

Explanation: OSCE is station-based, each station evaluating specific skills, often with objective checklists or rubrics.

Q41. A Long Case assessment in medical education:

- A. Involves thorough patient history, examination, and management plan discussion
- B. Strictly uses a paper MCQ about pathophysiology
- C. Lasts only **5 minutes** with superficial questions
- D. Omits any discussion of treatment options

Answer: A

Explanation: Long case requires comprehensive patient evaluation, testing real clinical competency.

Q42. In CBCS (Choice Based Credit System):

- (I) Students have some **choice** in selecting courses or electives.
- (II) All assessment is done in **one final** exam only.
- (III) Continuous assessment is generally included.
- (IV) It can include **practical** or skill-based modules.
- A. (I), (III), (IV) only
- B. (II), (III) only

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



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

Answer: A

Explanation: CBCS usually offers multiple assessment modes, electives, and skill components. (II) is false because continuous assessment is often central.

Q43. Peer assessment encourages:

- A. No **student** interaction in judging work
- B. Students helping each other critique and reflect on standards
- C. Sole reliance on teacher grades
- D. Guaranteed **subjective** bias with no benefits

Answer: B

Explanation: Peer assessment fosters collaboration, helping learners internalize quality standards by evaluating peers' work.

Q44. Formative assessment advantage is:

A. It offers final course grades

- B. It helps diagnose learning gaps early, guiding teachers to adjust strategies
- C. Usually applied after the final exam
- D. Summarizes a learner's entire academic performance

Answer: B

Explanation: Formative checks monitor progress mid-instruction, enabling targeted remediation or enrichment.

Q45. A Structured Oral exam:

- A. Follows a preset question list, scoring rubric for fairness
- B. Uses random, unplanned queries
- C. Focuses entirely on **opinion** questions
- D. Provides no **objective** guidelines

Answer: A

Explanation: Structured orals maintain consistency across examinees, using standard questions and evaluation criteria.

Q46. Formative vs. Summative assessment differ mainly in:

- A. Timing (during vs. after learning) and purpose (improvement vs. final judgment)
- B. Summative is only **essays**; formative is only **MCQs**
- C. Formative is purely for **punishment**
- D. Summative never uses practical tasks

Answer: A

Explanation: Formative informs teaching mid-course; summative concludes a module/program for final grading or certification.

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

A. Evaluate purely written descriptions of a procedure

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- B. Observe and grade **performance** of tasks (e.g., injection technique)
- C. Use no demonstration or direct observation
- D. Only accept theory knowledge

Answer: B

Explanation: Skill-lab assessments revolve around practical demonstration and direct observation of techniques.

Q48. Placement evaluation:

- A. Summarizes course-end proficiency
- B. Groups learners by skill **readiness** at the start
- C. Offers the final grade
- D. Tests only advanced mastery

Answer: B

Explanation: Placement or initial assessment determines each student's baseline, helping place them in suitable instructional levels.

UNIT 5: Educational Technologies (Q49-Q60)

Q49. Blended Learning merges:

- A. Only chalk-and-talk with zero technology
- B. Only **online** content with no offline sessions
- C. Face-to-face classroom teaching plus online/digital components
- D. No structured approach, purely random

Answer: C

Explanation: Blended learning combines in-person instruction with e-learning tools for a flexible approach.

Q50. An LMS allows a teacher to:

- A. Provide central course materials, set online quizzes, track student progress
- B. Avoid giving any instructions or feedback
- C. Only handle paper-based handouts
- D. Replace teacher presence completely

Answer: A

Explanation: LMS platforms store resources, automate some grading, and show analytics on learner performance.

Q51. For real-time synchronous online teaching, a teacher might:

- A. Post asynchronous videos only
- B. Use video conferencing tools (Zoom, WebEx) for live sessions
- C. Email text updates with **no** live discussion
- D. Distribute only **printed** notes

Answer: B

Explanation: Synchronous learning is done via live platforms enabling direct interaction and immediate Q&A.

Q52.



WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Assertion (A): *MOOCs* (Massive Open Online Courses) can enroll thousands globally. **Reason (R):** They typically have **online**, open registration with minimal seat constraints.

- 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. Both (A) and (R) are incorrect.

Answer: A

Explanation: MOOCs run on web platforms, allowing large-scale access with no typical seat limitations.

Q53. ICT-based testing:

- A. Cannot provide any **immediate** scores
- B. Minimizes manual grading, offering quick results
- C. Only handles essay formats
- D. Is less efficient than pen-and-paper

Answer: B

Explanation: Many computerized tools can auto-grade certain question types (MCQs, fill-in-blanks) promptly, aiding rapid feedback.

Q54. Virtual labs:

- A. Offer interactive simulations for experiments and procedures
- B. Are purely **text**-based sites
- C. Provide no hands-on feel
- D. Replace the teacher's role entirely

Answer: A

Explanation: Virtual labs replicate practical tasks safely, letting students test or repeat procedures interactively.

Q55. Using educational apps can:

- A. Only present **static text** with zero interactivity
- B. Gamify content, supply instant quiz feedback, and track progress
- C. Exclude the teacher from all steps
- D. Guarantee minimal learning

Answer: B

Explanation: Many apps incorporate engaging, game-like features and immediate feedback for user motivation and skill tracking.

Q56. SWAYAM (India) is known for:

- A. Hosting **online** courses from accredited institutions for diverse subjects
- B. Being strictly an **offline** platform
- C. Catering to a local student audience only
- D. Disregarding any MOOC format

Answer: A

Explanation: SWAYAM is an Indian MOOC initiative, offering extensive online course options in higher education and professional areas.

Q57. A flipped classroom approach typically:

- A. Gives reading or videos before class, dedicates class time to practice/analysis
- B. Presents **lectures** in class only, leaving no time for application
- C. Relying solely on **teacher** monologue in class
- D. Involves no **preparation** from students

Answer: A

Explanation: Flipped learning moves initial content delivery to students' out-of-class time, enabling deeper in-class engagement.

Q58. A drawback of fully online learning might be:

- A. Wider **access** for remote learners
- B. High **flexibility** in scheduling
- C. Reduced in-person social interaction and peer bonding
- D. Quick feedback for quizzes

Answer: C

Explanation: A known challenge of purely online formats is the lack of face-to-face social dynamics.

Q59. Interactive whiteboards let a teacher:

- A. Integrate multimedia, annotate in real time, and save lesson materials
- B. Provide purely **chalk** writing with no other features
- C. Refrain from any visual elements
- D. Eliminate **student** input

Answer: A

Explanation: Interactive boards combine digital resources with annotation, supporting dynamic teaching.

Q60. Audience response systems (e.g., Kahoot, Poll Everywhere) allow:

- A. No real-time **feedback**
- B. Live polls or quizzes with immediate summary of results
- C. Minimal participant engagement
- D. Only manual paper collation

Answer: B

Explanation: Such tools collect participant responses on the spot, display aggregated results, and encourage interactive engagement.

UNIT 6: Educational Psychology (Q61-Q72)

Q61. Educational psychology deals with:

- A. The logistics of **administrative** operations
- B. How learners think, develop, and are motivated, applying psychology to education
- C. Only **behavioral** problems with no academic dimension
- D. Formalizing a teacher's contract

Answer: B

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Explanation: It applies psychological insights about cognition, motivation, development, and social context to educational practice.

Q62. In **Piaget's** theory, *Concrete Operational* stage (~7-11 yrs) includes:

- A. Handling only **abstract** concepts
- B. Logical thinking with concrete objects, understanding conservation
- C. **Egocentric** focus typical of younger children
- D. Mastery of purely **sensorimotor** tasks

Answer: B

Explanation: Children in concrete operations can logically manipulate tangible ideas and grasp concepts like conservation and reversibility.

Q63. Vygotsky emphasized:

- A. Development is purely biological with minimal social influence
- B. The importance of **social interaction** and scaffolding for higher mental functions
- C. The teacher's role is negligible in **learning**
- D. Language has **little** impact on cognitive growth

Answer: B

Explanation: Vygotsky's sociocultural model highlights how dialogue and guided help (scaffolding) accelerate cognitive development.

Q64. Bronfenbrenner's Mesosystem refers to:

- A. Immediate settings (like **family** or classroom)
- B. Connections among microsystems (e.g., relationship between family and school)
- C. Broader **social/cultural** context
- D. Time-based **changes** influencing the child

Answer: B

Explanation: The mesosystem comprises interactions among the child's immediate environments (microsystems), like how home and school overlap.

Q65. Maslow's hierarchy posits that if physiological and safety needs aren't met:

- A. Learners still fully pursue self-actualization
- B. Students can't effectively focus on higher needs (belonging, esteem)
- C. It has **no** effect on classroom behavior or motivation
- D. They rely purely on **teacher** instructions

Answer: B

Explanation: Maslow states that basic needs like safety must be satisfied before learners can strive toward belonging, esteem, or self-actualization.

Q66. In Piaget's **Preoperational** stage (~2-7 yrs), children often:

- A. Demonstrate abstract reasoning
- B. Overcome egocentrism fully
- C. Struggle with logical operations and show egocentric thought
- © Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only. Unauthorized reproduction, distribution, or commercial use is strictly prohibited.





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

D. Understand complex reversibility tasks

Answer: C

Explanation: Preoperational children typically show limited logical reasoning and remain somewhat egocentric, often failing conservation or perspective-taking tasks.

Q67. Educational psychology helps teachers by:

- A. Offering deep insights into learning theories, developmental stages, and motivational strategies
- B. Providing no **practical** application in the classroom
- C. Urging uniform methods ignoring student diversity
- D. Focusing only on rote drills

Answer: A

Explanation: Applying psychology in education refines teaching strategies to better accommodate how students learn and grow.

Q68. Vygotsky's scaffolding means:

- A. Leaving learners to discover tasks **fully** alone from the start
- B. Providing structured support to learners, then gradually reducing help as they gain mastery
- C. Maintaining the same level of **help** throughout
- D. Eliminating **peer or mentor** assistance

Answer: B

Explanation: Scaffolding tailors the level of assistance to the learner's needs initially, then removes support as competence increases.

Q69. Affective domain includes:

- A. Skills in writing or manual tasks
- B. **Attitudes**, emotions, and value formation
- C. Rote memorization of **terminologies**
- D. Strict focus on cognitive knowledge

Answer: B

Explanation: The affective domain concerns learners' emotional development, attitudes, and beliefs.

Q70. A teacher adopting **constructivist** principles might:

- A. Impose knowledge as **fixed** facts to be memorized
- B. Let students investigate, discuss, and connect new knowledge to prior frameworks
- C. Minimize any peer collaboration
- D. Avoid **hands-on** or inquiry-based methods

Answer: B

Explanation: Constructivism values active exploration, peer discussion, and relating new content to existing knowledge.

Q71. In the **Formal Operational** stage (\sim 11+ yrs), learners can:

- A. Solve only **concrete** real tasks
- B. Engage in abstract, hypothetical reasoning, forming logical arguments
- © Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only. Unauthorized reproduction, distribution, or commercial use is strictly prohibited.





WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

- C. Show purely preoperational traits
- D. Have minimal cognitive development

Answer: B

Explanation: Formal operational thinkers tackle abstract concepts and hypothetical scenarios systematically.

Q72. Social Learning (Bandura) suggests:

- A. Learners gain behaviors by **observing** models, imitating, and receiving feedback
- B. Learning is purely **internal** without social influence
- C. Reinforcement has **no** place in skill acquisition
- D. Observational learning is irrelevant to classroom

Answer: A

Explanation: Bandura's model stresses observational learning, modeling, and reinforcement as essential to acquiring behaviors.

UNIT 7: Andragogy (Q73-Q84)

Q73. Andragogy specifically targets:

- A. Pedagogical methods for children
- B. Adult learning processes and strategies
- C. Eliminating **practical** contexts
- D. Relying purely on rote methods

Answer: B

Explanation: Andragogy designs teaching approaches suitable for adult learners, focusing on self-direction and relevance.

Q74. Key principle in andragogy is that adults:

- A. Prefer purely **teacher-led** lectures with no autonomy
- B. Are typically **self-directed** and relate learning to life tasks
- C. Seek indefinite theory with no real use
- D. Are uninterested in **practical** problem-solving

Answer: B

Explanation: Adults usually want to steer their learning processes and see direct application in real-life contexts.

Q75.

Assertion (A): Adult learners often prefer *problem-centered* tasks.

Reason (R): Adults have **rich experiences** and want immediate solutions for real issues.

- A. Both (A) and (R) are correct, (R) is correct explanation.
- B. Both (A) and (R) are correct but (R) does not explain (A).
- C. (A) is correct, (R) is incorrect.
- D. Both (A) and (R) are incorrect.

Answer: A

Explanation: Adults' life/work experiences shape a desire for pragmatic, problem-oriented learning tasks.

AYURVED BHARATI® WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Q76. Self-directed adult learning often involves:

- A. Passive reliance on **teacher** instructions
- B. Adults setting their own learning objectives, finding resources, evaluating progress
- C. No usage of real-world application
- D. Preferring only **rote** memorization

Answer: B

Explanation: Self-directed learners typically plan their learning path, decide resources, and self-assess, with the teacher as facilitator.

Q77. In an adult learning setup, a teacher might:

- A. Provide tasks with no **practical** connection
- B. Align lessons with workplace scenarios and adult experiences
- C. Limit input from adult learners' background
- D. Maintain purely child-level approaches

Answer: B

Explanation: Andragogy encourages bridging new knowledge with professional or personal experiences and immediate applicability.

Q78. Which statements align with andragogical principles?

- (I) Adults prefer **problems** they can solve using life/work contexts.
- (II) Adults like being treated as **dependent** learners.
- (III) They often have **internally** driven motivations.
- (IV) They rely on **teacher** for every resource.
- A. (I) and (III) only
- B. (II) and (IV) only
- C. (I), (II), and (III) only
- D. (I), (III), and (IV) only

Answer: A

Explanation: Adults prefer self-direction (not dependency) and typically bring internal motivations for learning.

Q79. Knowles emphasized adult learners want:

- A. Rote tasks that never link to life
- B. **Practical** relevance and real-life problem-solving
- C. No desire for autonomy
- D. A teacher-led environment ignoring **prior** experiences

Answer: B

Explanation: Adults generally want immediate relevance, problem-based tasks, and recognition of their experiences.

Q80. An andragogical training session might:

- A. Use purely lecture-based monologue
- B. Involve case studies, group discussions, leveraging adult experiences
- C. Forbid linking content to work contexts
- © Ayurvite Wellness Pvt Ltd. All rights reserved. This PDF is for personal use only. Unauthorized reproduction, distribution, or commercial use is strictly prohibited.





AYURVED BHARATI®

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

www.ayurvedbharati.org

D. Stress child-level memorization

Answer: B

Explanation: Adult sessions frequently rely on collaborative, problem-based, and experiential learning strategies.

Q81. Adult learners are generally motivated by:

- A. External compulsion only
- B. Internal factors (self-improvement, job performance, personal goals)
- C. A preference for purely theoretical knowledge with no utility
- D. Desire to be taught exactly as children

Answer: B

Explanation: Adults typically exhibit intrinsic motivations, seeking personal or professional advancement or fulfillment.

Q82. A teacher following **andragogical** principles will often:

- A. Supply **practical** tasks addressing adults' immediate concerns
- B. Demand adult learners follow child-like **repetitive** tasks
- C. Avoid referencing **past** experiences
- D. Minimize learner autonomy

Answer: A

Explanation: Andragogy emphasizes self-direction and real-world application, building on adult experiences.

Q83. Problem-based scenarios in adult education help because:

- A. Adults dislike **problems** linking to reality
- B. They see immediate relevance and can apply knowledge to solve tasks
- C. They prefer purely **abstract** lectures
- D. They have no **experience** to share

Answer: B

Explanation: Tying tasks to real issues fosters engagement, letting adults practice applying knowledge to actual contexts.

Q84.

Assertion (A): In andragogy, learning tasks should connect to adult learners' real-world roles.

Reason (R): Adults have diverse experiences and want to solve immediate work/personal problems.

- 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. Both (A) and (R) are incorrect.

Answer: A

Explanation: Adults often learn to address relevant challenges, harnessing their life/work experiences.

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



AYURVED BHARATI® WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

UNIT 8: Learning & Pedagogy (Q85-Q96)

Q85. Pedagogy primarily addresses:

- A. How to do school budgeting
- B. Strategies and principles of **teaching**, often child-focused historically
- C. Eliminating teacher roles
- D. Strictly adult professional training

Answer: B

Explanation: Pedagogy concerns the art/science of instructing children or adolescents, though also broader in usage now.

Q86. Learning is often described as:

- A. Passive memorization only
- B. A(n) active, constructive process shaped by prior knowledge and context
- C. Independent of any **teacher** approach
- D. Unrelated to **student** motivation

Answer: B

Explanation: Modern perspectives see learners as actively building knowledge, influenced by environment, experiences, and scaffolding.

Q87. Critical pedagogy promotes:

- A. Accepting **textbook** authority without question
- B. Rote learning with **no** debate or reflection
- C. Empowering learners to question social norms and power structures
- D. Minimizing **student** voices

Answer: C

Explanation: Critical pedagogy fosters awareness, critique of societal frameworks, and transformation through education.

Q88. A teacher performing **pedagogical analysis** might:

- A. Randomly choose activities with no goal
- B. **Define** lesson objectives, plan tasks, decide how to measure success
- C. Omit any sense of coherence in teaching steps
- D. Focus on final test **only**, ignoring lesson design

Answer: B

Explanation: Pedagogical analysis systematizes objectives, content, methods, and assessment for coherent instruction.

Q89. Learning objectives are typically:

- A. Kept **secret** from students for surprise
- B. Clear, specific statements describing intended learning outcomes
- C. Always phrased in **vague** terms
- D. Inconsequential to lesson planning

Answer: B

Explanation: Effective objectives state concretely what learners should do or understand, guiding both teaching and assessment.

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Q90. Constructive alignment means:

- A. Having **misaligned** teaching tasks and final tests
- B. Ensuring objectives, teaching activities, and assessments are coherent and aim at the same outcomes
- C. Basing tasks solely on **teacher** preference
- D. Ignoring how content is assessed

Answer: B

Explanation: Constructive alignment organizes objectives, instruction, and evaluation to reinforce each other.

Q91. Higher-order thinking tasks might require:

- A. Listing or labeling basic facts
- B. Analyzing, evaluating, or creating new solutions
- C. Reciting from **memory** alone
- D. Minimizing learner input

Answer: B

Explanation: Higher-order cognitive tasks go beyond recall into analysis, synthesis, creativity, and critical judgment.

Q92. A teacher who fosters a **learner-centered** approach:

- A. Disregards learners' input or experiences
- B. Emphasizes collaboration, problem-solving, and student voice
- C. Maintains a purely **didactic** stance
- D. Conducts only **punitive** sessions

Answer: B

Explanation: Learner-centered methods encourage active engagement, peer interaction, and autonomy in learning.

Q93. Critical pedagogy might ask students to:

- A. Reflect on and question the historical context or power relations in subject matter
- B. Memorize ready-made answers without reflection
- C. Remain **silent** about social implications
- D. Follow teacher's viewpoint with **no** discussion

Answer: A

Explanation: Critical pedagogy prompts reflection on broader social/cultural factors, encouraging learners to challenge norms.

Q94. Reflective tasks in a lesson:

- A. Focus on **reproducing** facts
- B. Probe students' reasoning, encourage introspection and improvement
- C. Involve no analysis
- D. Prohibit any form of self-assessment

Answer: B

Explanation: Reflection requires learners to examine their thought processes, assess conclusions, and refine understanding.

WHERE CLASSICAL WISDOM MEETS INTELLIGENT LEARNING

Q95. Pedagogical analysis generally includes:

- A. Random unplanned instruction
- B. Aligning lesson objectives, resources, instruction, and evaluation steps
- C. No consideration of students' needs
- D. Postponing all planning until after **teaching**

Answer: B

Explanation: Pedagogical analysis systematically arranges objectives, teaching methods, and assessments to ensure clarity and relevance.

Q96. A teacher seeking application-level learning might say:

- A. "Recite the definition exactly."
- B. "Use this formula to solve a new real-world problem."
- C. "List the subheadings word-for-word."
- D. "Memorize and regurgitate facts."

Answer: B

Explanation: Application-level tasks require applying knowledge or concepts to fresh situations, not mere reproduction.

Q97. In a clinical skill test, the best way to assess psychomotor skills is:

- A. A purely **theoretical** multiple-choice exam
- B. Watching students **perform** the procedure, scoring with a rubric
- C. Asking them to summarize steps verbally
- D. Checking only written assignments

Answer: B

Explanation: Direct observation of performance with standardized criteria is essential for accurately assessing practical competencies.

Q98. A teacher maximizing *two-way communication* in a large lecture might:

- A. Ignore **student** cues, reading slides only
- B. Incorporate short **Q&A** breaks, polls, or discussion intervals
- C. Provide no chance to **clarify** doubts
- D. Permit only true/false responses

Answer: B

Explanation: Even in large classes, integrating Q&A, polls, or short group tasks fosters a two-way interactive environment.

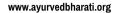
Q99. An **adult** educator adopting *problem-based* tasks ensures:

- A. Learners solve concrete real-life challenges reflecting their professional or personal context
- B. They do purely memorization exercises with no real-world tie
- C. The teacher always **dominates** the session
- D. They avoid using any collaborative approach

Answer: A

Explanation: Adults often prefer tasks that mimic real work or personal dilemmas, increasing motivation and relevance.







Q100. Formative assessment's key advantage:

- A. Assigns the **final** course grade
- B. Identifies and corrects learning gaps during instruction
- C. Never involves feedback for improvement
- D. Summarizes everything **after** the course

Answer: B

Explanation: Formative tools highlight misunderstandings early, guiding immediate teaching adjustments and better student outcomes.