



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



- 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
- C. Forbidding further **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



Answer: A

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

Q24.

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: B

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
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- 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: B

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
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Answer: B

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

Q38. 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
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- 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



- 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.



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



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
-



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 (~11+ yrs), learners can:

- A. Solve only **concrete** real tasks
- B. Engage in **abstract**, hypothetical reasoning, forming logical arguments



- 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.



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



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.



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.



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.



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.

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