



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



- 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



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



- 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.

AYURVEDBHARATI.ORG