

UGC NET/JRF Paper-1 – Teaching Aptitude

SET – 2 (MCQs with Answers & Explanation)

Concept and Objectives of Teaching

Q1. Teaching can be best defined as a process of:

- A. Conditioning learners only
- B. Guiding learning experiences
- C. Delivering lectures
- D. Controlling students

✓ **Answer: B**

Explanation: Teaching involves organizing and guiding learning experiences for meaningful learning.

Q2. Which element is essential for effective teaching?

- A. Only subject knowledge
- B. Communication skill
- C. Interaction and feedback
- D. Strict discipline

✓ **Answer: C**

Explanation: Teaching becomes effective through interaction and continuous feedback.

Q3. Teaching objectives should be:

- A. Vague
- B. Measurable and clear
- C. Teacher-oriented
- D. Examination-based only

✓ **Answer: B**

Explanation: Objectives must be observable and measurable.

Q4. Teaching-learning process mainly aims at:

- A. Information storage
- B. Behavioural and cognitive development
- C. Classroom control
- D. Completing notes

✓ **Answer: B**

Q5. A good teacher primarily acts as:

- A. Authority figure
- B. Knowledge transmitter
- C. Learning facilitator
- D. Evaluator only

✓ **Answer: C**

Levels of Teaching

Q6. Herbart is associated with:

- A. Reflective level
- B. Memory level teaching
- C. Online teaching
- D. Diagnostic evaluation

✓ **Answer: B**

Explanation: Herbart emphasized structured teaching focused on memory and presentation.

Q7. Reflective level teaching requires:

- A. Simple recall
- B. Problem-centered situations
- C. Dictation
- D. Drill practice

✓ **Answer: B**

Q8. Which level encourages hypothesis formation?

- A. Memory level
- B. Understanding level
- C. Reflective level
- D. Informal level

✓ **Answer: C**

Q9. Teacher dominance is highest at:

- A. Reflective level
- B. Understanding level
- C. Memory level
- D. Interactive level

✓ **Answer: C**

Q10. Understanding level bridges between:

- A. Teaching and testing
- B. Memory and reflective levels
- C. Theory and exam
- D. Teacher and syllabus

✓ **Answer: B**

Learner Characteristics (Adolescents & Adults)

Q11. Adolescents generally seek:

- A. Isolation
- B. Social acceptance
- C. Dependency
- D. Authority control

✓ **Answer: B**

Q12. Adult learners prefer learning that is:

- A. Theoretical only
- B. Examination-oriented
- C. Problem-centered
- D. Teacher-controlled

✓ **Answer: C**

Q13. Motivation arising from curiosity is called:

- A. Extrinsic motivation
- B. Intrinsic motivation
- C. Negative motivation
- D. Forced motivation

✓ **Answer: B**

Q14. Individual learning pace indicates:

- A. Uniform teaching
- B. Learner diversity
- C. Weak instruction
- D. Discipline problem

✓ **Answer: B**

Q15. Emotional fluctuations are commonly observed in:

- A. Adults
- B. Adolescents
- C. Teachers
- D. Researchers

✓ **Answer: B**

Q16. Adult learners usually demand:

- A. Teacher dependency
- B. Immediate application of knowledge
- C. Punishment system
- D. Memorization

✓ **Answer: B**

Q17. Learning readiness in adults depends largely on:

- A. Age only
- B. Social roles and needs
- C. Exams
- D. Teacher instructions

✓ **Answer: B**

Q18. Learner autonomy refers to:

- A. Teacher control
- B. Independent learning ability
- C. Classroom discipline
- D. Fixed curriculum

✓ **Answer: B**

Teaching Methods

Q19. Socratic method mainly uses:

- A. Lecture
- B. Questioning technique
- C. Demonstration
- D. Assignment

✓ **Answer: B**

Q20. Brainstorming technique promotes:

- A. Memorization
- B. Idea generation
- C. Silence
- D. Teacher dominance

✓ **Answer: B**

Q21. Project method was popularized by:

- A. John Dewey & Kilpatrick
- B. Skinner
- C. Pavlov
- D. Thorndike

✓ **Answer: A**

Q22. Microteaching is used for:

- A. Student evaluation
- B. Teacher training
- C. Curriculum design
- D. Examination reform

✓ **Answer: B**

Q23. Heuristic method emphasizes:

- A. Discovery learning
- B. Dictation
- C. Lecture
- D. Drill work

✓ **Answer: A**

Q24. Seminar method encourages:

- A. Passive listening
- B. Academic discussion
- C. Teacher lecture only
- D. Memorization

✓ **Answer: B**

Q25. Team teaching involves:

- A. One teacher many subjects
- B. Multiple teachers collaboratively teaching
- C. Student teaching
- D. Online lecture

✓ **Answer: B**

Q26. Synchronous online learning occurs:

- A. Anytime learning
- B. Real-time interaction
- C. Offline study
- D. Printed modules

✓ **Answer: B**

Q27. Asynchronous learning allows:

- A. Fixed schedule participation
- B. Learning at own pace
- C. Classroom attendance
- D. Only live classes

✓ **Answer: B**

Q28. Simulation method is useful for:

- A. Practical decision-making situations
- B. Rote learning
- C. Dictation practice
- D. Attendance improvement

✓ **Answer: A**

Evaluation Systems

Q29. Assessment FOR learning refers to:

- A. Summative evaluation
- B. Formative evaluation
- C. Final grading
- D. Certification

✓ **Answer: B**

Q30. Assessment OF learning refers to:

- A. Diagnostic testing
- B. Summative evaluation
- C. Practice test
- D. Feedback session

✓ **Answer: B**

Q31. Blue-print of question paper ensures:

- A. Length of exam
- B. Content validity
- C. Easy questions
- D. Teacher convenience

✓ **Answer: B**

Q32. Objective tests reduce:

- A. Reliability
- B. Examiner bias
- C. Learning outcomes
- D. Participation

✓ **Answer: B**

Q33. Portfolio assessment evaluates:

- A. Single exam performance
- B. Continuous student work
- C. Attendance only
- D. Oral answers

✓ **Answer: B**

Q34. Item analysis is used to:

- A. Increase syllabus
- B. Evaluate question quality
- C. Reduce marks
- D. Train teachers

✓ **Answer: B**

Q35. Difficulty index measures:

- A. Student intelligence
- B. Ease or difficulty of a question
- C. Teacher efficiency
- D. Exam duration

✓ **Answer: B**

Q36. Discrimination index indicates:

- A. Question length
- B. Ability to distinguish good and poor learners
- C. Marks distribution
- D. Syllabus coverage

✓ **Answer: B**

Q37. Online proctoring is used to:

- A. Teach students
- B. Monitor online exams
- C. Upload notes
- D. Conduct seminars

✓ **Answer: B**

Q38. Grading system focuses on:

- A. Numerical marks only
- B. Performance categories
- C. Attendance
- D. Teacher judgement

✓ **Answer: B**

Q39. Feedback should be:

- A. Delayed
- B. Constructive and timely
- C. Punitive
- D. Confidential only

✓ **Answer: B**

Q40. Rubric-based evaluation improves:

- A. Bias
- B. Transparency
- C. Confusion
- D. Subjectivity

✓ **Answer: B**

Q41. Self-paced testing is common in:

- A. CBT systems
- B. Oral exams
- C. Practical exams
- D. Blackboard tests

✓ **Answer: A**

Q42. Learning analytics is used to:

- A. Punish students
- B. Analyze learning data
- C. Replace teachers
- D. Reduce syllabus

✓ **Answer: B**

Q43. Credit transfer is possible under:

- A. Traditional system
- B. CBCS
- C. Annual system
- D. Board system

✓ **Answer: B**

Q44. Continuous Comprehensive Evaluation includes:

- A. Academic only
- B. Scholastic and co-scholastic areas
- C. Exams only
- D. Attendance only

✓ **Answer: B**

Q45. Standardized tests are designed for:

- A. One classroom
- B. Large population comparison
- C. Individual teaching
- D. Homework

✓ **Answer: B**

Q46. Question bank helps in:

- A. Random teaching
- B. Systematic assessment preparation
- C. Reducing syllabus
- D. Avoiding exams

✓ **Answer: B**

Q47. Authentic assessment evaluates:

- A. Memorization
- B. Real-life application
- C. Guessing ability
- D. Speed writing

✓ **Answer: B**

Q48. Open-book examination tests:

- A. Memory only
- B. Concept application
- C. Handwriting
- D. Speed

✓ **Answer: B**

Q49. Higher education evaluation emphasizes:

- A. Rote learning
- B. Analytical ability
- C. Punishment
- D. Teacher authority

✓ **Answer: B**

Q50. Effective teaching-learning evaluation cycle ends with:

- A. Marks submission
- B. Feedback and improvement
- C. Result declaration
- D. Certification

✓ **Answer: B**

Explanation: Evaluation is meaningful only when feedback leads to improvement.