

RRB RAILWAY

TEACHER 2025



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Master PDF of Education Part-I

Q1. RTE was enacted on

- (a) 4 August 2009
- (b) 5 August 2009
- (c) 6 August 2009
- (d) 7 August 2009

Q2. RTE requires all private schools to reserve ____ of seats for the poor and other categories of children.

- (a) 20%
- (b) 25%
- (c) 30%
- (d) 35%

Q3. Section 2 of RTE Act shows the

- (a) Introduction
- (b) Glossary
- (c) Rules
- (d) None

Q4. This section of RTE provides for the formulation of a National Curriculum Framework.

- (a) Section 7 (1)
- (b) Section 7 (6)
- (c) Section 8
- (d) Section 3

Q5. Section 17 of RTE Act

- (a) Prohibits any child being subjected to physical punishment or mental harassment
- (b) Private schools from denial of admission to a child
- (c) Both
- (d) None

Q6. Under which article of Indian constitution does the RTE Act lie ?

- (a) Article 20
- (b) Article 21
- (c) Article 22
- (d) Article 23

Q7. Which section of RTE Act provides that no child shall be required to pass board examinations till completion of elementary education?

- (a) Section 30
- (b) Section 31
- (c) Section 32
- (d) Section 33

Q8. Section ____ prohibits schools from denial of admission to a child.

- (a) 16
- (b) 15
- (c) 14
- (d) 13

Q9. Section ____ of RTE lays down the norms and standards for schools.

- (a) 15
- (b) 17
- (c) 18
- (d) 19

Q10. Schools for special needs education, students learn by -

- (a) Directed curriculum
- (b) Special curriculum
- (c) Normal curriculum
- (d) None

Q11. Inclusive education offers some benefits not only for the students but also for the _____.

- (a) Family
- (b) Relative
- (c) Neighbours
- (d) Friends

Q12. Lesson plan of English for students with disabilities should be planned based on following points-

- (a) The methodology used in teaching English should be made appropriate for students with special needs
- (b) The teacher should not plan extra working time with the child
- (c) The teaching material should be catchy and attractive, but also appropriate
- (d) Both (a) & (c)

Q13. What are the basic elements of inclusive education?

- (a) Use of teaching assistants or specialists
- (b) Inclusive curriculum
- (c) Parental involvement
- (d) All of the above

Q14. How to enhance the level of inclusive education?

- (a) Ensure that educators have the training, flexibility and resources to teach students with diverse needs and learning styles
- (b) Empower parents to assert their children's right to education in inclusive settings
- (c) Exclude community as much as possible
- (d) Both (a) & (b)

Q15. In which key areas UNICEF works to promote inclusive education?

- (a) Advocacy
- (b) Awareness raising
- (c) Capacity building
- (d) All

Q16. Which characteristic of a teacher is least important in inclusive education?

- (a) Patience and affection
- (b) Knowledge about individual differences
- (c) Sensitivity
- (d) Socio economic status of teacher

Q17. IDEA stands for -

- (a) International development of educational needs
- (b) Individual differences in educational needs
- (c) The individuals with disabilities education Act
- (d) Individual disabilities in education act

Q18. PIED stands for -

- (a) Project integrated education of the disabled
- (b) Provide inclusive education to disable
- (c) Provide integrated education for development
- (d) Project inclusive education for disabled

Q19. Dyslexia is caused by

- (a) Genetic factors
- (b) Environmental factors
- (c) Both
- (d) None

Q20. According to National Curriculum Framework 2005, which of the following represents the vision of a mathematics classroom?

- (a) Students memorizing the formulae
- (b) Teacher as the only narrator in the class
- (c) Students copying solved examples from the textbook
- (d) Children posing and solving meaningful problems in the classroom

Q21. According to National Curriculum Framework, NCF (2005), which of the following represents a vision of 'classroom environment for doing mathematics'?

- A. Students working in groups and looking for different strategies to solve a problem while making connections with real-life situations
- B. Students solving textbook exercises based on example solved by teacher
- C. Teacher reflecting on the process of learning and seeing mistakes as opportunities for learning
- D. Students copying the solution of question from the backboard.

Choose the correct option.

- (a) A and B
- (b) B and D
- (c) A and C
- (d) C and D

Q22. National Curriculum Framework (2005) emphasizes that school mathematics must be activity-oriented. This is because:

- A. It helps students to develop skills to earn livelihood.
- B. It motivates students to solve meaningful problems in mathematics.
- C. It provides concrete experiences to understand abstract concepts in mathematics.
- D. It provides recreation time to children in primary classes.

Choose the correct option.

- (a) B and C
- (b) A and C
- (c) only D
- (d) A and D

Q23. According to the NCF-

2005 position paper to teaching of Science, which of the following is not true about science?

- (a) The predicative and explanatory power of science helps in understating systems of nature
- (b) Science is completely objective and value-nautral
- (c) Science has the potential to be emancipative or oppressive, beneficial or harmful
- (d) The methodology of science and its demarcation from other fields is a matter of philosophical debate.

Q24. How does specific objectives help the teacher?

- (a) They are end-view of the possible achievement
- (b) They give direction to the entire educational system
- (c) They help in the selection of the subject matter and also teaching learning activities
- (d) They help to go beyond the school programme

Q25. What is the meaning of the Latin verb "Adolescere"?

- (a) Cognitive development in teenagers
- (b) Affective development in teenagers
- (c) Growing up in the right way
- (d) To grow to become mature

Q26. What is the meaning of adolescent in sociological interpretation?

- (a) It represents a young person in transition between the behaviors that are typical of children and the behaviours that are typical of adults
- (b) It is a period of identity formation. At this stage, the individual begins to place himself/herself in egospace time.
- (c) It is a period in which the individual becomes free from adult constaints.
- (d) It is a transitional period between childhood and adulthood when a child moves from dependency upon parents or other adults of the family.

Q27. “Our education has got to be revolutionized. The brain must be educated through the hand.” This was said by which famous person?

- (a) Dr. Khothari
- (b) Ishwar bhai Patel
- (c) Mahatma Gandhi
- (d) Jawaharlal Nehru

Q28. NCERT is meant for:

- (a) Research in economic field
- (b) Research in Ecology
- (c) Researches in environmental issues
- (d) Research in education

Q29. Which of the following is not a member of the SMC?

- (a) Literate parents
- (b) Literate community members
- (c) Students
- (d) Teachers

Q30. Horizontal upgrading and vertical upgrading are related with which of the following groups?

- (a) Pre-service teachers
- (b) In-service principals
- (c) In-service teachers
- (d) Trained principals

Q31. The primacy of NCF in curriculum development and reform is:

- (a) focussing on socialization of children.
- (b) teacher-centered learning.
- (c) making curriculum inclusive and meaningful to children.
- (d) making children thorough with textbooks.

Q32. What is the main use of an MOOC?

- (a) Free massive online open communication
- (b) Free mass open optimal communication
- (c) Free massive open online content
- (d) Free massive online open courses for any age group

Q33. The ‘National Scheme of Incentives to Girls for Secondary Education’ is a government – sponsored scheme with the purpose of:

- (a) promoting enrolment of girl child in the age group of 14 – 18 years at secondary stage
- (b) encouraging the girl child’s education in the age group of 10 – 15 years, in remote places
- (c) Strengthening educational opportunities for girls in villages and remote places
- (d) encouraging the girl child’s education in rural areas

Q34. What is course handicap?

- (a) Language disturbance
- (b) Interests of students
- (c) Lack of sufficient time for instruction
- (d) Achievement of goals and objectives

Q35. What are the parts of an academic plan?

- (a) Content, objectives, goals, methods, material, evaluation
- (b) Purpose, content, sequence, learners, instructional processes, resources, evaluation, adjustment
- (c) Teacher, content, students, classroom, activities
- (d) Lesson plans, methods, evaluation strategies

Q36. Full-time placement in a special education classroom may be referred to as _____ in which students with special needs spend little time with typically developing students.

- (a) Isolation
- (b) Separation
- (c) Integration
- (d) Mainstream

Q37. Maintaining and continually upgrading competencies and acknowledging prior learning and competencies through official recognition are the major objectives of:

- (a) Distance education
- (b) Formal education
- (c) Adult education
- (d) Basic education

Q38. In 2018, _____ has decided to set up an Inclusion Panel for children with special needs.

- (a) Central Board of Secondary Education (CBSE)
- (b) Special Education Program (SEP)
- (c) University Grants Commission (UGC)
- (d) National Council for Educational Research and Training (NCERT)

Q39. NCF 2005, 1975, 1988A, and 2000 ----- are published by.

- (a) MHRD
- (b) NCERT
- (c) UGC
- (d) NPE

Q40. According to the NCF, it is important to focus on errors because they:

- (a) Provide opportunities for students to scold
- (b) Provide an opportunity to remove students from school
- (c) Helps to brand students as slow learners.
- (d) Provide an opportunity to identify the thinking of the child

Q41. _____ provides information about biodiversity richness and the potential dangers to the species of plants, animals and microorganisms in the environment.

- (a) Environmental education
- (b) Environmental training
- (c) Environmental studies
- (d) Environmental science

Q42. People who know the environmental facts, rights, rules and legislations, and use their knowledge to make appropriate judgements and decisions for the protection and improvement of the earth are known to be _____.

- (a) environmentally aware
- (b) environmentally literate
- (c) environmentally active
- (d) environmental masters

Q43. Which of the following entities recommends basic safety assurance of students in school?

- (a) School organisations
- (b) Central Government
- (c) Health Ministry
- (d) World Health Organization (WHO)

Q44. National curricular framework for school education as developed by the NCERT (2000) has given a new term 'work education' instead of the earlier name _____.

- (a) Social studies
- (b) Social work
- (c) Work experience
- (d) Work culture

Q45. Which of the following best describes social maturity in teachers?

- (a) Ability to control student behavior through strict discipline
- (b) Willingness to adapt to different teaching methods
- (c) Being strict with grading and evaluation
- (d) Embracing cultural and linguistic diversity in the classroom

Q46. Which of the following is not an indicator of professional commitment to teaching?

- (a) Regular attendance and punctuality
- (b) Taking frequent leaves for personal reasons
- (c) Being well-prepared for classes and lessons
- (d) Providing timely and constructive feedback to students

Q47. Which of the following is not a factor that affects interpersonal relations in teaching?

- (a) Classroom size
- (b) Teacher workload
- (c) Student diversity
- (d) Teacher's subject expertise

Q48. What is the impact of negative interpersonal relations on teacher job satisfaction?

- (a) It has no impact on teacher job satisfaction
- (b) It has a negative impact on teacher job satisfaction
- (c) It has a positive impact on teacher job satisfaction
- (d) It only affects the job satisfaction of experienced teachers

Q49. Choose the correct statement(s) regarding professional commitment to teaching:

- A. Professional commitment in teaching involves a teacher's dedication to his/her work, students, and profession.
- B. Professional commitment in teaching includes a teacher's willingness to continuously learn and update their knowledge and skills.
- C. Professional commitment in teaching only applies to tenured teachers who have been in the profession for more than five years.

- (a) A, B
- (b) A, B, C
- (c) Only A
- (d) Only C

Q50. Positive Teacher-Student interaction can be defined by shared

- (a) Acceptance
- (b) Disapproval
- (c) Ignorance
- (d) Refusal

Q51. Which of the following Articles of the constitution of India lays down that the education of children aged 6-14 years is a Fundamental Right?

- (a) Article 21 (A)
- (b) Article 42
- (c) Article 51(A)
- (d) None of these

Q52. RTE Act was implemented in India with effect from-

- (a) 1st April, 2007
- (b) 1st April, 2009
- (c) 1st April, 2010
- (d) 1st April, 2006

Q53. When was the National Human Rights Commission constituted?

- (a) 1990
- (b) 1975
- (c) 1993
- (d) 1995

Q54. The “Universal Declaration of Human Rights” was adopted by the UN General Assembly in the year_____.

- (a) 1919
- (b) 1948
- (c) 1945
- (d) 1950

Q55. Which is the first country to allow voting rights for all groups of people-

- (a) India
- (b) USA
- (c) Russia
- (d) New Zealand

Q56. What is the main objective of the Saakshar Bharat Mission?

- (a) Providing fictional Literacy
- (b) Ensuring total literacy in the country
- (c) Ensuring High Female Literacy Rate
- (d) None of these

Q57. Which of the following is NOT a key component of the Saakshar program?

- (a) Adult literacy classes
- (b) Skill development training
- (c) Child nutrition programs
- (d) Awareness campaigns

Q58. In which year was the Saakshar Bharat program launched in India?

- (a) 2001
- (b) 2005
- (c) 2009
- (d) 2014

Q59. When was the National Programme for Education of Girls at the Elementary Level launched?

- (a) 2002
- (b) 2003
- (c) 2004
- (d) 2005

Q60. Which scheme was implemented by the Government for girls' education?

- (a) Beti Bachao Beti Padhao
- (b) Sukanya Samiriddhi Yojna
- (c) Laadli Yojna
- (d) None of these

Q61. Which of the following is an essential component of value education?

- (a) Strict discipline
- (b) Memorization of facts
- (c) Character development
- (d) Career advancement

Q62. Who chaired the Kothari Commission?

- (a) Dr. Radhakrishnan
- (b) Dr. S. Radhakrishnan
- (c) Dr. D. S. Kothari
- (d) Dr. Zakir Hussain

Q63. What was the Kothari Commission's stance on medium of instruction in schools?

- (a) English should be the sole medium of instruction
- (b) Regional languages should be the sole medium of instruction
- (c) A combination of English and regional languages
- (d) No specific recommendation on the medium of instruction

Q64. On which one of the following Tarachand Committee provided recommendations?

- (a) Primary Education
- (b) Secondary Education
- (c) Both are correct
- (d) Both are incorrect

Q65. Which one of the following is not a component of the National Knowledge Commission (2006-2009) Report?

- (a) Borrowing of knowledge
- (b) Delivery of services
- (c) Knowledge concepts
- (d) Access to knowledge

Q66. Who was the Chairman of the Secondary Education Commission set up in 1952?

- (a) Dr. S. Radhakrishnan
- (b) Jawaharlal Nehru
- (c) Dr. A.L. Mudaliar
- (d) None of these

Q67. The Mid-day Meal Programme is said to have many positive effects. Which one is one of them?

- (a) Enrolment of poor children in schools has decreased.
- (b) Case prejudices have been reduced.
- (c) Poor students can not now concentrate on their studies as they do not have empty stomachs
- (d) All of the above

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Q68. NCF 2005 emphasizes the most is-

- (a) constructivist approach to learning
- (b) To memorise the concepts
- (c) To solve the puzzles
- (d) To do mathematics speedily

Q69. According to National Curriculum Framework,2005, enhancing mathematical communication means_____.

- (a) To encourage debates in school
- (b) To organize, consolidate and express mathematical thinking
- (c) To make children active listener
- (d) None of the above

Q70. What is the recommended medium of instruction at the primary level according to the NCF 2005?

- (a) English
- (b) Hindi
- (c) Mother tongue or regional language
- (d) Sanskrit

Q71. According to idealism, the purpose of education is primarily to:

- (a) Foster critical thinking and inquiry
- (b) Promote vocational skills and job readiness
- (c) Encourage socialization and cooperation
- (d) Enhance physical fitness and health

Q72. Which aim of education is most useful for the community?

- (a) technological
- (b) livelihood
- (c) socialization
- (d) cultural

Q73. Which one of the following statements about education is true?

1. Education is a process of an individual development
2. Education is a static process
3. Education is a theoretical as well as a practical process
4. Education is a sociological process

- (a) 1, 3, and 4
- (b) 1, 2 and 3
- (c) 1, 2, 3 and 4
- (d) 2, 3 and 4

Q74. Which of the following best defines formal education?

- (a) Structured and standardized learning provided in educational institutions
- (b) Self-directed learning outside of traditional schooling
- (c) Hands-on learning through practical experiences
- (d) Collaborative learning in online communities

Q75. Which form of education involves learning through real-life experiences and interactions?

- (a) Formal education
- (b) Informal education
- (c) Intensive education
- (d) Continuous education

Q76. Idealism values education for its:

- (a) Pragmatic utility and immediate applications
- (b) Role in fostering social equality and justice
- (c) Contribution to personal growth and self-realization
- (d) Promotion of cultural diversity and inclusivity

Q77. According to naturalism, the role of the teacher is to:

- (a) Impart knowledge and information to students
- (b) Act as a facilitator and guide for students' learning
- (c) Enforce discipline and maintain classroom order
- (d) Evaluate and grade students' performance

Q78. In the context of naturalism, assessment methods should focus on:

- (a) Memorization of facts and regurgitation
- (b) Written examinations and standardized tests
- (c) Portfolio-based assessments and project work
- (d) None of the above

Q79. Which of the following is NOT an effective strategy to address learners from disadvantaged and deprived backgrounds?

- (a) Motivate the students to set moderately challenging goals and provide appropriate instructional support.
- (b) Form collaborative groups to work on activities and encourage students to support each other.
- (c) Talk to the learners to understand their needs and challenges faced by them.
- (d) Asking the learners to enroll for tuition outside of school so that the teacher does not have to pay much attention to them.

Q80. The needs of gifted and creative children can be addressed by -

- (a) providing specific instructions to solve problems.
- (b) administering memory-based tests.
- (c) giving challenging tasks and activities to prevent boredom.
- (d) giving questions that require convergent thinking.

Q81. Children with 'dyslexia' can be identified by -

- (a) analyzing their reading and writing skills.
- (b) assessing their ability to solve complex higher-order problems.
- (c) finding out their social and cultural context.
- (d) a thorough physical health check-up.

Q82. A student of V-grade with 'visual deficiency'

- (a) excused to do a lower level of work
- (b) helped with his/her routine work by parents and friends
- (c) treated normally in the classroom and provided support through audio CDs
- (d) given special treatment in the classroom

Q83. Which personality disorder is characterized by a pervasive pattern of disregard for and violation of the rights of others?

- (a) Antisocial personality disorder
- (b) Borderline personality disorder
- (c) Narcissistic personality disorder
- (d) Obsessive-compulsive personality disorder

Q84. The best way to increase the chances of learning-disabled students to lead a full and productive life is by

- (a) focusing on weaknesses of such students
- (b) maintaining a high expectations from such students
- (c) teaching a variety of skills and strategies to such students that can be applied across a range of contexts
- (d) encouraging these children to define their own goals

Q85. What is the primary cause of air pollution?

- (a) Volcanic eruptions
- (b) Industrial emissions
- (c) Natural forest fires
- (d) Ocean currents

Q86. What is the purpose of environmental education?

- (a) To promote industrial growth
- (b) To increase pollution levels
- (c) To raise awareness and knowledge about the environment
- (d) To encourage resource depletion

Q87. What is the main strategy for conserving biodiversity?

- (a) Habitat destruction
- (b) Overexploitation of species
- (c) Wildlife conservation and protected areas
- (d) Introduction of invasive species

Q88. What is the main objective of the School Health Programme?

- (a) Promoting physical fitness among teachers
- (b) Providing nutritious meals to students
- (c) Ensuring the overall health of students
- (d) Enhancing extracurricular activities

Q89. What is the key objective of population education?

- (a) Increasing the birth rate
- (b) Promoting family planning
- (c) Encouraging large families
- (d) Reducing population density

Q90. LPG reforms are associated with which sector in India?

- (a) Agriculture
- (b) Education
- (c) Economy
- (d) Healthcare

Q91. What is the most effective way to teach moral values to students in school?

- (a) Through lectures and textbooks
- (b) Through group discussions and debates
- (c) Through practical examples and experiences
- (d) Through punishment and rewards

Q92. What is the responsibility of a student if they witness another student cheating?

- (a) Ignore it and mind their own business
- (b) Report it to a teacher or administrator
- (c) Confront the cheating student directly
- (d) Help the cheating student cheat

Q93. Is it important for students to learn moral values even if they are not religious?

- (a) Yes, moral values are important regardless of religion
- (b) No, moral values are rooted in religion and cannot be separated
- (c) It depends on the individual's personal beliefs
- (d) It is not important to learn moral values at all

Q94. In education, teaching ethics and moral values primarily aim to instill _____ in students, which includes developing a sense of empathy and compassion toward others, promoting fairness and justice, and fostering a sense of community.

- (a) Creativity
- (b) Knowledge and skills
- (c) Social responsibility
- (d) Critical thinking

Q95. "By education, I mean all-around drawing out of the best in child and man-body mind and spirit. Literacy is not the end of education, not even the beginning. It is one of the means whereby men and women can be educated. Literacy in itself is no education."

The above lines about education are said by-

- (a) Mahatma Gandhi
- (b) Rabindranath Tagore
- (c) Maria Montessori
- (d) Swami Vivekananda

Q96. In an inclusive classroom, buddy system and cooperation learning _____

- (a) should be discouraged strongly.
- (b) should be activity promoted.
- (c) will lead to stereotype formation.
- (d) reduce the learning outcomes for all.

Q97. What should a teacher do for learners from disadvantaged and deprived Community in her classroom?

- (a) Ask to get extra help from outside the school.
- (b) Make special sections for students.
- (c) Make ability based groups.
- (d) Form collaborative groups that use group diversity for enhancing learning.

Q98. Which classroom is effective for including children with Attention Deficit Hyperactivity Disorder (ADHD)?

- (a) Highly structured class where teaching is primarily through oral instructions.
- (b) Class with flexible time-table and seating arrangement where students work on the task of their own interest.
- (c) Classroom where students sit still on their assigned chairs all the time to encourage discipline.
- (d) Classroom in which teacher gives higher order thinking tasks with complex instructions.

Q99. According to Kothari Commission (1964-66),

- (a) Mathematics should be made a compulsory subject for the students of classes/grades I to X, as a part of general education.
- (b) It is only an imagination that mental abilities, abilities, discipline, cultural, social and moral values are developed in students by Mathematics.
- (c) Analytical reasoning, thinking, self-confidence and emotions are developed in students by mathematics.
- (d) Every student cannot comprehend the abstraction in mathematics so it should be an optional subject after class VIII

Q100. Which one of the following statements define peer assessment in EVS?

- (a) It focuses on a student's own assessment of her learning and progress in knowledge
- (b) It focuses on a student while she is doing an activity
- (c) It focuses on students assessing other students in pairs or in groups
- (d) It focuses on the learning and progress of group of students

Solutions

S1. Ans.(a)

The right of children to free and compulsory education act or right to education act is an act of the parliament of India enacted on 4 August 2009.

S2. Ans.(b)

RTE requires all private schools (except the minority institutions) to reserve 25% of seats for the poor and other categories of children (to be reimbursed by the state as part of the public private partnership plan).

S3. Ans.(b)

Section 2 defines words and expressions used in the Act.

S4. Ans.(b)

Section 7(6)

provides for the formulation of a national curriculum framework. The central government has notified the NCERT as the designated authority for this purpose.

S5. Ans.(c)

Section 17 prohibits any child being subjected to physical punishment or mental harassment. Physical punishment and mental trauma are counterproductive, and may cause a child to become even more defiant and rebellious than before.

S6. Ans.(b)

The constitution Act 2002 inserted article 21a in the constitution of India to provide free and compulsory education of all children in the age group of 6 to 14 years as a fundamental right in such a manner as the state may, by law, determine.

S7. Ans.(a)

Board exams induce tremendous stress and anxiety among children. The national curriculum framework 2005 while impressing the need for flexibility in assessment, states "under no circumstances should board or State level examinations be conducted at other stages of schools such as class 5th, 8th or 11th".

S8. Ans.(b)

Section 15 prohibits denial of admission to a child irrespective of the time in the academic year in which admission is sought.

S9. Ans.(d)

Section 19 lays down the norms and standards for schools. Any school, whether government or private, that does not fulfill the prescribed norms and standards shall do so within a period of three years from the date of commencement of the proposed act.

S10. Ans.(d)

Schools for special needs education, students learn by special curriculum, being surrounded by a rich number of teachers and various facilities and equipment to meet the needs of those students.

S11. Ans.(a)

Inclusive education offers some benefits not only for the students but also for the family. The students will learn meaningful friendships, respect, better appreciation and understanding of individual differences and be prepared for adult life in a diverse society.

S12. Ans.(d)

Students with special educational needs also should learn English besides the other lessons. The English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing.

S13. Ans.(d)

The teachers of inclusive classrooms should have potential. For instance, a specialist who help teachers address the needs of all students is working inclusively

An inclusive curriculum includes locally relief and themes and contributions by marginalized and minority groups.

S14. Ans.(d)

To advance the level of inclusive education, enable the entire community to work together and participate in the design, delivery and monitoring of education, thereby reframing inclusive education as a shared responsibility. It should be ensured that kindergartens and schools receive attitude and sustainable financial support so that all activities and services are fully inclusive.

S15. Ans.(d)

Four key areas are-

- Advocacy- UNICEF promotes inclusive education in discussions ,high level events and other forms of outreach geared towards policymakers and the general public
- Awareness raising- UNICEF shines a spotlight on the needs of children with disabilities by conducting Research and hosting roundtables, workshops and other events for government partners
- Capacity building- UNICEF built the capacity of education systems in partner countries by training teachers, administrators and communities and providing technical assistance to government
- Implementation support- UNICEF assist with monitoring and evaluation in partner countries to close the implementation gap between policy and practice

S16. Ans.(d)

Patience and affection towards children, knowledge about individual differences of children and sensitivity towards the children are most important points in inclusive education rather than the social economic status of a teacher.

S17. Ans.(c)

IDEA ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment and independent living.

S18. Ans.(a)

PIED 1986- project integrated education of the disabled. It was a joint venture with the MHRD and UNICEF. It was made to meet the special needs of children with physical and intellectual disabilities.

S19. Ans.(c)

dyslexia is believed to be caused by the interaction of genetic and environmental factors. It is diagnosed through a series of tests of memory, vision, spelling and reading skills.

S20. Ans.(d)

Sol. According to National Curriculum Framework 2005, the vision of a mathematics classroom is “Children posing and solving meaningful problems in the classroom”.

S21. Ans.(c)

Sol. Teacher reflecting on the process of learning and seeing mistakes as opportunities for learning.

S22. Ans.(a)

Sol. National Curriculum Framework (2005) emphasizes that school mathematics must be activity-oriented. This is because It helps students to develop skills to earn livelihood.

S23. Ans.(b)

Sol. A scientific theory must be verified by relevant observations or experiments.

The laws of science are never viewed as fixed eternal truths.

Its professed value neutrality and objectivity have been subject to critical sociological analyses.

Ethical validity requires that the curriculum promote the values of honesty, objectivity, cooperation, and freedom from fear and prejudice, and inculcate in the learner a concern for life and preservation of the environment (NCF- 2005).

According to NCF-2005, good science education is one that is true to learner, true to life and true to science. Thus science education is intended to meet following criteria (validity) and science curriculum should adhere to it.

S24. Ans.(c)

Sol. Learning objectives help the teacher to guide students as they work through the course, and to assess their learning progress. Excellent learning objectives provide a guide for students when reviewing materials and preparing for assessments.

S25. Ans.(d)

Sol. The noun adolescence comes from the Latin word adolescere, which means "to ripen" or "to grow up."

S26. Ans.(d)

Sol. It is a transitional period between childhood and adulthood when a child moves from dependency upon parents or other adults of the family.

S27. Ans.(c)

Sol. It was stated by Mahatma Gandhi.

S28. Ans.(d)

Sol. NCERT is for research in education.

S29. Ans.(c)

Sol. School Management Committee (SMC) comprises of community members and the parents of students enrolled in schools

50% of the total members of the SMC should be women In addition to the

2 members nominated by CBSE, the Head of the School, 2 parents, 2 teachers and 2 nominees of the Society/Trust/Company (ex-teachers of school or college, one shall be a women) form the minimum required 9 members of the SMC

S30. Ans.(c)

Sol. Inservice teacher education is broadly defined as any learning opportunity for practicing teachers. The term inservice teacher designates a teacher that has certification or is already teaching in a classroom, in contrast to a preservice teacher, who is in the process of preparing to become a teacher.

S31. Ans.(c)

Sol. The Primary of NCF in curriculum development and reform is making curriculum inclusive and meaningful to children.

S32. Ans.(d)

Sol. Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale.

S33. Ans.(a)

Sol. Promoting enrolment of girl child in the age group of 14-18 years at secondary stage.

S34. Ans.(c)

Sol. Lack of sufficient time for instruction.

S35. Ans.(b)

Sol. The parts of an academic plan are purpose, content, sequence, learners, instructional processes, resources, evaluation and adjustment.

S36. Ans.(a)

Sol. Isolation

S37. Ans.(c)

Sol. Maintaining and continually upgrading competencies and acknowledging prior learning and competencies through official recognition are the major objectives of adult education.

S38. Ans.(a)

Sol. In 2018, Central Board of Secondary Education (CBSE) has decided to set up an inclusion panel for children with special needs.

S39. Ans.(d)

Sol. The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India.

S40. Ans.(d)

Sol. Because they provide an opportunity to identify the thinking of the child.

S41. Ans.(a)

Sol. Environmental Education provides information about biodiversity richness and the potential dangers to the species of plants, animals and microorganisms in the environment.

S42. Ans.(b)

Sol. People who know the environmental acts, rights, rules and legislations and use their knowledge to make appropriate judgements and decisions for the protection and improvement of the earth are known to be environmentally literate.

S43. Ans.(d)

Sol. World Health Organisation (WHO)

S44. Ans.(c)

Sol. National curricular framework for school education as developed by the NCERT (2000) has given a new term 'work education' instead of the earlier name work experience.

S45. Ans.(d)

Sol. Embracing cultural and linguistic diversity in the classroom best describes social maturity in teachers. A socially mature teacher respects the individual differences of students and creates an inclusive classroom environment that acknowledges cultural diversity. They adapt teaching methods to accommodate different learning styles and provide equal opportunities for all students to succeed.

S46. Ans.(b)

Sol. Taking frequent leaves for personal reasons is not an indicator of professional commitment to teaching. A committed teacher demonstrates regular attendance and punctuality, being well-prepared for classes and lessons, and provides timely and constructive feedback to students.

S47. Ans.(d)

Sol. Interpersonal relations in teaching are primarily influenced by factors such as classroom size, teacher workload, and student diversity. The teacher's subject expertise, while important for effective teaching, is not a factor that directly affects interpersonal relations between the teacher and students. Interpersonal relations are more about communication, empathy, and understanding between the teacher and students, rather than the teacher's subject knowledge.

S48. Ans.(b)

Sol. Negative interpersonal relations have a negative impact on teacher job satisfaction. When a teacher has a negative relationship with a student or colleague, they may feel stressed, anxious, and frustrated at work. This can lead to burnout and decreased job satisfaction.

S49. Ans.(a)

Sol. Professional commitment in teaching refers to a teacher's willingness to fulfill his/her responsibilities with dedication and passion towards the profession. This includes providing quality education to students, continuously updating their knowledge and skills, and maintaining ethical and professional standards. Options A and B are correct as they describe the essential elements of professional commitment in teaching. Option C is incorrect because professional commitment applies to all teachers, regardless of their tenure.

S50. Ans.(a)

Sol. Positive teacher-student interaction refers to the relationship between teachers and their students, characterized by shared acceptance, care, respect, and understanding. Teachers who establish positive relationships with their students create a safe and supportive learning environment that promotes student engagement, motivation, and achievement. They show empathy, listen actively, and provide feedback that is constructive and encouraging. Positive teacher-student interaction is essential for fostering a positive school culture that promotes academic and personal growth, social-emotional learning, and student well-being.

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S51. Ans.(a)

Sol. Article 21(A).

The Right to Education for all between 6 and 14 years of age has been included in Article 21-A of Fundamental Rights in the Constitution of India. It was included in the Constitution through the 86th Amendment Act, of 2002.

S52. Ans.(c)

Sol. Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'.

S53. Ans.(c)

Sol. The National Human Rights Commission (NHRC) was established on October 12, 1993. The National Human Rights Commission (NHRC) established in 1993, is an independent statutory body as per the provisions of the Protection of Human Rights Act of 1993 which was amended in 2006.

S54. Ans.(b)

Sol. The General Assembly adopted it on 10 December 1948 through a resolution known as the 'Universal Declaration of Human Rights. It was accepted by 48 countries without any negative vote and eight states were absent.

S55. Ans.(d)

Sol. The first country to grant equal voting rights to all people was New Zealand, in 1893. In most other democracies, women did not win the right to vote until after the First World War.

S56. Ans.(c)

Sol. Saakshar Bharat Mission ensures a high female literacy rate and seeks to create awareness of social disparities and a person's deprivation of the means for amelioration and general well-being. Saakshar Bharat is a government of India initiative launched by former Prime Minister Manmohan Singh to create a literate society through a variety of teaching-learning programs for the non-literate.

S57. Ans.(c)

Sol. Child nutrition programs. While important, child nutrition programs are not a direct component of the Saakshar program.

S58. Ans.(c)

Sol. Saakshar Bharat is a government of India initiative launched by Prime Minister Manmohan Singh to create a literate society through a variety of teaching-learning programs for the non-literate of 15 years and above. It was launched on 8 September 2009 as a centrally sponsored scheme.

S59. Ans.(b)

Sol. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girls' education over and above the investments for girls' education through normal SSA interventions. Reduction of the gender gap in the education sector.

S60. Ans.(a)

Sol. Beti Bachao Beti Padhao. This scheme works towards protecting girls and advancing their education throughout India. Its aim is to reduce gender-based abortions and ensure equal opportunity for girl-child education.

S61. Ans.(c)

Sol. Character development. Value education focuses on character development, which includes cultivating qualities like empathy, integrity, and responsibility.

S62. Ans.(c)

Sol. Dr. D. S. Kothari. The Kothari Commission was chaired by Dr. D. S. Kothari, a renowned Indian scientist and educationist. Kothari Commission, also known as National Education Commission, 1964 was formed under the chairmanship of Dr. D. S. Kothari with 17 other members on July 14, 1964.

S63. Ans.(c)

Sol. A combination of English and regional languages. The Kothari Commission recommended a combination of English and regional languages as the medium of instruction to ensure a balanced approach.

S64. Ans.(b)

Sol. Tara Chand Committee, 1948, suggested the multipurpose type of secondary schools without discouraging the uni-purpose schools.

S65. Ans.(a)

Sol. Borrowing of knowledge is not a component of the National Knowledge Commission (2006-2009) Report.

S66. Ans.(c)

Sol. The Government of India established the Secondary Education Commission on 23 September 1952 under the chairmanship of Dr. Lakshmanaswamy Mudaliar (Dr. A.L. Mudaliar). It was called the Mudaliar Commission after him.

S67. Ans.(b)

Sol. Case prejudices have been reduced. The Mid-day Meal Programme(MDM) is also called the school lunch or school meal programme.

S68. Ans.(a)

Sol. The NCF 2005 emphasizes a constructivist approach to learning, which focuses on students actively constructing their knowledge and understanding through hands-on experiences, problem-solving, critical thinking, and inquiry-based learning.

S69. Ans.(b)

Sol. Enhancing mathematical communication, as stated in the National Curriculum Framework, 2005, refers to the process of organizing, consolidating, and expressing mathematical thinking. Key Points. It involves developing the ability to effectively communicate mathematical ideas, concepts, and problem-solving strategies.

S70. Ans.(c)

Sol. Mother tongue or regional language. The NCF 2005 suggests that the medium of instruction at the primary level should be the child's mother tongue or the regional language to facilitate better understanding and learning.

S71. Ans.(a)

Sol. Idealism is a philosophical approach that places a strong emphasis on the mind and ideas as the primary reality. In the context of education, idealism views the purpose of education as the development of the intellect and the cultivation of knowledge and understanding.

Foster critical thinking and inquiry: Idealism believes that education should focus on nurturing critical thinking skills and promoting inquiry. It emphasizes the importance of intellectual growth, reasoning, and the ability to question and analyze ideas. This approach aims to develop individuals who can think independently, engage in thoughtful reflection, and seek knowledge and truth.

Information Booster

- **Promote vocational skills and job readiness:** While vocational skills and job readiness are important aspects of education, they are not the primary focus according to idealism. Idealism places a greater emphasis on the intellectual and philosophical aspects of education, rather than vocational training.
- **Encourage socialization and cooperation:** While socialization and cooperation are valued in education, idealism does not consider them as the primary purpose. Idealism primarily focuses on intellectual and philosophical development rather than social aspects, although it recognizes the importance of individuals interacting and cooperating within society.
- **Enhance physical fitness and health:** Physical fitness and health, although important for overall well-being, are not the primary emphasis of education according to idealism. Idealism primarily focuses on intellectual growth and the pursuit of knowledge rather than physical aspects.

S72. Ans.(c)

Sol. Socialization refers to the process of learning and acquiring social norms, values, and behaviors that enable individuals to participate effectively in society. Education plays a crucial role in socializing individuals, teaching them how to interact, cooperate, and contribute to their communities. By promoting socialization, education helps build cohesive communities, fosters social cohesion, and contributes to the overall well-being and development of the community.

S73. Ans.(a)

Sol. Education refers to the process of bringing up, leading out, and developing individuals as mature, adult members of society. Education is characterized by the moral, intellectual, and spiritual development of a person.

- Education is a process of individual development.
- Education is a theoretical as well as a practical process.
- Education is a sociological process.
- Education is a dynamic process that keeps on changing with time.

Information Booster

- Education is a process of individual development. It aims to enhance the knowledge, skills, and capabilities of individuals, allowing them to grow intellectually, emotionally, and socially.
- Education is not a static process. It evolves and adapts to societal changes, new knowledge, and emerging needs.
- Education is both theoretical and practical. It encompasses the acquisition of theoretical knowledge as well as the application of that knowledge in practical situations.
- Education is a sociological process. It is influenced by social factors, societal values, and cultural norms, and it plays a crucial role in shaping society and social relationships.

S74. Ans.(a)

Sol. Formal education refers to the structured and standardized learning provided in educational institutions, such as schools and universities. It follows a prescribed curriculum, has defined learning objectives, and is typically delivered by qualified teachers. This form of education often leads to recognized qualifications or degrees, providing learners with the necessary skills and knowledge for future employment or higher education opportunities.

S75. Ans.(b)

Sol. Informal education occurs outside the traditional classroom setting and involves learning through real-life experiences, interactions, and self-directed activities. It can happen in various contexts, such as through hobbies, community involvement, or informal mentorship. Informal education emphasizes practical skills, critical thinking, and personal growth, often complementing formal education by providing hands-on experiences and fostering lifelong learning.

Information Booster

- **Formal education:** Formal education refers to structured and organized learning that takes place within institutional settings, such as schools or universities. It follows a prescribed curriculum, employs qualified teachers, and typically leads to the attainment of certificates, diplomas, or degrees.
- **Intensive education:** Intensive education refers to an approach that focuses on concentrated and accelerated learning experiences. It often involves immersive and specialized programs that aim to rapidly develop skills or knowledge within a shorter timeframe compared to traditional educational methods.
- **Continuous education:** Continuous education, also known as lifelong learning, is the ongoing process of acquiring knowledge and skills throughout one's life. It recognizes that learning does not stop after formal schooling and encourages individuals to engage in learning opportunities to enhance personal and professional development.

S76. Ans.(c)

Sol. Idealism is a philosophical approach that places a strong emphasis on the mind and ideas as the primary reality. In the context of education, idealism views education as a means for personal growth and self-realization.

Contribution to personal growth and self-realization: This is the correct answer. Idealism values education for its ability to promote personal growth and self-realization. It emphasizes the development of the intellect, the cultivation of knowledge and understanding, and the exploration of philosophical and moral questions. Idealism believes that education should help individuals realize their full potential and lead fulfilling lives.

Information Booster

- **Pragmatic utility and immediate applications:** While education can have practical utility and immediate applications, idealism values education for more than just its pragmatic outcomes. Idealism focuses on the intellectual and philosophical development of individuals, rather than solely on practical skills or immediate applications.
- **Role in fostering social equality and justice:** While fostering social equality and justice can be important goals in education, idealism primarily emphasizes personal growth and self-realization. Idealism believes that education should nurture the intellectual and spiritual development of individuals, and through that, they can contribute positively to society.
- **Promotion of cultural diversity and inclusivity:** While cultural diversity and inclusivity are important considerations in education, they are not the primary focus according to idealism. Idealism places a greater emphasis on personal growth and self-realization through intellectual and philosophical development.

S77. Ans.(b)

Sol. According to naturalism, the role of the teacher is primarily (b) to act as a facilitator and guide for students' learning. Naturalism emphasizes the importance of allowing students to explore and discover knowledge on their own, with the teacher serving as a resource and supporter.

Information Booster

- Option (a) is less aligned with naturalism as it suggests a more traditional approach of knowledge transmission.
- Option (c) may be seen as necessary to maintain a conducive learning environment, but it is not the primary role of the teacher according to naturalism.
- Option (d) focuses on evaluation and grading, which is not the primary emphasis in naturalistic teaching.

S78. Ans.(c)

Sol. In the context of naturalism, assessment methods should focus on option (c) Portfolio-based assessments and project work. Naturalism promotes experiential learning and the practical application of knowledge. Portfolio-based assessments and project work allow students to showcase their skills, creativity, and problem-solving abilities, aligning with the principles of naturalism.

Information Booster

- Memorization of facts and regurgitation (option a) goes against the principles of naturalism as it prioritizes rote learning rather than understanding and critical thinking.
- Written examinations and standardized tests (option b) may not fully capture the depth of learning and practical application emphasized by naturalism.

S79. Ans.(d)

Sol. Asking learners to enroll for tuition outside of school so that the teacher does not have to pay much attention to them, is not an effective strategy. It neglects the needs and challenges faced by disadvantaged learners and fails to provide the necessary support within the classroom. Effective strategies focus on inclusive practices and addressing learners' needs within the educational setting to ensure equal opportunities for all students.

Information Booster

- Motivating students to set moderately challenging goals and providing appropriate instructional support helps them develop a sense of achievement and progress. This strategy promotes their academic growth and self-confidence.
- Forming collaborative groups and encouraging students to support each other fosters a sense of community and cooperation. It enhances their social skills, encourages peer learning, and provides a supportive learning environment.
- Talking to learners to understand their needs and challenges is essential for addressing their specific requirements. It enables teachers to tailor instruction and support based on individual circumstances, promoting personalized learning and overcoming barriers.

S80. Ans.(c)

Sol. The needs of gifted and creative children can be addressed by providing an environment that nurtures and supports their unique abilities. Giving challenging tasks and activities to prevent boredom is the most effective way to address the needs of gifted and creative children. Providing them with intellectually stimulating and open-ended tasks fosters their intellectual growth, creativity, and engagement in the learning process.

Information Booster

- Providing specific instructions to solve problems may not be sufficient for gifted and creative children. They often require open-ended tasks that allow for exploration, critical thinking, and creative problem-solving.
- Administering memory-based tests focuses on recall rather than higher-order thinking skills. Gifted and creative children thrive when given opportunities to demonstrate their analytical and innovative abilities, which may not be fully captured by memory-based tests.
- Giving questions that require convergent thinking, which is the process of finding the single correct answer, may not fully engage gifted and creative children. These children often excel in divergent thinking, which involves generating multiple solutions and exploring alternative perspectives.

S81. Ans.(a)

Sol. Learning disability refers to the neurological disorder that causes cognitive impairment. Dyslexia, dysgraphia, dyscalculia, etc. are the example of learning disability.

Dyslexia has difficulty in reading, writing and spelling as dyslexia is the most common learning disability which makes learners:

1. Confuse with the same shapes and sounds of the alphabet.
2. Unable to read, interpret and understand letters and words.
3. Bewilder in identifying and relating speech sounds with letters and words.

Hence, it could be concluded that children with 'dyslexia' can be identified by analyzing their reading and writing skills.

Information Booster

- assessing their ability to solve complex higher-order problems is not directly related to identifying dyslexia. Dyslexia primarily affects reading and writing skills, and it may not have a significant impact on problem-solving abilities.
- finding out their social and cultural context may provide valuable contextual information but alone is insufficient to identify dyslexia. Understanding the social and cultural context is important for providing appropriate support, but it does not directly identify dyslexia.
- A thorough physical health check-up is not necessary for identifying dyslexia. Dyslexia is a neurodevelopmental disorder related to specific difficulties in processing language, and it does not require a physical health check-up for diagnosis.

S82. Ans.(c)

Sol. Students with visual deficiencies can be supported in inclusive classroom settings by providing accommodations and assistive technologies. Treating the student normally helps foster a sense of belonging and inclusivity. Providing support through audio CDs, as well as other accessible formats, can facilitate learning and help the student access information through alternative means.

Information Booster

- excusing the student to do a lower level of work may not be necessary as students with visual deficiencies can often achieve the same academic standards as their peers with appropriate accommodations and support.
- relying solely on parents and friends for routine work may not be feasible or sustainable in a classroom setting. While their support and involvement can be beneficial, it should be supplemented with appropriate educational accommodations and resources.
- giving special treatment in the classroom may lead to unnecessary segregation or stigmatization of the student. Inclusive education aims to provide equal opportunities and support to students with disabilities within the regular classroom environment.

S83. Ans.(a)

Sol. Antisocial personality disorder is characterized by a persistent pattern of behavior where individuals consistently show little regard for the rights of others. They lack empathy and remorse, often engaging in manipulative or deceitful actions. These individuals also display impulsive and irresponsible behavior. The disorder is marked by a disregard for societal norms and a tendency to violate the rights of others without remorse or guilt. It is important to note that diagnosis should be made by a qualified mental health professional based on a comprehensive evaluation of the individual's symptoms and history.

Information Booster

- Borderline personality disorder is characterized by instability in mood, self-image, and relationships.
- Narcissistic personality disorder involves a grandiose sense of self-importance and a need for admiration.
- Obsessive-compulsive personality disorder is characterized by perfectionism, rigidity, and an excessive focus on orderliness.

S84. Ans.(c)

Sol. The best way to increase the chances of learning disabled students to lead a full and productive life, is by teaching a variety of skills and strategies to such students that can be applied across a range of contexts. By teaching a diverse range of skills and strategies, students gain valuable tools to overcome challenges, adapt to different situations, and succeed in various contexts. It empowers them with problem-solving abilities and enhances their overall capabilities.

Information Booster

Focusing on the weaknesses of such students is not the best way to increase the chances of learning-disabled students leading a full and productive life. Focusing primarily on weaknesses can lead to a negative and deficit-based approach, which may hinder their overall development and self-esteem.

S85. Ans.(b)

Sol. The correct answer is b) Industrial emissions. Air pollution is primarily caused by emissions from industries, vehicles, and various human activities. Industrial emissions release pollutants like particulate matter, sulfur dioxide, and nitrogen oxides into the atmosphere, leading to air pollution.

S86. Ans.(c)

Sol. The correct answer is c) To raise awareness and knowledge about the environment. Environmental education aims to educate individuals about environmental issues, sustainability, and the importance of preserving natural resources.

S87. Ans.(c)

Sol. The correct answer is c) Wildlife conservation and protected areas. Conservation of biodiversity involves establishing protected areas and wildlife reserves to safeguard endangered species and their habitats.

S88. Ans.(c)

Sol. The School Health Programme aims to ensure the holistic health and well-being of students through various health interventions.

S89. Ans.(b)

Sol. Population education aims to promote awareness and responsible behavior in family planning and population control.

S90. Ans.(c)

Sol. LPG reforms refer to liberalization, privatization, and globalization measures in the Indian economy.

S91. Ans.(c)

Sol. Practical examples and experiences are more effective than mere lectures and textbooks as students tend to retain information better when they experience it themselves. Group discussions and debates can also be helpful in understanding moral values, but they may not be as impactful as real-life experiences. Punishment and rewards may be effective in the short term, but they may not necessarily instill a long-lasting sense of morality in students.

S92. Ans.(b)

Sol. It is the responsibility of a student to report cheating to a teacher or administrator. Option A is not responsible because cheating undermines the academic integrity of the class. Option C can lead to conflict between students and is not recommended. Option D is also not recommended because it is unethical to help someone cheat.

S93. Ans.(a)

Sol. While many moral values are taught within religious contexts, it is possible to learn and adopt these values without being religious. Ethical behavior and integrity are important qualities for all individuals, regardless of their religious beliefs. Additionally, learning about different religious and cultural perspectives on moral values can help students develop a more nuanced understanding of these concepts.

S94. Ans.(c)

Sol. Teaching ethics and moral values in education primarily aims to instill social responsibility in students, which includes developing a sense of empathy and compassion towards others, promoting fairness and justice, and fostering a sense of community.

Creativity involves the ability to generate original and innovative ideas and solutions. Knowledge and skills refer to the acquisition of information and the development of competencies necessary for academic success and personal growth. Critical thinking involves the development of analytical and evaluative skills to assess information and ideas.

S95. Ans.(a)

Sol. “By education, I mean all-around drawing out of the best in child and man-body mind and spirit. Literacy is not the end of education, not even the beginning. It is one of the means whereby men and women can be educated. Literacy in itself is no education.” – It is said by Mahatma Gandhi

S96. Ans.(b)

Sol. In an inclusive classroom, buddy system and cooperation learning should be actively promoted. An inclusive Classroom means in all students, irrespective of their abilities or skills are welcomed holistically. It is built on the notion that being in a non-segregated classroom will better prepare special-needs students for later life.

S97. Ans.(d)

Sol. Form collaborative groups that use diversity for enhancing learning should a teacher for learners from disadvantaged and deprived Communities in her classroom. Collaboration means the process of two or more people or organizations working together to complete a task or achieve a goal.

S98. Ans.(b)

Sol. Class with a flexible timetable and seating arrangements where students work on the task of their own interest is effective for including children with Attention Deficit Hyperactivity Disorder (ADHD). ADHD is one of the most common neurodevelopment disorders of childhood, it is usually first diagnosed in childhood and often lasts into adulthood.

S99. Ans.(a)

Sol. According to Kothari Commission (1964-66), Mathematics should be made a compulsory subject for the students classes/grades I to X, as a part of general education.

S100. Ans.(c)

Sol. Peer assessment focuses on a student while she is going an activity. Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. Examples of peer assessment are Discussions, Graphic Organizers, journals, and observations.

Master PDF of Education Part-II

Q1. "The course of development of children is :

- (a) Uniform and orderly
- (b) Uniform and disorderly
- (c) Individualistic and sequential
- (d) Individualistic and disorderly

Q2. Theorists now prefer to refer to certain periods as 'sensitive periods' rather than 'critical periods' in recognition that :

- (a) Development is dynamic in nature
- (b) Development is determined by heredity only
- (c) Development is determined by environment only
- (d) Development is fixed and static

Q3. Naresh and Mukesh are in the same age group yet they show differences in social and cognitive development. It is due to which of the following ?

- (a) Cephalocaudal Principle
- (b) Proximodistal Principle
- (c) Principle of Individual differences
- (d) Principle of Uniformity

Q4. Assertion (A) : Delay in achievement of developmental milestone by children can be directly attributed to heredity.

Reason (R) : Environmental factors do not play any role in development.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q5. Socialization of children is :

- (a) A simple and linear process.
- (b) An orderly and well laid out process
- (c) Is a complex and multidimensional process.
- (d) A fixed and static process

Q6. At which stage of cognitive development do children develop the abilities of inference and abstract logic ?

- (a) Sensori-motor
- (b) Pre-operational
- (c) Concrete operational
- (d) Formal operational

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Q7. In Jean Piaget's theory _____ is said to occur when the child modifies the existing schemas to account for a new experience.

- (a) Accommodation
- (b) Organization
- (c) Metacognition
- (d) Scaffolding

Q8. In Jean Piaget's theory, egocentrism refers to :

- (a) the ability to consider more than one aspect of the situation at a time.
- (b) the tendency to organize thinking processes into psychological structures.
- (c) the use of existing schemas to make sense of the world.
- (d) the tendency to see the world and the experiences of others from one's own viewpoint.

Q9. As per Lev Vygotsky, _____ plays a very important role in cognitive development.

- (a) conditioning
- (b) cultural context
- (c) reinforcement
- (d) schema

Q10. A classroom built on Vygotskian principles would promote :

- (a) recitation and recall.
- (b) collaborative learning.
- (c) use of rewards and punishment.
- (d) conditioning of responses.

Q11. How many stages of moral development does Lawrence Kohlberg propose in his theory ?

- (a) 6
- (b) 7
- (c) 5
- (d) 4

Q12. At which stage of Kohlberg's moral development do individuals believe that fixed rules must be obeyed in order to maintain the social order ?

- (a) Instrumental purpose orientation
- (b) Punishment and obedience orientation
- (c) Law and order orientation
- (d) Good boy-good girl orientation

Q13. Dancers, athletes and actors possess high _____ as per Howard Gardner's theory.

- (a) Spatial intelligence
- (b) Linguistic intelligence
- (c) Bodily-Kinaesthetic intelligence
- (d) Intrapersonal intelligence

Q14. A teacher's remark to boys in a co-education class - "Be a man and don't behave like girls' would encourage :

- (a) Gender equity
- (b) Gender stereotyping
- (c) Gender role flexibility
- (d) Gender equality

Q15. Which of the following statements about assessment of children is correct ?

- (a) Primary purpose of assessment is comparison.
- (b) Primary purpose of assessment is to generate anxiety and fear.
- (c) Assessment should be carried out using a variety of means.
- (d) Assessment should not include self- assessment by children.

Q16. Which of the following do NOT follow the spirit of inclusive education ?

- (a) Differentiated instruction
- (b) Universal design for Learning
- (c) Labelling and Segregation
- (d) Collaborative learning

Q17. In a class with students having students from disadvantaged backgrounds whose experiences should a teacher allow to be shared ?

- (a) Discourage everyone from bringing their experiences to the class.
- (b) Encourage only children from dominant groups to share their experiences.
- (c) Encourage only children from disadvantaged groups to share their experiences.
- (d) Share her own experiences and encourage all children to share their experiences.

Q18. In order to accommodate a student with locomotor disabilities schools should facilitate access and barrier free environment that includes provisions such as :

- (I) Wheel chairs
 - (II) Walker
 - (III) Ramps with hand-rails
 - (IV) Embossed tiles
 - (V) Braille systems
- (a) (I) , (II) , (III)
 - (b) (I) , (III) , (IV)
 - (c) (II) , (III) , (IV)
 - (d) (I) , (II) , (III) , (IV) ,(V)

Q19. Which of the following are typical identifying characteristics of student with learning disability ?

- (a) Omits words or lines in readings; makes mistakes in spellings
- (b) Cannot see things after a distance of 2 feet
- (c) Perform the same motor action repeatedly
- (d) Cannot hear sounds of 70 dB

Q20. Which of the following statements about gifted children is correct ?

- (a) Gifted children do not require any pedagogical modifications.
- (b) Gifted children should be given very simple routine tasks to be performed repeatedly.
- (c) Gifted children have very high emotional maturity.
- (d) Gifted children have specific learning needs that often get ignored in the classrooms.

Q21. Active engagement of students in a middle classroom should be promoted by :

- (a) Offering positive and negative reinforcement
- (b) Passive listening
- (c) Reinforcing competition
- (d) The processes of enquiry and questioning

Q22. Assertion (A) : Pedagogical processes of dialogue and discussion amongst peers hinders development of problem-solving abilities.

Reason (R) : Learning is a process that is individualistic in nature and not social in character.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q23. What kind of goals should a teacher encourage her students to set ?

- (a) Mastery-oriented
- (b) Performance oriented
- (c) Failure accepting
- (d) Failure avoiding

Q24. One's beliefs have an important influence on one's learning. Which belief would have a positive influence on learning ?

- (a) I am not born with any abilities
- (b) Teachers always make difficult question papers
- (c) Getting good or bad marks depends on your efforts
- (d) have never got good marks in geography and I never will even if I try.

Q25. Constructivism as a theory :

- (a) Emphasizes the role of the learner in constructing his own view of the world
- (b) Emphasises on memorising information and testing through recall
- (c) Emphasis on the dominant role of the teacher
- (d) Focuses on the role of passive imitation in learning

Q26. Children construct further knowledge on the basis of :

- (a) what is irrelevant for them.
- (b) what is already understood by them.
- (c) what is completely alien to them.
- (d) what is much beyond their cognitive levels.

Q27. Which of the following statements about cognition and emotions is correct ?

- (a) Cognition and emotions are processes independent of each other
- (b) Cognition and emotions are intertwined and affect each other
- (c) Cognition affects emotions but emotions do not affect cognition
- (d) Emotions affects cognition but cognition does not affect emotions

Q28. Meaningful learning of students is NOT promoted by encouraging children for :

- (a) Exploration and experimentation
- (b) Developing Metacognitive capabilities
- (c) Discussion and debate
- (d) Passive listening

Q29. A constructivist approach for dealing with 'misconceptions * among middle school students is:

- (a) to completely ignore them.
- (b) to assign lot of content for passive memorization,
- (c) to punish the students.
- (d) give opportunities for discussing counter perspectives.

Q30. Assertion (A) : Schools should not involve parents in any manner in education of their children.
Reason (R) : Establishing links of the school with the community hinders meaningful learning for students.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q31. Which of the following is an example of gross motor skill ?

- (a) Sketching
- (b) Holding a needle
- (c) Walking fast
- (d) Putting beads in a thread

Q32. Proximo - distal' principle of development suggests that development proceeds from:

- (a) Complex to Simple
- (b) Head to Toe
- (c) Center to Extremes
- (d) General to Specific

Q33. Which of the following are secondary agencies of socialisation ?

- (I) School
- (II) Books
- (III) Media
- (IV) Parents

- (a) (I) , (IV)
- (b) (I) , (II) , (IV)
- (c) (I) , (III) , (IV)
- (d) (I) , (II) , (III)

Q34. According to Jean Piaget "s theory of Cognitive development, at which stage, most children can 'operate on operations' and develop hypothetico - deductive thinking?

- (a) Sensori motor
- (b) Pre operational
- (c) Concrete operational
- (d) Formal operational

Q35. Jean Piaget gave importance to _____ in the process of learning.

- (a) Readiness to learn
- (b) Negative reinforcement
- (c) Competitive feelings
- (d) Functional fixedness

Q36. Amarjeet considers rules as fixed and advocates that everyone should follow rules irrespective of their personal situations. According to Lawrence Kohlberg's theory of moral development at which stage Amarjeet is at present ?

- (a) Obedience and punishment orientation
- (b) Instrumental purpose orientation
- (c) Good boy - Good girl orientation
- (d) Law and order orientation

Q37. During a group work in class, Ramesh finds his students struggling to solve a given question. In order to scaffold them Ramesh should :

- (a) Tell them to copy the answer from book
- (b) Ask them to withdraw given assignment and move on next task
- (c) Give cues and hints relevant to the problem
- (d) Complicate the question by ambiguous instructions

Q38. To enhance students' cognitive development, Lev Vygotsky advocated for _____.

- (a) Social isolation
- (b) Use of cultural tools
- (c) Rote memorisation
- (d) Passive imitation

Q39. Progressive education places _____ at the centre of teaching – learning process.

- (a) Students
- (b) Parents
- (c) Teachers
- (d) Exams

Q40. Ahmad wants to become a Psycho - therapist or Counselor. As per Howard Gardner's theory of multiple intelligences, his teachers should provide opportunities to enhance his _____ intelligence.

- (a) Spatial
- (b) Naturalistic
- (c) Musical
- (d) Interpersonal

Q41. While practising cooperative learning, a teacher should

- (a) make same ability based groups
- (b) instruct students to follow only prescribed procedure
- (c) restrict use of discussions and debates
- (d) make groups of diverse learners

Q42. In a classroom discussion on cricket, a teacher is giving more chances to boys than girls. By doing so he is

- (a) Combating stereotype threat
- (b) Practising gender bias
- (c) Ensuring gender equality
- (d) Breaking gender stereotypes

Q43. In a class of diverse learners, a teacher should :

- (a) Group students based on their performance in exams
- (b) Set and maintain expectations of success from all
- (c) Divide students based on their socio-economic context
- (d) Practise standardised curriculum and method of assessment

Q44. Formative assessment is done :

- (a) only at the beginning of the session
- (b) throughout the session for all students
- (c) at the end of the session only
- (d) only for students facing learning challenges

Q45. Which of the following questions will promote critical thinking among students?

- (a) What is the Capital of Sri Lanka?
- (b) When is Teacher Day celebrated in India?
- (c) Which is the largest city in Asia?
- (d) How would you resolve the water crisis in your city?

Q46. The concept of inclusion requires :

- (a) Respect of diversity and individual differences
- (b) Standardised testing for assessment
- (c) Teacher - centered Pedagogy
- (d) Labelling and segregation of students

Q47. 'Dyslexia' poses direct challenges in the domain of:

- (a) emotional regulation
- (b) body coordination
- (c) social interactions
- (d) comprehension of the written text

Q48. While students with Autism faces several challenges in certain domains, they have strength _____, which can be utilised by the teacher in teaching – learning process.

- (a) to pay attention for minute details
- (b) for social communication
- (c) of expressing themselves without hesitation in front of large groups
- (d) of easily adjusting to frequent changes in schedule

Q49. Which of the following mode should be avoided while teaching students with visual impairment ?

- (a) verbally explaining the content written on board
- (b) providing tactile maps
- (c) allowing use of assistive devices
- (d) using written tests to assess learning

Q50. Which of the following is not a characteristic of students with "giftedness" ?

- (a) above - average intelligence level
- (b) higher order problem-solving skills
- (c) high motivation to master skills
- (d) slow in processing information

Q51. A teacher should motivate students to form _____ view of ability and should consider learning as _____ process.

- (a) incremental, an active
- (b) entity, a passive
- (c) incremental, a passive
- (d) entity, an active

Q52. Students are likely to experience _____ when the activity is not valued by them.

- (a) Curiosity
- (b) Excitement
- (c) Joy
- (d) Boredom

Q53. Richa, a school teacher wants to promote conceptual understanding among her students. To do so, she should :

- (a) ask students to solve questions in prescribed manner only.
- (b) focus on procedural knowledge and metacognitive skills.
- (c) emphasise on rote memorisation of content.
- (d) discourage students to establish connections between sub-concepts.

Q54. Which of the following characterizes a socio-constructivist classroom ?

- (a) Teacher inculcating competition-oriented attitude among students
- (b) An environment conducive for discovery learning
- (c) Pedagogy geared to focus on rote memorisation
- (d) Curriculum which is standardised and does not consider cultural differences

Q55. Students feel more involved and engaged in the process of learning if classroom environment promotes :

- (I) Enquiry about the concept
 - (II) Reflection on their thoughts
 - (III) Passive imitation of the teacher
 - (IV) Mere reproduction of knowledge
- (a) (I) (II)
 - (b) (I) , (III)
 - (c) (II) , (III)
 - (d) (III) , (IV)

Q56. To facilitate students learning, a teacher should conduct activities which are :

- (a) relevant to their everyday life
- (b) mechanical and require passive listening
- (c) decontextualised
- (d) presented in progressive sequence from complex to simple

Q57. Development of critical thinking in students can be facilitated by emphasising on_____.

- (a) application of learning in varied contexts.
- (b) competition to finish the task at earliest rather than understanding it.
- (c) mere summarization of notes given by the teacher.
- (d) rote memorisation of content and passive imitation of the teacher.

Q58. The pace of learning is :

- (a) dependent solely on personal factors.
- (b) dependent solely on environmental factors.
- (c) independent of both personal and environmental factors.
- (d) dependent on interaction of personal and environmental factors.

Q59. Alternative conceptions of students

- (a) should be discouraged by ignoring them
- (b) are not related to their experiences
- (c) are always extremely erroneous and represents irrational thinking process
- (d) illustrates their 'naive' theories constructed in the process of meaning-making

Q60. While teaching a concept, it is important to avoid :

- (a) making connections among different aspects of the concept.
- (b) highlighting cause-effect relations.
- (c) giving non-exemplars related to the concept.
- (d) presenting the content of concept disconnected chunks of information.

Q61. A child's growth and development is influenced by :

- (I) parenting styles
 - (II) genetic make - up
 - (III) schooling experiences
 - (IV) personal interests
- (a) (I) , (III)
(b) (I) , (II)
(c) (I) , (III) , (IV)
(d) (I) , (II) , (III) , (IV)

Q62. Developmental changes in children :

- (a) Are universal taking place at the same pace across cultures.
- (b) Are unidimensional and linear.
- (c) Are a complex interaction between hereditary and environmental factors.
- (d) Are irreversible and proceed from toe to head.

Q63. Assertion (A) : All children across cultures proceed through the stages of development in the same manner at the same age.

Reason (R) : Childhood is universal and unidimensional.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true and (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q64. Assertion (A) : Socialisation happens only at school once the children begin to go to school.

Reason (R) : School is the only institution of secondary socialisation.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q65. Seema is scared to eat sweets from the kitchen without her mother's permission. She thinks that if her mother gets to know about it then she will be punished. Identify the stage of moral development of Seema according to Kohlberg's theory of Moral development.

- (a) Post Conventional Stage
- (b) Pre-Conventional Stage
- (c) Formal Stage
- (d) Conventional Stage

Q66. According to Jean Piaget cognitive development is facilitated by the process of :

- (a) Adaptation
- (b) Reinforcement
- (c) Rehearsal
- (d) Algorithms

Q67. Choose the correctly matched pair of stages with the characteristics proposed by Jean Piaget.

- (a) Sensorimotor stage - can engage in make believe play
- (b) Pre-operational - object permanence begins
- (c) Concrete Operational - capable of mentally reversing actions
- (d) Formal Operational - capable of hypo-thetic deductive thinking

Q68. According to Lev Vygotsky, which of these is an important activity to enable children to learn?

- (a) Dialogue
- (b) Lecture
- (c) Punishment
- (d) Rewards

Q69. Which Psychologist formulated the theory in which interaction is considered the most important in language development of a child?

- (a) Jean Piaget
- (b) Lev Vygotsky
- (c) BF Skinner
- (d) Noam Chomsky

Q70. The abilities in logico-mathematical intelligence include :

- (a) manipulating images, graphic skills, and spatial reasoning - anything that would include more than two dimensions.
- (b) sensitivity to rhythm, pitch, meter, tone, and melody.
- (c) distinguishing between specific pitches, tones and rhythms that others may miss.
- (d) making connections based on prior knowledge and categorization, patterning and relationships between ideas.

Q71. Assertion (A) : A major influence on adolescents' gender roles and stereotypes is exerted by films and advertisements.

Reason (R) : Media is a powerful primary agency of socialisation for adolescents.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q72. To facilitate the learning of children from varied backgrounds teachers should :

- (a) Follow decontextualised curriculum
- (b) Implement Differentiated instruction
- (c) Adhere to Standardised assessment
- (d) Practice exclusionary practices

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Q73. Assessment :

- (a) Should direct learning and what has to be assessed should determine what is to be taught
- (b) Should not be linked to learning since the two are separate processes
- (c) Should take place to direct learning by segregating and dividing children into same ability groups - 'slow learners' , "intelligent children'
- (d) Should be an integral part of teaching - learning process beginning from assessing children's readiness to learn

Q74. In a progressive classroom, learning :

- (a) Is individualistic and passive
- (b) Is active and social in character
- (c) Is exam-oriented
- (d) Is textbook centred

Q75. Assertion (A) : Teachers should follow standardized curriculum and procedures for assessment of children.

Reason (R) : The aim of inclusive education is to work towards making everyone the same by dismissing differences.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A) .
- (c) (A) is true but (R) is false.
- (d) Both (A) and (R) are false.

Q76. When children with special needs are admitted in an inclusive classroom, which of the following is correct in such situation ?

- (I) It seems unrealistic for 'special children' to learn among 'normal children'.
 - (II) Children without special needs are demotivated to learn.
 - (III) Teachers need to change approach of teaching.
 - (IV) It strengthens the ability of all children to work together, understand and value different points of view.
- (a) (II) , (III) and (IV)
 - (b) (II) and (IV)
 - (c) (I) and (IV)
 - (d) (II) and (III)

Q77. When dealing with gifted learners, "out-of-the-box" thinking is used to denote_____

- (a) low level thinking
- (b) convergent thinking
- (c) rigid thinking
- (d) divergent thinking

Q78. What does inclusion in education imply ?

- (a) Placement of specially abled in special schools
- (b) Provisioning of quality education to all children
- (c) Placement of gifted children in special schools
- (d) Provisioning of separate sections for special children in an inclusive set-up

Q79. Dyslexia is associated mainly with difficulties in :

- (a) hearing
- (b) reading
- (c) speaking
- (d) speaking and hearing

Q80. Which of the following do NOT characterize inclusive classrooms ?

- (a) Co-operative learning
- (b) Universal design for learning
- (c) Reasonable accommodation
- (d) Standardised instruction

Q81. In Middle Schools teachers should :

- (a) follow uniform and fixed curriculum
- (b) follow standardized assessment
- (c) discourage questioning
- (d) encourage learning how to learn

Q82. Principles of socio-constructivist theories of learning :

- (a) emphasise on memorization of information.
- (b) emphasise on the predominant directive role of the teacher.
- (c) advocate the role of social context in learning.
- (d) advocate use of reinforcement and punishment.

Q83. According to Piaget and Vygotsky learning takes place through :

- (a) Imitation
- (b) Passive listening
- (c) Conditioning and reinforcement
- (d) Active engagement of learners

Q84. As a teacher how would you facilitate problem solving abilities in your students ?

- (a) By Generating fear
- (b) By Generating stress
- (c) By Encouraging passive and repeated memorisation of content
- (d) By Encouraging brainstorming and use of strategies such as analogies Ans heuristics

Q85. When students experience the emotion of their learning is likely to be influenced positively.

- (a) tension
- (b) shame
- (c) humiliation
- (d) satisfaction

Q86. Intuitive guesses by children based on their previous understanding should be :

- (a) discouraged
- (b) facilitated
- (c) dismissed
- (d) punished

Q87. Processes of meaning making in students should be facilitated :

- (a) by emphasising repeated practice
- (b) by passive imitation
- (c) by giving material rewards
- (d) by experimentation and discovery

Q88. _____ is NOT an effective problem solving strategy.

- (a) Functional fixedness
- (b) Working backwards
- (c) Heuristics
- (d) Algorithms

Q89. In socio - constructivist classrooms learning :

- (a) is passive in nature
- (b) has a social character
- (c) is textbook centric
- (d) is exam centered

Q90. Which of the following factors contributes to children's failure ?

- (a) Individualized curriculum
- (b) Contextualized curriculum
- (c) Spiral curriculum
- (d) Standardization of curriculum

Q91. Which of the following is a part of the domain of emotional development ?

- (a) Interpersonal Skills
- (b) Attention and Memory
- (c) Functioning of Body System
- (d) Perceptual and Motor Capacities

Q92. Which factors determine and influence development of children ?

- (i) Heredity
 - (ii) Physical environment
 - (iii) Socio-cultural factors
- (a) (ii) and (iii)
(b) (i) and (ii)
(c) (i) and (iii)
(d) (i) , (ii) and (iii)

Q93. Assertion (A) : Motor co-ordination of children is not important for learning at the school.

Reason (R) : Learning and development are independent of each other.

Choose the correct option.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
(b) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(c) (A) is true but (R) is false
(d) Both (A) and (R) are false

Q94. What is the role of family and peers in the development and socialization of children in middle school ?

- (a) Both have no role
(b) Family does not have any role; peers have a significant role
(c) Peers do not have any role; family has a significant role
(d) Both have important though different roles

Q95. A student is able to interpret the logic of a verbal statement without questioning the validity of the statement in reality. According to Piaget at which stage of cognitive development is the student ?

- (a) Formal operational stage
(b) Pre-operational stage
(c) Concrete-operational stage
(d) Sensori-motor stage

Q96. As per Jean Piaget, children's thinking is _____ that of adults.

- (a) Qualitatively different from
(b) Quantitatively different from
(c) Inferior than
(d) Superior than

Q97. At which stage of Kohlberg's moral development do individuals believe that rules should involve mutual agreements and the rights of the individual should be protected ?

- (a) Instrumental purpose orientation
(b) Punishment and obedience orientation
(c) Social contract orientation
(d) Good boy-good girl orientation

Q98. In his theory Lev Vygotsky proposed that learning is a process of co-construction of knowledge.

- (a) Behaviouristic
- (b) Socio-cultural
- (c) Information-processing
- (d) Psycho-dynamic

Q99. An important classroom implication of Lev Vygotsky's theory is that :

- (a) Children should be expected to discover things completely on their own
- (b) Children should be rewarded appropriately to increase desirable behaviour
- (c) Children should be punished to decrease undesirable behaviour
- (d) Children should be guided and assisted in their learning

Q100. Roma helps Jaspreet solve a crossword puzzle by giving prompts and cues gradually reducing her support as Jaspreet becomes better at it. This is an example of :

- (a) Scaffolding
- (b) Observational Learning
- (c) Multiple Intelligence
- (d) Cognitive conflict

Solutions

S1. Ans.(c)

Sol. The development of children is individualistic and sequential, meaning each child develops at their own pace but follows a generally predictable sequence. This concept acknowledges that while the specific rate and timing of development may vary from child to child, the overall progression through developmental milestones is consistent and ordered. This individualistic approach respects the unique biological and environmental factors influencing each child's growth.

S2. Ans.(a)

Sol. The preference for the term "sensitive periods" over "critical periods" reflects the understanding that development is dynamic in nature. This means that while there are optimal times for certain developments to occur, there is still potential for development outside these periods. The flexibility of sensitive periods contrasts with the rigidity implied by critical periods, accommodating the influence of various factors over time.

S3. Ans.(c)

Sol. The differences in social and cognitive development between Naresh and Mukesh, despite being in the same age group, can be attributed to the principle of individual differences. This principle acknowledges that each child develops uniquely due to a combination of genetic, environmental, and experiential factors. It highlights the variability in developmental trajectories among children.

S4. Ans.(d)

Sol. Both (A) and (R) are false

Developmental milestones are significant markers of a child's cognitive, physical, and social progress. While genetics can play a role in a child's development, it's not the sole factor in delays. Environmental factors, health conditions, and nutritional status can also contribute to delays in developmental milestones. For example, a child with a hearing or vision impairment may have delays in language development. It's important to note that children can catch up on developmental delays with early intervention and appropriate support.

S5. Ans.(c)

Sol. The socialization of children is a complex and multidimensional process. It involves various agents like family, peers, schools, and media, and occurs through numerous interactions and experiences. This process is not simple or linear, as it is influenced by a myriad of social, cultural, and personal factors, making it intricate and dynamic.

S6. Ans.(d)

Sol. In Jean Piaget's theory of cognitive development, the formal operational stage is when children develop the abilities of inference and abstract logic. This stage, typically starting around age 11, enables individuals to think logically about abstract propositions and hypothetical situations. They can systematically plan and deduce outcomes, moving beyond concrete experiences.

S7. Ans.(a)

Sol. Accommodation, according to Jean Piaget's theory, occurs when a child modifies existing schemas to account for new experiences. This process involves altering one's mental structures or frameworks to incorporate new information, ensuring that learning is adapted to fit new realities and experiences.

S8. Ans.(d)

Sol. Egocentrism in Jean Piaget's theory refers to the tendency to see the world and the experiences of others from one's own viewpoint. This characteristic is prominent in the pre-operational stage, where children have difficulty in seeing things from perspectives other than their own, leading to a self-centered understanding of the world.

S9. Ans.(b)

Sol. Lev Vygotsky emphasized the crucial role of cultural context in cognitive development. According to Vygotsky, cognitive development is significantly influenced by social interactions and the culture in which a child is immersed. He introduced the concept of the "Zone of Proximal Development" (ZPD), which refers to the difference between what a child can achieve independently and what they can achieve with guidance from more knowledgeable individuals. Vygotsky argued that through social interactions, children learn the cultural tools of thinking and problem-solving, which are essential for cognitive development.

S10. Ans.(b)

Sol. A classroom built on Vygotskian principles would promote collaborative learning. Vygotsky emphasized the importance of social interaction and collaboration in cognitive development. He believed that learning is a social process, where students learn more effectively through interaction and cooperation with peers and teachers, facilitating deeper understanding and critical thinking skills.

S11. Ans.(a)

Sol. Lawrence Kohlberg's theory of moral development proposes six stages, divided into three levels: pre-conventional, conventional, and post-conventional. Each level contains two stages, reflecting a progression in moral reasoning from a focus on personal consequences to an understanding of social rules and finally to abstract ethical principles.

S12. Ans.(c)

Sol. In Kohlberg's moral development theory, the "law and order orientation" stage is where individuals believe that fixed rules must be obeyed to maintain social order. This stage, typically part of the conventional level, emphasizes the importance of maintaining societal rules and laws to ensure stability and order within the community.

S13. Ans.(c)

Sol. According to Howard Gardner's theory of multiple intelligences, dancers, athletes, and actors possess high bodily-kinaesthetic intelligence. This intelligence involves using one's body effectively to solve problems or create products, and includes skills in coordination, balance, dexterity, and the ability to control bodily motions.

S14. Ans.(b)

Sol. Such a remark encourages gender stereotyping by reinforcing traditional and restrictive views about how boys and girls should behave. It perpetuates the idea that certain behaviors are inherently linked to one gender, thereby limiting the potential and self-expression of both boys and girls.

S15. Ans.(c)

Sol. Assessment should be carried out using a variety of means to provide a comprehensive evaluation of a child's learning and development. This includes formative and summative assessments, observations, self-assessments, and peer assessments. Utilizing diverse methods ensures a more accurate and holistic understanding of a child's abilities and progress.

S16. Ans.(c)

Sol. Labelling and segregation do not follow the spirit of inclusive education. Inclusive education aims to integrate all students, regardless of their abilities or backgrounds, into regular classrooms. Labelling and segregation, on the other hand, isolate and stigmatize students, hindering their participation and acceptance in the mainstream educational environment.

S17. Ans.(d)

Sol. A teacher should share her own experiences and encourage all children to share their experiences. This approach fosters an inclusive classroom environment where every student's background is valued and respected, promoting mutual understanding and respect among students from diverse backgrounds.

S18. Ans.(a)

Sol. The correct answer is (a) (I) , (II) , (III) . To accommodate students with locomotor disabilities, schools should provide wheelchairs, walkers, and ramps with hand-rails. These provisions are essential to ensure that students with mobility challenges can navigate the school environment safely and independently. Wheelchairs and walkers assist with movement, while ramps with hand-rails replace stairs to allow easy access to different levels of the building.

Information Booster

1. **Embossed Tiles:** While these are useful for visually impaired students by providing tactile guidance, they are not specifically for locomotor disabilities. They help in navigation for those who have vision impairments.
2. **Braille Systems:** These are essential for visually impaired students, enabling them to read and write using Braille. However, they do not specifically aid those with locomotor disabilities.

S19. Ans.(a)

Sol. Typical identifying characteristics of a student with a learning disability include omitting words or lines in reading and making mistakes in spelling. These signs indicate difficulties in processing and interpreting written information, which are common challenges for individuals with learning disabilities.

S20. Ans.(d)

Sol. Gifted children have specific learning needs that often get ignored in the classrooms. While they may excel in certain areas, they require challenging and enriching educational experiences to fully develop their potential. Ignoring their needs can lead to boredom, underachievement, and social-emotional difficulties.

S21. Ans.(d)

Sol. Active engagement of students in a middle classroom is best promoted through the processes of enquiry and questioning. This approach encourages critical thinking, curiosity, and active participation, allowing students to explore concepts deeply and understand them better through interactive and reflective learning.

S22. Ans.(d)

Sol. Both (A) and (R) are false. Pedagogical processes involving dialogue and discussion amongst peers actually promote the development of problem-solving abilities by fostering collaborative thinking and diverse perspectives. Learning is both an individual and social process, where interaction and communication play crucial roles in cognitive development.

S23. Ans.(a)

Sol. A teacher should encourage students to set mastery-oriented goals. These goals focus on learning, understanding, and improving, fostering a growth mindset. Mastery-oriented goals help students value the process of learning itself rather than merely striving for grades or external validation, promoting long-term academic and personal growth.

S24. Ans.(c)

Sol. The belief that "getting good or bad marks depends on your efforts" has a positive influence on learning. This mindset, known as a growth mindset, emphasizes the importance of effort and persistence. It encourages students to believe in their ability to improve and succeed through hard work and dedication.

S25. Ans.(a)

Sol. Constructivism as a theory emphasizes the role of the learner in constructing his own view of the world. It posits that learners actively create their own understanding and knowledge of the world through experiences and reflecting on those experiences, rather than passively receiving information from teachers or textbooks.

S26. Ans.(b)

Sol. Children construct further knowledge based on what is already understood by them. This process, known as scaffolding, involves building on prior knowledge and experiences, allowing children to integrate new information into their existing cognitive framework, thus facilitating deeper understanding and learning.

S27. Ans.(b)

Sol. Cognition and emotions are intertwined and affect each other. Emotions can influence cognitive processes such as attention, memory, and decision-making, while cognitive appraisals can shape emotional responses. This interdependence highlights the complexity of human psychology and the need for addressing both aspects in educational and developmental contexts.

S28. Ans.(d)

Sol. Meaningful learning is not promoted by encouraging passive listening. Active engagement, exploration, experimentation, metacognitive development, and discussion are essential for deep understanding and retention of knowledge. Passive listening, on the other hand, limits student interaction and critical thinking, resulting in superficial learning.

S29. Ans.(d)

Sol. A constructivist approach for dealing with misconceptions among middle school students involves giving opportunities for discussing counter perspectives. This method encourages students to critically evaluate and revise their existing knowledge through interaction, dialogue, and reflection, leading to a deeper and more accurate understanding of concepts.

S30. Ans.(d)

Sol. Both (A) and (R) are false. Involving parents in the education of their children and establishing links between the school and the community can enhance meaningful learning. Parental involvement supports student learning and development, while community connections provide additional resources and real-world experiences that enrich the educational process.

S31. Ans.(c)

Sol. Gross motor skills involve the large muscles in the arms, legs, and torso. These skills are crucial for activities that require whole-body movement. **Walking fast** is an example of a gross motor skill because it engages large muscle groups and involves coordination and balance. Gross motor development is essential for everyday functions like standing, walking, running, and jumping. Activities like sketching, holding a needle, and putting beads in a thread involve fine motor skills, which require precise movements of smaller muscles, particularly in the hands and fingers.

S32. Ans.(c)

Sol. The proximo-distal principle of development indicates that growth and development proceed from the **center of the body outward**. This means that the parts of the body closest to the trunk develop motor skills before the extremities do. For example, infants gain control over their shoulder movements before they can control their hands and fingers. This principle is essential for understanding the sequence of motor skill acquisition in children and highlights the importance of core strength and stability in early development before fine motor skills can be refined.

S33. Ans.(d)

Sol. (I) , (II) , (III)

Secondary agencies of socialization are institutions and sources outside the family that play a significant role in shaping an individual's social development and behavior. Schools, books, and media are all considered secondary agents. Schools provide structured education and peer interaction, books offer information and perspectives, and media influences through various content forms like news, entertainment, and social platforms. Parents, however, are primary agents of socialization as they are the first and most influential figures in a child's life, responsible for early development and foundational social learning.

S34. Ans.(d)

Sol. Jean Piaget's theory of cognitive development states that the **formal operational stage**, which begins around age 11, is when children develop the ability to think abstractly and hypothetically. In this stage, children can perform logical operations on abstract concepts and develop hypothetico-deductive reasoning, which involves generating hypotheses and systematically testing them. This stage is critical for problem-solving and scientific thinking. Earlier stages, such as sensorimotor, preoperational, and concrete operational, focus on more tangible and direct interactions with the world and lack the advanced abstract reasoning found in the formal operational stage.

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S35. Ans.(a)

Sol. Jean Piaget emphasized the importance of **readiness to learn** in his theory of cognitive development. According to Piaget, learning is most effective when it aligns with the learner's current developmental stage. He believed that children progress through a series of stages of cognitive development, each characterized by distinct ways of thinking and understanding the world. Therefore, educators should introduce new concepts and skills when children are developmentally ready to understand them, facilitating meaningful learning experiences. This approach contrasts with methods that rely on external motivators like negative reinforcement or competitive feelings.

S36. Ans.(d)

Sol. Amarjeet's adherence to fixed rules and the belief that everyone should follow them regardless of personal situations aligns with the "**Law and Order Orientation**" stage in Kohlberg's theory of moral development. This stage, which is part of the conventional level, emphasizes the importance of obeying laws and maintaining social order. Individuals at this stage believe that rules and laws are necessary to uphold a functioning society and should be followed to the letter, ensuring that order is maintained and that society runs smoothly.

S37. Ans.(c)

Sol. Scaffolding, as described by educational theorists like Vygotsky, involves providing support to students to help them achieve a task they cannot accomplish alone. **By giving cues and hints**, Ramesh can guide his students through the problem-solving process without directly providing the answer. This approach helps students build their understanding and skills incrementally, fostering independence and confidence in their abilities. Options (a), (b), and (d) are not effective scaffolding strategies as they do not support the students' learning process in a constructive manner.

S38. Ans.(b)

Sol. Lev Vygotsky emphasized the importance of **cultural tools** in cognitive development. These tools include language, symbols, and artifacts that are passed down through generations and are essential for learning. Vygotsky believed that cognitive development is a socially mediated process, where interactions with more knowledgeable others (e.g., teachers, peers) and engagement with cultural tools help learners acquire new skills and knowledge. This perspective contrasts with methods that emphasize individual isolation or rote memorization, highlighting the value of social and cultural contexts in shaping cognitive growth.

S39. Ans.(a)

Sol. Progressive education emphasizes **student-centered learning**, where the needs, interests, and experiences of students are prioritized in the teaching-learning process. This approach encourages active participation, critical thinking, and experiential learning, allowing students to take ownership of their education. It contrasts with traditional education methods that might focus more on teachers or standardized exams. By placing students at the center, progressive education aims to develop holistic learners who are capable of independent thought and lifelong learning.

S40. Ans.(d)

Sol. Howard Gardner's theory of multiple intelligences identifies **interpersonal intelligence** as the ability to understand and interact effectively with others. This type of intelligence is crucial for roles such as psychotherapists or counselors, who need to communicate, empathize, and build relationships with their clients. To nurture Ahmad's career aspirations, his teachers should provide activities and opportunities that enhance his interpersonal skills, such as group projects, peer counseling sessions, and activities that involve social interaction and understanding of others' emotions and perspectives.

S41. Ans.(d)

Sol. In cooperative learning, forming **groups with diverse learners** is essential to maximize the benefits of peer interaction and learning. Diverse groups ensure that students with varying abilities, perspectives, and backgrounds can contribute uniquely to the task, enriching the learning experience for everyone. This approach promotes the development of social skills, empathy, and a deeper understanding of content as students learn to collaborate and respect different viewpoints. Homogeneous groups, prescriptive instructions, and limiting discussions do not foster the cooperative learning environment necessary for holistic student development.

S42. Ans.(b)

Sol. Giving more chances to boys than girls during a classroom discussion is an example of **gender bias**. This practice reinforces traditional gender stereotypes and can discourage girls from participating, impacting their confidence and sense of inclusion. To ensure gender equality and foster a supportive learning environment, teachers should give equal opportunities to all students, regardless of gender. Addressing and correcting such biases is crucial for promoting fairness and encouraging all students to engage actively in classroom activities.

S43. Ans.(b)

Sol. In a diverse classroom, **setting and maintaining high expectations** for all students is crucial for their academic and personal growth. This approach ensures that every student, regardless of their background or abilities, receives the encouragement and support needed to succeed. Grouping students based on performance or socio-economic context can create divisions and reinforce inequalities. Similarly, a standardized curriculum may not address the unique needs of each learner. By maintaining high expectations and providing appropriate support, teachers can help all students achieve their full potential.

S44. Ans.(b)

Sol. Formative assessment is an ongoing process that takes place **throughout the learning session**. It involves regular, informal assessments that provide immediate feedback to both students and teachers. This continuous evaluation helps in identifying learning gaps, understanding student progress, and making necessary instructional adjustments. Unlike summative assessments, which occur at the end of a session, formative assessments are designed to improve learning outcomes by providing timely insights. They are essential for all students, not just those facing learning challenges, ensuring that everyone receives the support they need.

S45. Ans.(d)

Sol. The question "**How would you resolve the water crisis in your city?**" promotes critical thinking because it requires students to analyze a complex issue, consider various factors, and propose viable solutions. This type of open-ended question encourages students to apply their knowledge, think creatively, and reason logically. In contrast, questions that ask for specific facts or dates, such as the capital of Sri Lanka or the date of Teacher's Day, test rote memorization rather than critical thinking. Engaging students in problem-solving exercises prepares them for real-world challenges and fosters deeper learning.

S46. Ans.(a)

Sol. The concept of inclusion in education emphasizes the importance of **respecting diversity and individual differences**. Inclusive education seeks to ensure that all students, regardless of their backgrounds or abilities, have equal opportunities to learn and participate in the classroom. This approach values the unique contributions of each student and aims to create a supportive and accommodating learning environment. Standardized testing, teacher-centered pedagogy, and labeling or segregating students are contrary to the principles of inclusion, as they do not account for the varied needs and potential of every learner.

S47. Ans.(d)

Sol. Dyslexia is a learning disorder characterized by difficulties with accurate and/or fluent word recognition and poor spelling abilities. These challenges primarily affect the **comprehension of written text**. Individuals with dyslexia often struggle with decoding words, which can hinder their reading and writing skills. While dyslexia does not impact intelligence, it can make learning in traditional settings challenging without appropriate support and interventions. Emotional regulation, body coordination, and social interactions are not directly affected by dyslexia, though the stress of dealing with reading difficulties can sometimes impact these areas indirectly.

S48. Ans.(a)

Sol. Students with Autism Spectrum Disorder (ASD) often exhibit strengths such as a remarkable ability **to pay attention to minute details**. This characteristic can be leveraged in the teaching-learning process by incorporating tasks that require precision and focus. Teachers can design activities that capitalize on this strength, such as projects involving detailed observations or systematic data collection. While students with autism may face challenges in social communication and adapting to changes, their attention to detail can be a significant asset in various educational contexts.

S49. Ans.(d)

Sol. **Using written tests to assess learning** is not an effective mode of evaluation for students with visual impairment. These students often rely on alternative methods such as braille, audio recordings, or oral assessments. Written tests can present significant challenges if the students cannot access the content in a format they can perceive. Verbal explanations, tactile maps, and assistive devices are more appropriate and inclusive methods that accommodate their needs, ensuring they have equal opportunities to demonstrate their knowledge and skills.

S50. Ans.(d)

Sol. Students with giftedness are characterized by above-average intelligence, higher-order problem-solving skills, and a high motivation to master skills. They typically exhibit rapid information processing and a keen ability to grasp complex concepts quickly. **Being slow in processing information is not a trait associated with giftedness**; rather, these students are often able to understand and integrate new information faster than their peers. Their advanced cognitive abilities enable them to excel in various academic and creative pursuits, requiring appropriate challenges and opportunities to reach their full potential.

S51. Ans.(a)

Sol. An incremental view of ability suggests that intelligence and skills can grow with effort and persistence. By considering learning as an active process, teachers encourage students to engage with the material, ask questions, and think critically. This approach fosters a growth mindset, where students believe that their abilities can improve over time through hard work and dedication. It contrasts with a fixed or entity view of ability, which sees intelligence as static and unchangeable. Active learning involves students actively participating in their education rather than passively receiving information.

S52. Ans.(d)

Sol. When students do not value an activity or see its relevance to their interests or goals, they are likely to experience **boredom**. This lack of engagement can lead to disengagement from the learning process and a decrease in motivation. In contrast, activities that are perceived as meaningful and valuable can elicit feelings of curiosity, excitement, and joy. To combat boredom, teachers should strive to connect learning activities to students' interests and real-world applications, making the material more engaging and relevant.

S53. Ans.(b)

Sol. To promote conceptual understanding, Richa should focus on **procedural knowledge and metacognitive skills**. Procedural knowledge involves understanding the processes and methods to solve problems, while metacognitive skills include the ability to reflect on one's own thinking and learning strategies. This approach encourages students to understand the underlying concepts and apply their knowledge in various contexts. Rote memorisation and prescribed methods do not foster deep understanding or critical thinking, whereas encouraging connections between sub-concepts helps students build a cohesive and comprehensive understanding of the material.

S54. Ans.(b)

Sol. A socio-constructivist classroom is characterized by **an environment conducive to discovery learning**, where students actively construct knowledge through interactions with their peers, teachers, and the learning environment. This approach emphasizes collaborative learning, critical thinking, and problem-solving. It contrasts with competition-oriented attitudes, rote memorisation, and standardized curricula that ignore cultural differences. In a socio-constructivist classroom, the focus is on meaningful learning experiences that are relevant to the students' cultural and social contexts, fostering a deeper understanding and application of knowledge.

S55. Ans.(a)

Sol. (I) , (II)

Students feel more involved and engaged in learning when the classroom environment promotes enquiry about the concept and reflection on their thoughts. Encouraging students to ask questions and explore concepts deeply fosters a sense of curiosity and active participation. Reflecting on their thoughts helps students internalize what they have learned and develop critical thinking skills. Passive imitation of the teacher and mere reproduction of knowledge do not engage students meaningfully or promote deep understanding. A learning environment that values enquiry and reflection helps students become active and independent learners.

S56. Ans.(a)

Sol. To effectively facilitate learning, activities must be **relevant to students' everyday lives**. When learning is connected to real-life experiences, students find it more meaningful and are more likely to engage and retain information. Relevance helps bridge the gap between theoretical knowledge and practical application, making the learning process more dynamic and impactful. Activities that are mechanical, require passive listening, or are decontextualized do not engage students as deeply. Additionally, while sequencing from complex to simple might be beneficial in some contexts, it is the relevance to everyday life that fundamentally drives engagement and understanding.

S57. Ans.(a)

Sol. Critical thinking development is best facilitated by emphasizing the **application of learning in varied contexts**. This approach encourages students to use their knowledge and skills in different scenarios, fostering deeper understanding and adaptability. It contrasts with methods that focus solely on speed, summarization, or rote memorization, which do not promote independent thinking or problem-solving abilities. By applying learning in diverse situations, students learn to analyze, evaluate, and create solutions, which are key components of critical thinking.

S58. Ans.(d)

Sol. The **pace of learning is influenced by the interaction of both personal and environmental factors**. Personal factors include a student's prior knowledge, motivation, cognitive abilities, and learning styles, while environmental factors encompass the quality of instruction, resources available, classroom environment, and social interactions. Both sets of factors interplay to shape how quickly and effectively a student can learn. Understanding this interaction allows educators to tailor their teaching strategies to better meet the needs of individual students.

S59. Ans.(d)

Sol. **Alternative conceptions, often referred to as misconceptions, illustrate students' 'naive' theories constructed in the process of meaning-making**. These conceptions are grounded in their experiences and prior knowledge, reflecting their attempts to understand the world. Instead of ignoring or dismissing them, teachers should address these alternative conceptions by guiding students towards more scientifically accurate understandings. This approach recognizes that misconceptions are a natural part of learning and can be used as starting points for deeper exploration and correction.

S60. Ans.(d)

Sol. When teaching a concept, **presenting the content as disconnected chunks of information should be avoided.** This approach can confuse students and hinder their understanding by failing to show how different aspects of the concept are related. Effective teaching involves making connections among various elements of the concept, highlighting cause-effect relationships, and using non-exemplars to clarify what the concept does not include. This comprehensive and integrated approach helps students construct a coherent understanding and apply their knowledge more effectively.

S61. Ans.(d)

Sol. A child's growth and development are influenced by a combination of factors including parenting styles, genetic make-up, schooling experiences, and personal interests. Each of these elements contributes uniquely to the child's physical, cognitive, social, and emotional development, making the process multifaceted and individualized.

S62. Ans.(c)

Sol. Developmental changes in children are a complex interaction between hereditary and environmental factors. This dynamic interplay influences how children grow and develop across various domains, highlighting the importance of both genetic predispositions and the environments in which children are raised.

S63. Ans.(d)

Sol. Both the assertion and the reason are false. Children do not necessarily proceed through the stages of development in the same manner or at the same age across cultures due to varying environmental and cultural influences. Additionally, childhood is not universal and unidimensional; it is experienced differently across different contexts.

S64. Ans.(d)

Sol. Both the assertion and the reason are false. Socialisation occurs in various contexts and begins well before children start school. Family, community, and peer interactions are also vital socialisation agents. School is an important institution for secondary socialisation, but not the only one.

S65. Ans.(b)

Sol. Seema is in the Pre-Conventional Stage of Kohlberg's theory of moral development. At this stage, moral reasoning is primarily driven by the consequences of actions, such as avoiding punishment or seeking rewards. Seema's fear of punishment from her mother reflects this stage's characteristic behavior.

S66. Ans.(a)

Sol. Jean Piaget identified adaptation as a crucial process in cognitive development. Adaptation involves the mechanisms of assimilation and accommodation, where individuals incorporate new information into existing schemas and modify their schemas in response to new experiences, respectively. This process allows for cognitive growth and the development of increasingly sophisticated thinking abilities.

S67. Ans.(d)

Sol. The Formal Operational stage is correctly matched with the capability of hypo-thetico deductive thinking. In this stage, typically beginning around age 11, individuals develop the ability to think abstractly, logically, and systematically. They can formulate hypotheses, test them, and deduce conclusions, which are key aspects of advanced cognitive development.

S68. Ans.(a)

Sol. Lev Vygotsky emphasized the importance of dialogue in children's learning. Through social interaction and dialogue with more knowledgeable others, children internalize knowledge and develop higher cognitive functions. Dialogue facilitates scaffolding, where support is gradually removed as the child becomes more competent.

S69. Ans.(b)

Sol. Lev Vygotsky formulated the theory that highlights the crucial role of social interaction in language development. According to Vygotsky, language is a primary tool of cognitive development and is learned through social interactions, where children acquire language skills by communicating with more knowledgeable others.

S70. Ans.(d)

Sol. Logico-mathematical intelligence, as proposed by Howard Gardner, includes abilities such as making connections based on prior knowledge, categorization, patterning, and understanding relationships between ideas. This type of intelligence involves logical reasoning, problem-solving, and the ability to think abstractly and systematically.

S71. Ans.(a)

Sol. Both the assertion and the reason are true, and the reason correctly explains the assertion. Media, including films and advertisements, plays a significant role in shaping adolescents' perceptions of gender roles and stereotypes. As a powerful primary agency of socialisation, media influences the values, beliefs, and behaviors of adolescents.

S72. Ans.(b)

Sol. Teachers should implement differentiated instruction to facilitate learning for children from varied backgrounds. This approach tailors teaching methods and materials to meet the diverse needs of students, ensuring that each child can access the curriculum and learn effectively.

S73. Ans.(d)

Sol. Assessment should be an integral part of the teaching-learning process, starting from assessing children's readiness to learn. Continuous and formative assessments help guide instruction, provide feedback, and support the individual learning needs of students throughout the educational process.

S74. Ans.(b)

Sol. In a progressive classroom, learning is active and social in character. This approach emphasizes student engagement, collaboration, and interaction, promoting a deeper understanding and application of knowledge through experiential and participatory learning methods.

S75. Ans.(d)

Sol. Both the assertion and the reason are false. Inclusive education aims to recognize and embrace differences, providing equitable learning opportunities for all students. Following a standardised curriculum and assessment procedures may not address the diverse needs of students, making individualized and flexible approaches more effective.

S76. Ans.(b)

Sol. In an inclusive classroom, teachers need to adapt their teaching approaches to accommodate the diverse needs of all students, including those with special needs. Additionally, inclusive education strengthens the ability of all children to work together and value different perspectives. This promotes a more collaborative and understanding classroom environment.

S77. Ans.(d)

Sol. "Out-of-the-box" thinking refers to divergent thinking, which involves generating creative ideas by exploring many possible solutions. It contrasts with convergent thinking, which focuses on finding a single correct answer. Divergent thinking is essential for gifted learners as it encourages innovation and complex problem-solving.

S78. Ans.(b)

Sol. Inclusion in education implies providing quality education to all children, regardless of their abilities or disabilities. It focuses on integrating all students into mainstream classrooms and ensuring that they receive the support they need to succeed, fostering an environment of equal opportunity and respect for diversity.

S79. Ans.(b)

Sol. Dyslexia is primarily associated with difficulties in reading. Individuals with dyslexia may struggle with accurate and/or fluent word recognition, decoding, and spelling, which can impact their reading comprehension and overall academic performance.

S80. Ans.(d)

Sol. Standardised instruction does not characterize inclusive classrooms. Inclusive classrooms emphasize cooperative learning, universal design for learning, and reasonable accommodations to meet the diverse needs of all students. Standardised instruction often fails to address individual differences and can hinder the inclusivity and effectiveness of education.

S81. Ans.(d)

Sol. In middle schools, teachers should encourage learning how to learn. This approach fosters critical thinking, self-regulation, and lifelong learning skills, enabling students to become independent and effective learners who can adapt to various educational challenges and opportunities.

S82. Ans.(c)

Sol. Socio-constructivist theories of learning, such as those proposed by Vygotsky, emphasize the role of social context in learning. They highlight the importance of interaction, collaboration, and cultural tools in the development of cognitive functions, advocating for a more participatory and socially engaged learning process.

S83. Ans.(d)

Sol. Both Piaget and Vygotsky stress that learning takes place through the active engagement of learners. Piaget emphasizes hands-on experiences and discovery learning, while Vygotsky focuses on social interaction and scaffolding. Both approaches require learners to be actively involved in the learning process.

S84. Ans.(d)

Sol. To facilitate problem-solving abilities in students, teachers should encourage brainstorming and the use of strategies such as analogies and heuristics. These approaches promote creative thinking, critical analysis, and the application of knowledge to new and diverse situations, enhancing students' problem-solving skills.

S85. Ans.(d)

Sol. When students experience the emotion of satisfaction, their learning is likely to be influenced positively. Satisfaction fosters intrinsic motivation, reinforces positive behavior, and enhances engagement, leading to a more effective and enjoyable learning experience.

S86. Ans.(b)

Sol. Intuitive guesses by children based on their previous understanding should be facilitated. Encouraging children to make intuitive guesses allows them to engage in active learning, apply prior knowledge, and develop critical thinking and problem-solving skills.

S87. Ans.(d)

Sol. Processes of meaning-making in students should be facilitated by experimentation and discovery. These approaches encourage active engagement, critical thinking, and the construction of knowledge through hands-on experiences and exploration, fostering a deeper understanding of the material.

S88. Ans.(a)

Sol. Functional fixedness is not an effective problem-solving strategy. It refers to the cognitive bias that limits a person to using an object only in the way it is traditionally used, hindering creative problem-solving and the ability to find novel solutions.

S89. Ans.(b)

Sol. In socio-constructivist classrooms, learning has a social character. This approach emphasizes the importance of social interactions, collaboration, and cultural context in the construction of knowledge, promoting active and engaged learning.

S90. Ans.(d)

Sol. The standardization of curriculum can contribute to children's failure by not addressing individual learning needs and differences. A one-size-fits-all approach can overlook the diverse abilities, interests, and backgrounds of students, leading to disengagement and poor academic performance.

S91. Ans.(a)

Sol. (a) Interpersonal Skills.

Emotional development primarily concerns understanding and managing emotions, forming relationships, and navigating social environments. Interpersonal skills, which include the ability to interact effectively with others, empathize, and communicate, are crucial components of this domain. They directly relate to how individuals recognize, express, and manage emotions in themselves and in their interactions with others.

S92. Ans.(d)

Sol. (d) (i) , (ii) and (iii) .

Child development is influenced by a complex interplay of various factors. Heredity (i) impacts genetic and biological attributes. The physical environment (ii) shapes development through factors like living conditions and nutrition. Socio-cultural factors (iii) include the influences of family, education, social interactions, and cultural norms. All these elements collectively contribute to a child's overall development, making (d) the most comprehensive choice.

S93. Ans.(d)

Sol. (d) Both (A) and (R) are false.

The assertion (A) that motor coordination is not important for learning in school is false. Motor skills, including coordination, are essential for various school activities and overall development. The reason (R) , suggesting learning and development are independent, is also false. Development and learning are interrelated, with each influencing and being influenced by the other. Motor skills, a part of development, play a role in learning processes.

S94. Ans.(d)

Sol. (d) Both have important though different roles.

In middle school, both family and peers play significant but distinct roles in a child's development and socialization. Families provide emotional support, basic values, and a sense of security. Peers contribute to socialization, offering opportunities for social learning, cooperation, and the development of interpersonal skills. Each has a unique and crucial influence on the child's emotional, social, and cognitive development.

S95. Ans.(a)

Sol. (a) Formal operational stage.

The ability to interpret the logic of a verbal statement without questioning its real-world validity indicates abstract thinking, characteristic of Piaget's formal operational stage. This stage, typically beginning around age 11, involves the capacity for abstract, hypothetical, and deductive reasoning, going beyond concrete experiences. It marks the development of advanced cognitive processes.

S96. Ans.(a)

Sol. (a) Qualitatively different from.

Jean Piaget posited that children's thinking is qualitatively different from that of adults. He emphasized that children go through distinct stages of cognitive development, each characterized by unique ways of thinking and understanding the world. This qualitative difference means that children's cognitive processes and perspectives differ fundamentally, not just in degree or amount, from those of adults.

S97. Ans.(c)

Sol. (c) Social contract orientation.

In Kohlberg's theory, the social contract orientation is the stage where individuals view rules as flexible instruments for ensuring mutual benefit. In this stage, people recognize the importance of individual rights and believe that laws and rules should be grounded in mutual agreements and societal welfare, beyond mere obedience to authority or conformity to social norms.

S98. Ans.(b)**Sol.** (b) Socio-cultural.

Lev Vygotsky's theory is firmly rooted in the socio-cultural domain. He emphasized the crucial role of social interaction and cultural context in the learning process. According to Vygotsky, learning is a socially mediated process where knowledge is co-constructed through interactions with more knowledgeable others, such as teachers, parents, and peers. This perspective views learning as deeply embedded in and influenced by the social and cultural environment.

S99. Ans.(d)**Sol.** (d) Children should be guided and assisted in their learning.

One key implication of Vygotsky's theory for classroom practice is the importance of guidance and assistance in learning. He introduced concepts like the Zone of Proximal Development (ZPD), which suggests that children learn best when they are helped and supported by others just beyond their current ability. This involves a more interactive, collaborative approach to education, where the teacher plays an active role in facilitating learning, rather than expecting children to discover everything independently.

S100. Ans.(a)**Sol.** (a) Scaffolding.

Roma helping Jaspreet solve a crossword puzzle by giving prompts and cues, and gradually reducing support, is an example of scaffolding. Scaffolding is a teaching method that involves providing support to students when they are learning new skills, gradually reducing that support as they become more competent. This concept aligns with Vygotsky's theory, particularly in the context of the Zone of Proximal Development, where learners are assisted until they can perform a task independently.

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