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RRB Teacher TGT Professional Ability Test

Q1. All formative assessment is _____

- (a) assessment of learning
- (b) assessment while learning
- (c) assessment as learning
- (d) assessment for learning

Q2. How should students handle disagreements or conflicts with their peers in the classroom?

- (a) Engaging in physical confrontations to resolve the issue.
- (b) Seeking mediation from the teacher or a trusted adult.
- (c) Ignoring the conflict and avoiding any communication.
- (d) Spreading rumors and gossiping about the other person.

Q3. 'Learning about self and wisdom of life', is a definition given to

- (a) Inclusive education
- (b) Value education
- (c) Basic skills education
- (d) Integrated education

Q4. Encouraging students of mixed abilities to work together by promoting small group or whole class activities, is a feature of-

- (a) Cooperative learning
- (b) Enquiry-based instruction
- (c) Visualisation
- (d) Behaviour management

Q5. Learning is a process which occupies an important role in moulding the structure of our

- (a) Personality
- (b) Behaviour
- (c) Both
- (d) Only behaviour

Q6. The word 'Psychology' is derived from _____ words.

- (a) Latin
- (b) Greek
- (c) Spanish
- (d) None

Q7. Who defined "Psychology as the science of behaviour and experience"?

- (a) B.F. Skinner
- (b) Jean Piaget
- (c) Lev Vygotsky
- (d) Albert Bandura

Q8. According to Sigmund Freud's psychoanalytic theory, which component of personality operates on the pleasure principle and seeks immediate gratification?

- (a) Id
- (b) Ego
- (c) Superego
- (d) Libido

Q9. Which one of the following is not associated with social development in childhood?

- (a) gang formation
- (b) formation of sex-groups
- (c) the desire for social acceptance
- (d) attraction towards the opposite sex

Q10. Shorya is a renowned dancer. So, he must possess _____ intelligence.

- (a) linguistic intelligence
- (b) body-kinesthetic intelligence
- (c) musical intelligence
- (d) inter-personal intelligence

Q11. According to psychoanalytical theory, the id is primarily concerned with:

- (a) Pleasure and immediate gratification
- (b) Rational decision-making
- (c) Moral values and ethics
- (d) Social interactions and relationships

Q12. To promote meaningful learning in the classrooms, a teacher should -

- (i) help students to regulate their own emotions and motivation.
 - (ii) categorize and label students according to their performance and make ability - grouping.
 - (iii) promote dialogue and discussion among children to build multiple perspectives.
 - (iv) ignore diversity in the classroom and follow standard methods of instruction.
- (a) (i) , (iii) , (iv)
 - (b) (i) , (ii) , (iii) , (iv)
 - (c) (i) , (iii)
 - (d) (ii) , (iii)

Q13. 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.

Q14. The needs of gifted and creative children can be addressed by -

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

Q15. 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.

Q16. Which form of education focuses on predetermined learning outcomes and assessments?

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

Q17. What is the primary focus of individual objectives of education?

- (a) Personal development and self-actualization
- (b) Enhancing critical thinking and problem-solving skills
- (c) Advancing career prospects and employability
- (d) Promoting social harmony and collective well-being

Q18. What type of education promotes a continuous cycle of learning and skill development throughout one's life?

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

Q19. Which of the following is NOT a key focus of social objectives of education?

- (a) Promoting social justice and equity
- (b) Fostering community engagement and civic responsibility
- (c) Nurturing personal growth and self-fulfillment
- (d) Enhancing intercultural communication and understanding

Q20. Which of the following is not a characteristic of the Naturalistic philosophy of education?

- (a) Nature is the ultimate Reality
- (b) Supporter of Bookish Knowledge
- (c) Freedom to the child
- (d) Material world is the Real world

Q21. Idealism is born out of _____ theory's of ideas.

- (a) Plato
- (b) Aristotle
- (c) Socrates
- (d) None of the above

Q22. According to whom, "Pragmatism is a temper of mind, an attitude; it is also a theory of the nature of ideas and truth; and finally it is a theory about reality"?

- (a) William James
- (b) James Pett
- (c) Rusk
- (d) None of the above

Q23. Which of the following is an aim of education according to idealism?

- (a) Development of personality
- (b) Self-realization
- (c) Development of willpower
- (d) All of the above

Q24. According to which school of Naturalism, the entire universe is a machine made of matter and is possessed of self-driving energy?

- (a) Physical
- (b) Mechanical
- (c) Biological
- (d) Evolutionary

Q25. Pragmatism prescribes a _____ and _____ type of curriculum

- (a) broad, flexible
- (b) broad, continuous
- (c) narrow, flexible
- (d) broad, narrow

Q26. Which of the following is a benefit of using educational apps in teaching?

- (a) Promoting self-paced learning
- (b) Reducing student-teacher interaction
- (c) Limiting creativity and critical thinking
- (d) Increasing dependency on technology

Q27. In the context of assessment, what is blame?

- (a) A method used to assign responsibility for poor performance.
- (b) The act of criticizing or holding someone accountable for their actions.
- (c) A statistical technique for analyzing data in assessment studies.
- (d) The process of providing constructive feedback to enhance learning.

Q28. What is action research?

- (a) Conducting experiments in a laboratory setting
- (b) Conducting research on actions taken in a specific context
- (c) Conducting theoretical research without practical implications
- (d) Conducting research solely based on literature reviews

Q29. Choose the correct statement(s) regarding classroom behavior:

Statement 1: Active participation and engagement are key aspects of positive classroom behavior.

Statement 2: Being respectful to the teacher and fellow students is not necessary.

Statement 3: It is acceptable to disregard classroom rules and guidelines if it doesn't align with personal preferences.

- (a) Only Statement 1 is correct.
- (b) Statements 1 and 2 are correct.
- (c) Statements 2 and 3 are correct.
- (d) Only Statement 3 is correct.

Q30. Which of the following is an ethical consideration in action research?

- (a) Maintaining strict confidentiality of research data
- (b) Influencing participants' behaviors without consent
- (c) Excluding participants from the research process
- (d) Disseminating research findings widely

Solutions

S1. Ans.(d)

Sol. All formative assessment is assessment for learning.

Assessment for learning: Assessment for learning focuses on using assessment to inform and guide the teaching and learning process. It involves providing constructive feedback and implementing strategies that support learners in reaching their goals. Teachers use formative assessments, feedback loops, and diagnostic assessments to identify areas where learners need support and to adjust instruction accordingly. Assessment for learning aims to promote student engagement, motivation, and progress by using assessment data to inform instructional decisions and enhance learning experiences.

Information Booster

- **Assessment of learning:** This type of assessment focuses on evaluating the outcomes or achievements of learners after they have completed a specific learning experience or course. It measures the level of knowledge, skills, and understanding attained by learners. Examples include exams, quizzes, final projects, or standardized tests. Assessment of learning provides feedback on learners' performance and helps determine their grades or proficiency levels.
- **Assessment as learning:** Assessment as learning emphasizes the active involvement of learners in the assessment process. It promotes metacognition and self-regulation by encouraging learners to reflect on their own learning progress, set goals, and monitor their achievements. Examples include self-assessments, peer assessments, and learning portfolios. Assessment as learning enables learners to develop a deeper understanding of their strengths, weaknesses, and learning strategies, fostering a sense of ownership and responsibility for their own learning.

S2. Ans.(b)

Sol. Seeking mediation from the teacher or a trusted adult. This option promotes a constructive and fair resolution to conflicts by involving a neutral third party who can help facilitate a productive dialogue and find a mutually agreeable solution.

Information Booster

- Engaging in physical confrontations to resolve the issue is incorrect. Physical violence is never an acceptable or productive way to handle conflicts, and it can lead to harm and escalation of the situation.
- Ignoring the conflict and avoiding any communication is also incorrect. Ignoring the conflict does not address the underlying issues, and unresolved conflicts can fester and negatively impact the classroom environment and relationships among peers.
- Spreading rumors and gossiping about the other person is also incorrect. This behavior is harmful, disrespectful, and can further escalate conflicts while damaging trust and creating a hostile environment.

S3. Ans.(b)

Sol. Definition of value education is, 'learning about self and wisdom of life', is a self explanatory, systematic and scientific way through formal education.

Value education focuses on imparting moral values, ethics, and principles to students, helping them develop a sense of self-awareness and understanding of the world around them. It aims to nurture students' character, empathy, and wisdom, enabling them to make responsible decisions and lead a purposeful life. By emphasizing self-reflection, critical thinking, and ethical reasoning, value education promotes holistic development and prepares students to navigate the complexities of life.

Information Booster

- Inclusive education refers to providing equal opportunities and access to education for all students, regardless of their diverse abilities, backgrounds, or disabilities. While inclusive education fosters acceptance and diversity, it may not explicitly focus on the wisdom of life.
- Basic skills education concentrates on teaching fundamental skills like reading, writing, and mathematics. While these skills are essential, they do not encompass the broader concept of self-discovery and wisdom.
- Integrated education typically refers to the integration of students with disabilities into mainstream classrooms. While this approach promotes inclusivity, it does not specifically address the exploration of self and the wisdom of life.

S4. Ans.(a)

Sol. Cooperative learning is engaging students of mixed abilities to work together by promoting small group or whole class activities.

Conducting experiments and acting out short drama are few examples of how cooperative learning can be incorporated into the classroom.

Cooperative learning is an instructional strategy that involves students working collaboratively in small groups or as a whole class. It aims to promote mutual support, shared responsibility, and positive interdependence among students. By encouraging students of mixed abilities to work together, cooperative learning fosters peer interaction, enhances communication skills, and develops a sense of community within the classroom. It promotes active engagement, critical thinking, and social skills while valuing the contributions of each student.

Information Booster

- Enquiry-based instruction emphasizes student-centered learning and inquiry-based approaches, where students actively explore topics, ask questions, and investigate solutions. While enquiry-based instruction may involve group work, it is not solely focused on mixed-ability collaboration.
- Visualization refers to using visual aids, imagery, or mental imagery techniques to enhance learning and understanding. While visualization techniques can be incorporated into cooperative learning activities, visualization alone does not encompass the collaborative aspect.
- Behavior management refers to strategies and techniques employed by educators to establish and maintain a positive classroom environment and address students' behavior. While promoting positive behavior can create a conducive atmosphere for cooperative learning, behavior management itself does not encapsulate the concept of mixed-ability collaboration.

S5. Ans.(c)

Sol. Learning is a process which occupies an important role in moulding the structure of our personality and behaviour. A developed socially accepted behaviours and also there is equal chance of building the negative side of human behaviour.

Learning encompasses the acquisition of knowledge, skills, attitudes, and behaviors through various experiences, instruction, and observation. It influences both our personality and behavior in significant ways.

Information Booster

- **Personality:** Learning has a profound impact on our personality development. As we learn and accumulate experiences, our beliefs, values, attitudes, and traits are shaped. Learning can influence how we perceive the world, interact with others, and respond to different situations. It contributes to the development of our self-concept, self-esteem, and identity, thus playing a crucial role in shaping our personality.
- **Behavior:** Learning also influences our behavior. Through the process of learning, we acquire new behaviors, modify existing behaviors, and learn to adapt to different social and environmental contexts. Learning enables us to acquire social skills, problem-solving abilities, and behavioral patterns that are necessary for our interactions with others. It helps us learn appropriate ways to express ourselves, make decisions, and respond to stimuli in our environment.

S6. Ans.(b)

Sol. The term "Psychology" is derived from two Greek words: "psyche" meaning "soul" or "mind," and "logos" meaning "study" or "knowledge." Therefore, the word "Psychology" literally means the study or knowledge of the mind or soul.

S7. Ans.(a)

Sol. B.F. Skinner defined, "Psychology is the science of behaviour and experience"

B.F. Skinner, an influential psychologist and behaviorist, defined psychology as the science of behavior and experience. He believed that the focus of psychology should be on observable behaviors and the environmental factors that influence them. Skinner's approach emphasized the role of reinforcement and punishment in shaping behavior and rejected the notion of studying internal mental processes.

Information Booster

- **Jean Piaget:** Jean Piaget was a Swiss psychologist known for his theory of cognitive development. He believed that children actively construct knowledge through their interactions with the environment, progressing through stages of cognitive development from infancy to adolescence.
- **Lev Vygotsky:** Lev Vygotsky was a Soviet psychologist known for his sociocultural theory. He emphasized the role of social interaction, cultural tools, and language in cognitive development. Vygotsky believed that learning occurs through collaboration and that social context shapes individual thinking.
- **Albert Bandura:** Albert Bandura is a Canadian-American psychologist known for his social learning theory. He proposed that learning occurs through observation and imitation of others. Bandura's theory emphasizes the importance of cognitive processes, self-efficacy, and the influence of the environment on behavior.

S8. Ans.(a)

Sol. According to Sigmund Freud's psychoanalytic theory, the component of personality that operates on the pleasure principle and seeks immediate gratification is the Id. The Id represents the primitive and instinctual part of the mind, containing basic drives and desires. It is driven by the pleasure principle, which seeks to maximize pleasure and avoid pain without considering the consequences or societal norms. The Id operates on unconscious impulses and is the source of our most basic desires and urges.

Information Booster

- The Ego is the reality-oriented component that mediates between the Id and the external world, balancing the desires of the Id with the constraints of reality.
- The Superego represents the internalized societal and moral values, acting as a conscience and striving for perfection.
- Libido refers to the life energy or sexual drive that fuels human behavior, and it is not a specific component of personality according to Freud's theory.

S9. Ans.(d)

Sol. Social development is the development of social skills and values in an individual across the lifespan. Attraction toward the opposite sex is not associated with social development in childhood but associated with adolescence.

Information Booster

The other options, (a) gang formation, (b) formation of sex-groups, and (c) the desire for social acceptance, are more commonly associated with social development in childhood. Gang formation can be a part of peer relationships and social group dynamics, while the formation of sex-groups and the desire for social acceptance reflect the child's growing understanding of gender roles and the need for social belonging and acceptance within their peer group.

S10. Ans.(b)

Sol. Bodily-Kinesthetic Intelligence – Persons who are said to be good at body movement, performing actions, and physical control. People have excellent hand-eye coordination, physical movement, and motor control.

Information Booster

- linguistic intelligence, primarily relates to language skills, such as speaking, writing, and verbal communication. While communication may be important for dancers, it is not the core intelligence required for their craft.
- musical intelligence, is related to skills in music, such as playing instruments, recognizing rhythms, and composing. While music can be an essential component of dance, it is not the central intelligence that defines a dancer's proficiency.
- inter-personal intelligence, is centered around understanding and relating to others, such as empathy, social awareness, and effective communication with people. While it can be valuable for collaborations and performances, it is not the primary intelligence associated with dancing.

S11. Ans.(a)

Sol. The id is the primitive and instinctual part of the mind that operates on the pleasure principle, seeking immediate satisfaction of desires without considering social norms or consequences. It represents our basic drives and operates on unconscious impulses.

Information Booster

- Rational decision-making is incorrect because the id is irrational and impulsive.
- Moral values and ethics are not primarily governed by the id but are influenced by the superego.
- Social interactions and relationships are influenced by the ego, which mediates between the id and the superego.

S12. Ans.(c)

Sol. Learning is the change in behavior. The teacher is the one who can facilitate classroom teaching. Helping students regulate their own emotions and motivation is crucial for meaningful learning. By fostering self-awareness and providing tools for emotional regulation, students can better focus on their learning tasks and engage actively in the classroom.

Promoting dialogue and discussion among children to build multiple perspectives encourages critical thinking, collaboration, and the exploration of diverse viewpoints. This approach enhances students' understanding of concepts and promotes deeper learning.

Information Booster

- ignoring diversity in the classroom and following standard methods of instruction hinders meaningful learning. Embracing diversity and adapting instruction to meet individual needs fosters inclusivity and a more effective learning environment.
- ability-grouping and categorizing students based on performance can lead to unequal opportunities and limited interaction among students. This practice may hinder the promotion of meaningful learning.
- ability-grouping, as discussed earlier, is not conducive to meaningful learning. Prioritizing dialogue and discussion among children is essential, but it is insufficient on its own to promote meaningful learning without addressing individual emotions and motivation.

S13. 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.

S14. 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.

S15. 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.

S16. Ans.(a)

Sol. Formal education places emphasis on predetermined learning outcomes and assessments. It follows a structured curriculum designed to cover specific subjects and topics within a set timeframe. Formal education institutions implement standardized assessments, such as exams and assignments, to evaluate students' knowledge and progress. This systematic approach ensures consistency and quality in education, providing learners with recognized qualifications and a foundation for further academic pursuits or employment opportunities.

Information Booster

- Informal education refers to learning that occurs outside traditional academic settings, such as through everyday life experiences, interactions, and self-directed exploration. It is often spontaneous and unstructured, focusing on practical skills, socialization, and personal development.
- Intensive education involves concentrated and focused learning experiences within a specific period. It may involve immersive programs, workshops, or boot camps aimed at rapidly acquiring knowledge or skills.
- Continuous education refers to the ongoing process of learning and skill development throughout one's life. It emphasizes the importance of lifelong learning to adapt to changing environments, acquire new knowledge, and enhance existing abilities. It includes activities like professional development, online courses, and workshops to stay updated and relevant in a rapidly evolving world.

S17. Ans.(a)

Sol. Individual objectives of education primarily center around nurturing personal growth, self-discovery, and the realization of one's potential. It focuses on developing well-rounded individuals capable of leading fulfilling lives.

Information booster

- Enhancing critical thinking and problem-solving skills: This option highlights the importance of education in cultivating essential cognitive abilities that empower individuals to analyze, evaluate, and solve problems effectively.
- Advancing career prospects and employability: This option underscores the role of education in equipping individuals with the necessary knowledge and skills to enhance their career opportunities and employability.
- Promoting social harmony and collective well-being: This option emphasizes the idea that education plays a crucial role in fostering social cohesion, empathy, and a sense of responsibility towards the collective well-being of society.

S18. Ans.(d)

Sol. Continuous education promotes a continuous cycle of learning and skill development throughout one's life. It emphasizes the importance of ongoing education beyond formal schooling, recognizing that learning is a lifelong process. Continuous education involves seeking opportunities for personal and professional growth, staying updated with industry trends, and acquiring new knowledge and skills. It supports individuals in adapting to changing circumstances, expanding their expertise, and remaining relevant in the dynamic job market. Continuous education nurtures a mindset of continuous improvement and encourages individuals to embrace learning as a lifelong habit.

Information Booster

- Formal education refers to structured and organized learning provided in institutions such as schools, colleges, and universities. It follows a standardized curriculum, has defined goals and objectives, and is typically guided by trained educators. Formal education is sequential, progressing through different levels or grades, and often leads to recognized qualifications or degrees.
- Informal education refers to learning that occurs outside traditional academic settings. It is often spontaneous, unstructured, and driven by personal interests or practical experiences. Informal education can take place in various settings, including home, community, workplace, or through online resources. It focuses on practical skills, socialization, personal development, and lifelong learning.
- Intensive education involves concentrated and focused learning experiences within a specific period. It typically occurs in the form of intensive programs, workshops, or training sessions. The goal is to acquire knowledge or skills rapidly, often in a short timeframe. Intensive education is designed to provide a deep dive into a specific subject or area of study, enabling participants to gain expertise quickly or achieve specific learning outcomes.

S19. Ans.(c)

Sol. While personal growth and self-fulfillment are important aspects of education, they are primarily associated with individual objectives rather than social objectives. Social objectives focus on creating responsible and active citizens, promoting inclusivity, and nurturing cooperation within society.

Information Booster

- Promoting social justice and equity: This option emphasizes the significance of education in advocating for social justice, equal rights, and fairness, aiming to create a more equitable society for all.
- Fostering community engagement and civic responsibility: This option highlights the role of education in encouraging individuals to actively participate in their communities, take responsibility for societal issues, and contribute to positive change.
- Enhancing intercultural communication and understanding: This option underscores the importance of education in promoting cultural awareness, fostering intercultural communication, and cultivating a global perspective.

S20. Ans.(b)

Sol. Supporter of Bookish Knowledge: This option is not a characteristic of the Naturalistic philosophy of education. Naturalistic education emphasizes experiential and holistic learning, valuing direct experiences and interactions with the natural environment over solely relying on bookish knowledge.

Information Booster

- Nature is the ultimate Reality: This characteristic aligns with the Naturalistic philosophy of education, which emphasizes the importance of connecting with nature and understanding it as the ultimate reality. It emphasizes the significance of outdoor experiences, hands-on learning, and environmental awareness.
- Freedom to the child: This is a characteristic of the Naturalistic philosophy of education. It emphasizes providing freedom to the child in their learning process, allowing them to explore, discover, and learn at their own pace and according to their interests and natural inclinations.
- Material world is the Real world: This is another characteristic of the Naturalistic philosophy of education. It asserts that the material world, including nature and the physical environment, is the real world. It advocates for learning that is grounded in real-life experiences and the natural surroundings rather than being disconnected from the physical world.

S21. Ans.(a)

Sol. Plato, an ancient Greek philosopher, is considered the foundational figure in the development of Idealism. He proposed the theory of ideas, also known as the theory of forms, which postulates that the ultimate reality lies in the realm of abstract, eternal, and unchanging ideas or forms. According to Plato, the physical world is merely a reflection or imperfect copy of these ideal forms. Idealism, as a philosophical perspective, aligns with Plato's emphasis on the primacy of ideas, the existence of a higher reality, and the belief that knowledge and truth are derived from the world of ideas.

S22. Ans.(a)

Sol. According to William James, an American philosopher and psychologist, "Pragmatism is a temper of mind, an attitude; it is also a theory of the nature of ideas and truth; and finally it is a theory about reality." James was one of the key proponents of pragmatism, a philosophical approach that emphasizes the practical consequences and utility of ideas and beliefs. He viewed pragmatism not only as a philosophical theory but also as a way of thinking and approaching the world, focusing on the practical outcomes and effectiveness of ideas in guiding action and understanding reality.

S23. Ans.(d)

Sol. According to idealism, all of the options listed - development of personality, self-realization, and development of willpower - are aims of education. Idealism places a strong emphasis on the development and realization of the individual's potential. It seeks to foster the growth of the individual's personality, enabling them to reach their full potential intellectually, morally, and spiritually. Idealism also emphasizes self-realization, which involves understanding one's true nature, capabilities, and purpose in life. Additionally, idealism emphasizes the cultivation of willpower, the ability to make rational choices and exercise self-discipline in pursuit of one's goals and ideals.

S24. Ans.(b)

Sol. Mechanical naturalism- According to this school of naturalism, the entire universe is a machine made of matter and is possessed of a self-driving energy. This is materialism, for it suggests that matter is the only thing and anything that exists is a form of matter. Mind as well as man is a matter. He has no creative force, no purpose, no direction. The naturalists of this view aim at making man as good machine as possible.

Information Booster

- Physical naturalism- This form of naturalism interprets man and the universe in terms of physical science. It explains individual differences, emotions and feelings on the basis of physical sciences.
- Biological or evolutionary naturalism- This form of naturalism is based on the theory of evolution. It contends that all the processes of Nature and the entire existence of the universe cannot be explained in terms of mechanical and physical processes because in the biological world, education is an important phenomenon

S25. Ans.(a)

Sol. Pragmatism prescribes a broad and flexible type of curriculum. Pragmatist philosophy emphasizes practicality, adaptability, and the connection between education and real-life experiences. A broad curriculum in pragmatism incorporates a wide range of subjects and disciplines, enabling students to explore different areas of knowledge and develop a holistic understanding of the world. Additionally,

pragmatism emphasizes flexibility in the curriculum, recognizing that educational approaches and content should be responsive to the needs and interests of students, as well as the evolving demands of society. This allows for customization, interdisciplinary learning, and the integration of real-world applications in the curriculum.

S26. Ans.(a)

Sol. Using educational apps in teaching promotes self-paced learning, allowing students to learn at their own speed and revisit concepts as needed. Educational apps often provide interactive and engaging content, which enhances student motivation and understanding.

Information booster

- educational apps can facilitate student-teacher interaction through features like messaging, discussion boards, and feedback mechanisms.
- educational apps can encourage creativity and critical thinking through interactive activities and problem-solving tasks.
- educational apps enhance learning by utilizing technology, not to create dependency but rather to develop digital literacy skills.

S27. Ans.(b)

Sol. Blame in assessment refers to the act of criticizing or holding someone accountable for their actions. It often occurs when individuals are held solely responsible for their performance without considering other factors that may have influenced the outcome.

Information Booster

- Blaming focuses on finding fault rather than facilitating growth and improvement.
- Blame is not a statistical technique. Statistics, on the other hand, involve the collection, analysis, and interpretation of data to draw meaningful conclusions in assessment studies.
- While providing constructive feedback is an essential aspect of assessment, blame is distinct from the process of giving feedback. Blame tends to be negative and punitive, whereas constructive feedback focuses on identifying areas for improvement and supporting learning.

S28. Ans.(b)

Sol. Action research is a systematic inquiry approach that involves conducting research in real-world settings to identify problems, develop solutions, and improve practices. It is a collaborative and reflective process that aims to bring about meaningful changes by involving practitioners in the research process.

Information Booster

- Action research is not limited to laboratory experiments.
- Action research emphasizes practical implications and application of research findings
- Action research involves conducting research in the context of real-world actions rather than relying solely on literature reviews.

S29. Ans.(a)

Sol. Statement 1 is correct since Active participation and engagement are vital in creating a dynamic and enriching learning environment. By actively participating, learners interact, share ideas, and collaborate, fostering critical thinking, creativity, and problem-solving skills. Engagement promotes deeper understanding, retention of knowledge, and a sense of ownership, leading to meaningful and effective learning experiences.

Information Booster

- Statement 2 is incorrect because respect towards the teacher and fellow students is fundamental for fostering a positive and cooperative atmosphere.
- Statement 3 is incorrect because disregarding classroom rules and guidelines disrupts the learning process, creates a chaotic environment, and undermines the authority of the teacher. Respecting and following the established rules promote fairness, discipline, and equal opportunities for all students.

S30. Ans.(a)

Sol. Ethical considerations in action research encompass safeguarding the privacy and confidentiality of participants. This involves implementing measures to protect personal information and research data, ensuring their secure storage and anonymity. Respecting participants' rights and obtaining informed consent is crucial, as is maintaining transparency, integrity, and honesty throughout the research process. Ethical practices build trust and promote the well-being and dignity of individuals involved, upholding the ethical standards of research.

Information Booster

- Option b) is incorrect as action research values the consent and active involvement of participants, aiming to empower rather than manipulate their behaviors.
- Option c) is incorrect as action research encourages the inclusion and active participation of stakeholders throughout the research process.
- Option d) is incorrect as disseminating research findings widely is a positive practice in action research to share knowledge and promote transparency.

