

RIE CEE Teaching Aptitude

Sample Paper – 10

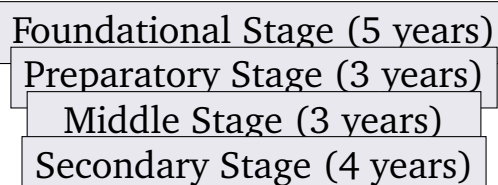
Duration: 45 Minutes

Maximum Marks: 60

Instructions

- This paper contains **30** Multiple Choice Questions (Single Correct Answer), modelled on the **Teaching Aptitude** section of the **RIE CEE** (NCERT Regional Institutes of Education Common Entrance Exam).
- Each correct answer carries **+2 marks**. There is a penalty of **-0.5 mark** for every incorrect answer. Unattempted questions carry **0 marks**.
- Only **one** option is correct. Choose carefully before marking, since wrong answers are penalised.
- The actual exam is a **Computer Based Test (CBT)**; attempt this paper in one timed sitting of 45 minutes.
- Use of mobile phones, calculators, or electronic gadgets is not permitted.

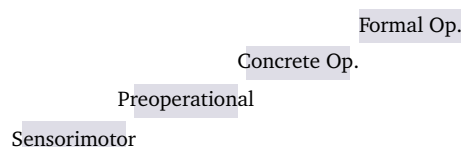
Q1. The figure shows the school structure introduced by NEP 2020. The **Secondary Stage** of 4 years covers which age range of learners?



- (A) 11 to 14 years
- (B) 14 to 18 years
- (C) 8 to 11 years
- (D) 3 to 8 years



- Q2.** NEP 2020 proposed the development of a common set of professional standards for teachers, to be prepared by the National Council for Teacher Education. This set of standards is known as the:
- (A) National Curriculum Framework
 - (B) National Achievement Survey
 - (C) National Means-cum-Merit Scholarship
 - (D) National Professional Standards for Teachers (NPST)
- Q3.** NEP 2020 recommends that every teacher should undertake Continuous Professional Development (CPD) of at least how many hours each year?
- (A) 10 hours
 - (B) 25 hours
 - (C) 50 hours
 - (D) 100 hours
- Q4.** To improve the quality of school teaching, NEP 2020 stresses that the recruitment and posting of teachers should be based mainly on:
- (A) Merit, through a robust and transparent process
 - (B) The seniority of the candidate alone
 - (C) The home district of the candidate
 - (D) Random allotment without any test
- Q5.** The figure shows Piaget's four stages of cognitive development in order. The stage in which a child (about 7 to 11 years) can think **logically about concrete objects** but not yet about abstract ideas is:



- (A) Sensorimotor stage
 - (B) Preoperational stage
 - (C) Formal operational stage
 - (D) Concrete operational stage
- Q6.** According to Erikson, the psychosocial crisis faced by a school-age child (about 6 to 12 years) who is busy mastering skills and schoolwork is:
- (A) Trust vs mistrust
 - (B) Industry vs inferiority
 - (C) Autonomy vs shame and doubt
 - (D) Integrity vs despair
- Q7.** A student who easily recognises plants, animals and patterns in nature, and loves classifying living things, shows a strong form of which of Gardner's intelligences?
- (A) Linguistic intelligence
 - (B) Musical intelligence
 - (C) Naturalistic intelligence
 - (D) Logical-mathematical intelligence
- Q8.** A teenager who follows rules mainly to win the approval of others and to be seen as a "good boy" or "good girl" is reasoning at which level of Kohlberg's theory?
- (A) Conventional level
 - (B) Pre-conventional level
 - (C) Post-conventional level
 - (D) Sensorimotor level
- Q9.** A normally hard-working student feels discouraged after scoring poorly in one test and says, "I am just not good at this subject." The most professional response of the teacher is to:



- (A) Agree and advise the student to drop the subject
- (B) Tell the student that the result does not matter at all
- (C) Reassure the student, review the mistakes together and set small achievable goals
- (D) Compare the student publicly with the class toppers

Q10. While grading a group project, a teacher finds that some members worked much harder than others. The fairest approach is to:

- (A) Combine a shared group mark with an individual-contribution component
- (B) Give every member exactly the same mark regardless of effort
- (C) Give marks only to the group leader
- (D) Cancel the project for everyone

Q11. A class has students from several religions, languages and regions. A teacher with the right professional attitude will:

- (A) Insist that all students follow only one culture
- (B) Avoid any mention of festivals or backgrounds
- (C) Treat the diversity as a problem to be ignored
- (D) Respect and celebrate the diversity and use it as a learning resource

Q12. The smoothest way to handle daily activities such as distributing materials and collecting work is for the teacher to:

- (A) Improvise differently every single day
- (B) Establish clear, consistent routines that students know and practise
- (C) Leave it entirely to chance
- (D) Do every small task personally while the class waits

Q13. Stating classroom expectations in positive terms, such as “We listen while others speak”, rather than only listing prohibitions, mainly helps because it:



- (A) Tells students clearly what good behaviour looks like
- (B) Encourages students to test every limit
- (C) Removes the need for any teacher attention
- (D) Makes the rules impossible to follow

Q14. A teacher who rotates classroom responsibilities such as group leader and material monitor among different students is mainly developing:

- (A) Dependence on the teacher
- (B) A purely autocratic classroom
- (C) Shared leadership and a sense of responsibility in students
- (D) Competition for the teacher's favour

Q15. A teacher who feels provoked by a rude remark but pauses, stays calm and responds professionally is mainly displaying which component of emotional intelligence?

- (A) Empathy for others
- (B) Social skill in groups
- (C) Lack of motivation
- (D) Self-regulation of emotion

Q16. A teacher who notices that a usually cheerful student looks withdrawn and gently checks on them is showing which quality?

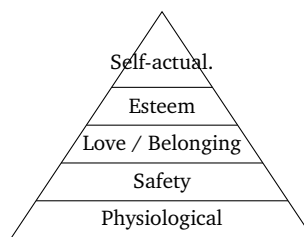
- (A) Rigidity
- (B) Empathy
- (C) Indifference
- (D) Impatience

Q17. Communicating one's expectations clearly and firmly while still respecting the listener's feelings is best described as:



- (A) Assertive communication
- (B) Aggressive communication
- (C) Passive communication
- (D) Manipulative communication

Q18. In Maslow's hierarchy of needs shown below, the most basic needs of a **hungry, tired** child (food, water and sleep), placed at the very **base** of the pyramid, are called:



- (A) Safety needs
- (B) Esteem needs
- (C) Physiological needs
- (D) Self-actualisation needs

Q19. The view that the school should be a “miniature society” where children learn democratic living by doing real, purposeful activities is associated with:

- (A) John Dewey
- (B) B. F. Skinner
- (C) Ivan Pavlov
- (D) Edward Thorndike

Q20. An approach to learning that holds knowledge is built mainly through social interaction, dialogue and collaboration with others is called:

- (A) Pure behaviourism



- (B) Social constructivism
- (C) Rote transmission
- (D) Drill and practice only

Q21. NCF-SE 2023 organises learning around clearly defined _____ for each developmental stage, which are then broken down into competencies and learning outcomes.

- (A) Punishment charts
- (B) Fixed daily lectures
- (C) Examination ranks
- (D) Curricular goals

Q22. A central aim of NCF-SE 2023 is the holistic development of the child. This means giving balanced importance to:

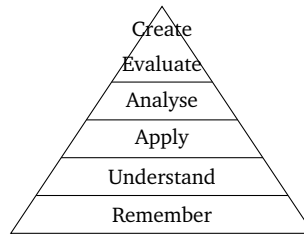
- (A) Only the marks scored in examinations
- (B) Only the physical fitness of the child
- (C) Only the memorisation of textbook content
- (D) Physical, cognitive, social, emotional, ethical and aesthetic growth together

Q23. The National Curriculum Framework for School Education (NCF-SE) 2023 has been prepared by which national body?

- (A) Reserve Bank of India
- (B) University Grants Commission
- (C) NCERT
- (D) Election Commission of India

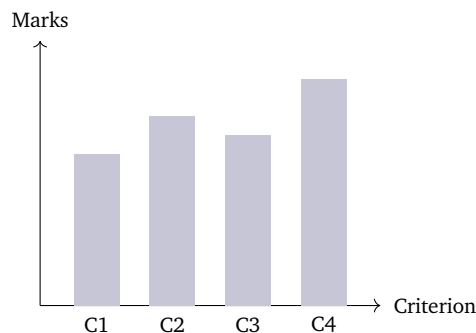
Q24. In the revised Bloom's taxonomy shown below, a student who can **explain the meaning of a concept** in their own words, but cannot yet use it to solve a new problem, is operating at which level?





- (A) Apply
- (B) Understand
- (C) Create
- (D) Evaluate

Q25. The bar graph shows a project marked on four separate criteria such as content, creativity, presentation and teamwork. A fixed scoring guide that lists such criteria and the marks for each level of quality is called a:



- (A) Rubric
- (B) Lottery
- (C) Single overall guess
- (D) Attendance register

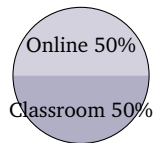
Q26. A teacher keeps an organised, purposeful collection of each student's work samples gathered over the whole term to show growth and reflection. This assessment tool is called a:

- (A) One-time surprise quiz
- (B) Multiple-choice test only



- (C) Portfolio
- (D) Final ranking list

Q27. The pie chart shows a course where new content is studied online **before** class and class time is then used for practice and problem-solving. This particular arrangement is best known as the:



- (A) Pure distance learning
 - (B) Rote learning
 - (C) Home schooling
 - (D) Flipped classroom
- Q28.** Teaching students to use the internet responsibly, protect their passwords and respect others online is part of building good:
- (A) Digital citizenship
 - (B) Rote memorisation
 - (C) Physical fitness
 - (D) Classroom seating plan
- Q29.** Providing braille books for a blind student and large-print sheets for a student with low vision is an example of using:
- (A) Stricter discipline
 - (B) A reduced syllabus
 - (C) Accessible learning material
 - (D) Separate special schools



- Q30.** For a student who is deaf or hard of hearing, the most suitable means of classroom communication and instruction is:
- (A) Speaking faster than usual
 - (B) Sign language and visual supports
 - (C) Asking the student to leave the class
 - (D) Lowering the learning standards



Detailed Solutions

Q1.

Solution

Concept — NEP 2020 school structure: The 5+3+3+4 design groups schooling by the developmental stages and ages of the child.

Step 1 — Read the figure: The last block is the Secondary Stage, which lasts 4 years.

Step 2 — Map the ages: The stages run by age: Foundational 3–8, Preparatory 8–11, Middle 11–14, and the Secondary Stage, the final 4 years (Grades 9–12), covering ages 14 to 18.

Why other options are wrong:

- Ages 11 to 14 belong to the Middle Stage; ages 8 to 11 to the Preparatory Stage; ages 3 to 8 to the Foundational Stage.

Final Answer: Secondary Stage covers ages 14 to 18 ⇒

Answer: (B) [Go Back to Q1](#)

Q2.

Solution

Concept — Standards for the teaching profession: NEP 2020 wanted a clear benchmark of what every teacher should know and be able to do.

Step 1 — Recall the term: The policy proposed a common set of National Professional Standards for Teachers (NPST), to be developed by the National Council for Teacher Education.

Step 2 — Purpose: These standards guide teacher recruitment, training and career growth across the country.

Why other options are wrong:

- The National Curriculum Framework guides curriculum; the National Achievement Survey measures learning levels; the Means-cum-Merit Scholarship is a student scheme.

Final Answer: National Professional Standards for Teachers ⇒

Answer: (D) [Go Back to Q2](#)



Q3.

Solution

Concept — Continuous Professional Development: NEP 2020 expects teachers to keep updating their skills every year.

Step 1 — Recall the figure: The policy recommends at least 50 hours of CPD per year for every teacher.

Step 2 — Reason: Regular training keeps teaching methods, content and technology skills current.

Why other options are wrong:

- 10 and 25 hours are below the recommended minimum; 100 hours is more than the figure stated in the policy.

Final Answer: 50 hours of CPD per year \Rightarrow

Answer: (C) [Go Back to Q3](#)

Q4.

Solution

Concept — Quality teacher recruitment: Strong school systems start with selecting capable teachers fairly.

Step 1 — Identify the principle: NEP 2020 stresses merit-based recruitment through a robust and transparent process.

Step 2 — Reason: Choosing teachers on merit improves teaching quality and public trust.

Why other options are wrong:

- Seniority alone, home district, or random allotment ignore the candidate's actual competence.

Final Answer: Merit, through a transparent process \Rightarrow

Answer: (A) [Go Back to Q4](#)



Q5.

Solution

Concept — Piaget's stages: Each stage describes a typical age range and a way of thinking.

Step 1 — Read the figure: The third step is the Concrete Operational stage.

Step 2 — Match the description: A child of about 7 to 11 years who reasons logically about real, concrete things but not about abstract ideas is in the Concrete Operational stage.

Why other options are wrong:

- Sensorimotor (birth to 2) is about senses and actions; Preoperational (2 to 7) is symbolic but illogical; Formal Operational (11+) handles abstract reasoning.

Final Answer: Concrete operational stage ⇒

Answer: (D) [Go Back to Q5](#)

Q6.

Solution

Concept — Erikson's psychosocial stages: Each stage has a central conflict to be resolved.

Step 1 — Identify the age: The school-age period (about 6 to 12 years) is the stage of "Industry vs Inferiority".

Step 2 — Reason: Children who succeed at schoolwork and tasks gain a sense of industry (competence); repeated failure can breed inferiority.

Why other options are wrong:

- Trust vs mistrust is infancy; autonomy vs shame is toddlerhood; integrity vs despair is old age.

Final Answer: Industry vs inferiority ⇒

Answer: (B) [Go Back to Q6](#)



Q7.

Solution

Concept — Gardner’s multiple intelligences: Gardner argued that intelligence comes in several distinct kinds.

Step 1 — Match the description: Recognising plants, animals and natural patterns and enjoying classifying living things reflects naturalistic intelligence.

Step 2 — Connect: This intelligence is strong in naturalists, farmers and biologists.

Why other options are wrong:

- Linguistic is about words; musical is about sound and rhythm; logical-mathematical is about numbers and reasoning.

Final Answer: Naturalistic intelligence ⇒

Answer: (C) [Go Back to Q7](#)

Q8.

Solution

Concept — Kohlberg’s levels of moral reasoning: Kohlberg described three levels, each with two stages.

Step 1 — Identify the motive: Following rules to gain approval and be seen as “good” is the “good boy / good girl” orientation.

Step 2 — Place it: This belongs to the Conventional level, where social approval and law-and-order matter most.

Why other options are wrong:

- Pre-conventional is driven by reward and punishment; post-conventional is driven by universal principles; “sensorimotor” is from Piaget, not Kohlberg.

Final Answer: Conventional level ⇒

Answer: (A) [Go Back to Q8](#)



Q9.

Solution

Concept — Encouraging a discouraged student: A good teacher rebuilds confidence and a growth mindset.

Step 1 — Analyse: One poor result does not define ability; the student needs support, not judgement.

Step 2 — Best response: Reassure the student, review the mistakes together and set small achievable goals to rebuild confidence.

Why other options are wrong:

- Advising to drop the subject gives up on the child; saying it does not matter dismisses the feeling; public comparison damages self-esteem.

Final Answer: Reassure, review mistakes, set small goals ⇒ C

Answer: (C) [Go Back to Q9](#)

Q10.

Solution

Concept — Fair assessment of group work: Fairness means rewarding both teamwork and individual effort.

Step 1 — Identify the issue: A single shared mark can hide unequal effort within the group.

Step 2 — Best approach: Combine a shared group mark with an individual-contribution component so each member is judged fairly.

Why other options are wrong:

- Equal marks ignore effort; marking only the leader is unfair to others; cancelling the project punishes everyone.

Final Answer: Mix group mark with individual contribution ⇒ A

Answer: (A) [Go Back to Q10](#)



Q11.

Solution

Concept — Respecting cultural diversity: A professional teacher treats diversity as a strength.

Step 1 — Analyse: A mixed class brings many languages, festivals and viewpoints.

Step 2 — Best attitude: Respect and celebrate the diversity and use it as a learning resource that enriches the class.

Why other options are wrong:

- Forcing one culture, avoiding all backgrounds, or ignoring diversity all disrespect the students and waste a rich resource.

Final Answer: Respect and celebrate the diversity ⇒ D

Answer: (D) [Go Back to Q11](#)

Q12.

Solution

Concept — Classroom routines: Predictable routines save time and reduce confusion.

Step 1 — Identify the best practice: Establishing clear, consistent routines that students know and practise makes daily tasks smooth.

Step 2 — Reason: When students know exactly how a task is done, less time is lost and behaviour improves.

Why other options are wrong:

- Improvising daily, leaving it to chance, or doing everything alone all waste time and create disorder.

Final Answer: Clear, consistent routines ⇒ B

Answer: (B) [Go Back to Q12](#)



Q13.

Solution

Concept — Positive behaviour expectations: Telling students what to do works better than only listing bans.

Step 1 — Analyse: “We listen while others speak” describes the desired behaviour clearly.

Step 2 — Reason: Positive expectations give students a clear model of good conduct to aim for.

Why other options are wrong:

- Positive rules do not invite limit-testing, do not remove the need for teacher guidance, and are easy, not impossible, to follow.

Final Answer: Shows students what good behaviour looks like ⇒

Answer: (A) [Go Back to Q13](#)

Q14.

Solution

Concept — Shared leadership: Giving students rotating roles spreads responsibility.

Step 1 — Analyse: Rotating roles such as group leader and material monitor lets many students lead in turn.

Step 2 — Identify the effect: This builds shared leadership and a sense of responsibility in the students.

Why other options are wrong:

- It reduces, not increases, dependence; it is not autocratic; and it builds teamwork rather than rivalry.

Final Answer: Shared leadership and responsibility ⇒

Answer: (C) [Go Back to Q14](#)



Q15.

Solution

Concept — Components of emotional intelligence: Goleman lists self-awareness, self-regulation, motivation, empathy and social skills.

Step 1 — Analyse: Pausing and staying calm when provoked is controlling one's own emotional impulse.

Step 2 — Identify: This is self-regulation, the management of one's own emotions.

Why other options are wrong:

- Empathy is sensing others' feelings; social skill is managing relationships; lack of motivation is not relevant here.

Final Answer: Self-regulation of emotion ⇒

Answer: (D) [Go Back to Q15](#)

Q16.

Solution

Concept — Empathy: Empathy is sensing and understanding another person's feelings.

Step 1 — Analyse: Noticing a change in a student's mood and gently checking on them shows attunement to feelings.

Step 2 — Identify: This is empathy in action.

Why other options are wrong:

- Rigidity, indifference and impatience are the opposite of caring about a student's feelings.

Final Answer: Empathy ⇒

Answer: (B) [Go Back to Q16](#)



Q17.

Solution

Concept — Styles of communication: Communication can be assertive, aggressive or passive.

Step 1 — Analyse: Stating expectations clearly and firmly while respecting the other person balances honesty with respect.

Step 2 — Identify: This balance is assertive communication.

Why other options are wrong:

- Aggressive communication ignores others' feelings; passive communication hides one's own needs; manipulative communication is dishonest.

Final Answer: Assertive communication ⇒

Answer: (A) [Go Back to Q17](#)

Q18.

Solution

Concept — Maslow's hierarchy: Needs rise from basic survival at the base to growth needs at the top.

Step 1 — Read the figure: The order from bottom to top is Physiological, Safety, Love / Belonging, Esteem, Self-actualisation.

Step 2 — Find the base: The very base of the pyramid is Physiological needs — food, water, sleep and other survival needs that a hungry, tired child feels first.

Why other options are wrong:

- Safety sits one level above the base; esteem is near the top; self-actualisation is the apex, not a basic survival need.

Final Answer: Physiological needs ⇒

Answer: (C) [Go Back to Q18](#)



Q19.

Solution

Concept — Dewey’s progressive education: Dewey saw the school as part of social life, not apart from it.

Step 1 — Recall: John Dewey described the school as a “miniature society” where children practise democratic living through real activities.

Step 2 — Connect: This idea underlies learning by doing and project-based work.

Why other options are wrong:

- Skinner gave operant conditioning; Pavlov gave classical conditioning; Thorndike gave the laws of learning — none gave the “miniature society” idea.

Final Answer: John Dewey ⇒

Answer: (A) [Go Back to Q19](#)

Q20.

Solution

Concept — Social constructivism: Knowledge is built together, not just inside one head.

Step 1 — Define: Social constructivism holds that learners build understanding mainly through social interaction, dialogue and collaboration.

Step 2 — Connect: It draws on Vygotsky’s stress on language and the more knowledgeable other.

Why other options are wrong:

- Behaviourism, rote transmission and drill-only treat the learner as passive, not as an active social builder of meaning.

Final Answer: Social constructivism ⇒

Answer: (B) [Go Back to Q20](#)



Q21.

Solution

Concept — Structure of NCF-SE 2023: The framework defines what children should learn at each stage.

Step 1 — Identify the term: NCF-SE 2023 sets clear curricular goals for each developmental stage.

Step 2 — Connect: These goals are then broken down into competencies and specific learning outcomes.

Why other options are wrong:

- Punishment charts, fixed daily lectures and examination ranks are not the organising basis of the framework.

Final Answer: Curricular goals \Rightarrow

Answer: (D) [Go Back to Q21](#)

Q22.

Solution

Concept — Holistic development: NCF-SE 2023 wants the whole child to grow, not just exam scores.

Step 1 — Define: Holistic development means balanced growth across physical, cognitive, social, emotional, ethical and aesthetic dimensions.

Step 2 — Reason: A child educated in only one area is not truly well-developed.

Why other options are wrong:

- Marks only, physical fitness only, or memorisation only each cover just a single narrow dimension.

Final Answer: All-round growth across many dimensions \Rightarrow

Answer: (D) [Go Back to Q22](#)



Q23.

Solution

Concept — Who prepares the curriculum framework: Curriculum frameworks are an academic, not a financial or electoral, task.

Step 1 — Recall: NCF-SE 2023 was prepared by the NCERT (National Council of Educational Research and Training), in line with NEP 2020.

Step 2 — Connect: NCERT is the apex body for school curriculum and textbooks in India.

Why other options are wrong:

- The RBI handles banking; the UGC oversees higher education; the Election Commission conducts elections — none prepare the school curriculum.

Final Answer: NCERT ⇒

Answer: (C) [Go Back to Q23](#)

Q24.

Solution

Concept — Revised Bloom's taxonomy: The levels rise from lower-order to higher-order thinking.

Step 1 — Read the figure: The order is Remember, Understand, Apply, Analyse, Evaluate, Create.

Step 2 — Match the description: Explaining the meaning of a concept in one's own words is the "Understand" level; using it to solve a new problem would be the higher "Apply" level, which the student has not yet reached.

Why other options are wrong:

- Apply, Evaluate and Create are all higher than Understand; the student here can explain but not yet apply.

Final Answer: Understand ⇒

Answer: (B) [Go Back to Q24](#)



Q25.

Solution

Concept — Criteria-based scoring: A rubric breaks a task into clear criteria with marks for each level.

Step 1 — Read the figure: The project is marked on separate criteria such as content, creativity, presentation and teamwork.

Step 2 — Name the tool: A fixed scoring guide listing criteria and the marks for each quality level is a rubric.

Why other options are wrong:

- A lottery is random; a single overall guess has no criteria; an attendance register only records presence.

Final Answer: Rubric ⇒

Answer: (A) [Go Back to Q25](#)

Q26.

Solution

Concept — Portfolio assessment: A portfolio shows growth through a collection of real work.

Step 1 — Analyse: An organised, purposeful collection of a student's work gathered over time captures progress and reflection.

Step 2 — Name the tool: This collection is called a portfolio.

Why other options are wrong:

- A surprise quiz, a multiple-choice test, or a final ranking list each give only a single snapshot, not growth over time.

Final Answer: Portfolio ⇒

Answer: (C) [Go Back to Q26](#)



Q27.

Solution

Concept — Flipped classroom: A flipped classroom reverses the usual order of lecture and practice.

Step 1 — Read the figure: Students learn new content online before class, and class time is then used for practice and problem-solving.

Step 2 — Name it: This specific arrangement is the flipped classroom, a form of blended learning.

Why other options are wrong:

- Pure distance learning is mostly remote; rote learning is a memory method; home schooling is taught at home — none describe pre-class online study with active class time.

Final Answer: Flipped classroom \Rightarrow

Answer: (D) [Go Back to Q27](#)

Q28.

Solution

Concept — Digital citizenship: Using technology safely and responsibly is a key modern skill.

Step 1 — Analyse: Using the internet responsibly, guarding passwords and respecting others online are all safe, ethical online habits.

Step 2 — Name it: Together these build digital citizenship.

Why other options are wrong:

- Rote memorisation, physical fitness and seating plans have nothing to do with safe, responsible internet use.

Final Answer: Digital citizenship \Rightarrow

Answer: (A) [Go Back to Q28](#)



Q29.

Solution

Concept — Accessible learning material: Inclusion needs material every learner can actually use.

Step 1 — Analyse: Braille suits a blind student and large print suits a student with low vision.

Step 2 — Name it: Both are examples of accessible learning material adapted to the learner's needs.

Why other options are wrong:

- Stricter discipline, a reduced syllabus and separate special schools do not make the existing material accessible.

Final Answer: Accessible learning material ⇒

Answer: (C) [Go Back to Q29](#)

Q30.

Solution

Concept — Communication access for hearing impairment: A deaf student needs a visual route to language.

Step 1 — Analyse: Speaking faster does not help a student who cannot hear; the message must be made visible.

Step 2 — Best means: Sign language together with visual supports gives the student full access to instruction.

Why other options are wrong:

- Speaking faster, removing the student, or lowering standards all fail to provide real communication access.

Final Answer: Sign language and visual supports ⇒

Answer: (B) [Go Back to Q30](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	D	3	C	4	A	5	D
6	B	7	C	8	A	9	C	10	A
11	D	12	B	13	A	14	C	15	D
16	B	17	A	18	C	19	A	20	B
21	D	22	D	23	C	24	B	25	A
26	C	27	D	28	A	29	C	30	B

