

RIE CEE Teaching Aptitude

Sample Paper – 1

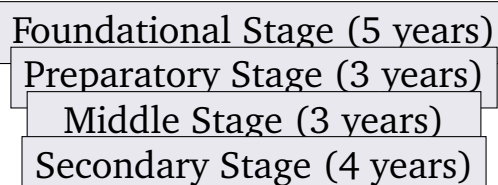
Duration: 45 Minutes

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.

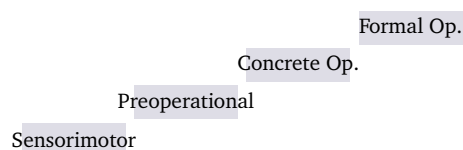
Q1. The figure shows the school structure introduced by NEP 2020. The **Foundational Stage** covers which age group?



- (A) 6 to 11 years
- (B) 3 to 8 years
- (C) 8 to 11 years
- (D) 11 to 14 years



- Q2.** Under NEP 2020, the mission of Foundational Literacy and Numeracy (FLN) targets that every child attains basic reading, writing and arithmetic by:
- (A) Grade 1
 - (B) Grade 8
 - (C) Grade 5
 - (D) Grade 3
- Q3.** NEP 2020 recommends that the medium of instruction, wherever possible, at least till Grade 5 should be the:
- (A) Mother tongue or local / regional language
 - (B) English language only
 - (C) Hindi language only
 - (D) Sanskrit language
- Q4.** NEP 2020 replaced the earlier National Policy on Education that was framed in the year:
- (A) 1968
 - (B) 2005
 - (C) 1986
 - (D) 2009
- Q5.** The figure shows Piaget's four stages of cognitive development in order. Abstract and hypothetical reasoning develops mainly in which stage?



- (A) Sensorimotor stage



- (B) Preoperational stage
- (C) Concrete operational stage
- (D) Formal operational stage

Q6. The concept of the “Zone of Proximal Development” (ZPD) was proposed by:

- (A) Lev Vygotsky
- (B) Jean Piaget
- (C) B. F. Skinner
- (D) Lawrence Kohlberg

Q7. Kohlberg’s theory is mainly concerned with the development of:

- (A) Cognitive ability
- (B) Language
- (C) Moral reasoning
- (D) Physical growth

Q8. According to Piaget, the understanding of “object permanence” first develops during the:

- (A) Formal operational stage
- (B) Sensorimotor stage
- (C) Concrete operational stage
- (D) Preoperational stage

Q9. A student repeatedly fails to submit homework. The most appropriate response of a teacher is to:

- (A) Talk to the student privately to understand the reason and offer support
- (B) Punish the student in front of the whole class



- (C) Ignore the matter completely
- (D) Immediately complain to the principal

Q10. The most important quality of a good teacher is:

- (A) Strict control over the class at all times
- (B) Completing the syllabus as fast as possible
- (C) Setting very difficult tests
- (D) Genuine care for students' learning and growth

Q11. A teacher notices that a shy student never participates in class. The best approach is to:

- (A) Force the student to speak in front of everyone
- (B) Leave the student alone permanently
- (C) Encourage the student gradually with easy questions and praise
- (D) Lower the student's marks for not participating

Q12. Effective classroom management is best achieved by:

- (A) Frequent harsh punishment
- (B) Clear rules framed with students and applied consistently
- (C) Ignoring all misbehaviour
- (D) Giving long lectures on discipline

Q13. When two students have a conflict during class, the teacher should first:

- (A) Punish both of them at once
- (B) Send both of them out of the class
- (C) Take the side of one student
- (D) Listen calmly to both sides and mediate a solution

Q14. A democratic style of classroom leadership means that the teacher:



- (A) Involves students in decisions and encourages participation
- (B) Makes every decision alone without consulting students
- (C) Leaves students entirely without guidance
- (D) Avoids setting any rules at all

Q15. The concept of “Emotional Intelligence” was popularised by:

- (A) Howard Gardner
- (B) Albert Bandura
- (C) Daniel Goleman
- (D) Edward Thorndike

Q16. Which of the following is a key component of emotional intelligence?

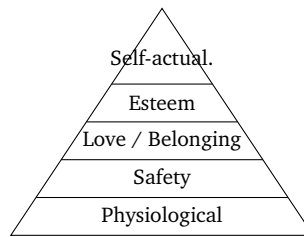
- (A) Speed of writing
- (B) Self-awareness and empathy
- (C) Physical strength
- (D) Rote memorisation

Q17. A teacher who can sense and understand the feelings of students is showing a high degree of:

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

Q18. In Maslow’s hierarchy of needs shown below, which need must generally be satisfied **just before** esteem needs?





- (A) Self-actualisation needs
- (B) Cognitive needs
- (C) Aesthetic needs
- (D) Love and belonging needs

Q19. Learning by observing and imitating the behaviour of others is central to:

- (A) Bandura's social learning theory
- (B) Classical conditioning
- (C) Operant conditioning
- (D) Insight learning

Q20. Constructivism in teaching emphasises that learners:

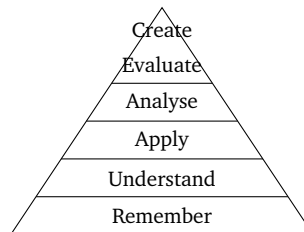
- (A) Are empty vessels to be filled with facts
- (B) Learn only by memorising the textbook
- (C) Actively construct their own knowledge through experience
- (D) Learn mainly through punishment

Q21. NCF-SE 2023 promotes a shift towards _____ based education.

- (A) Rote-memory
- (B) Competency
- (C) Punishment
- (D) Lecture-only

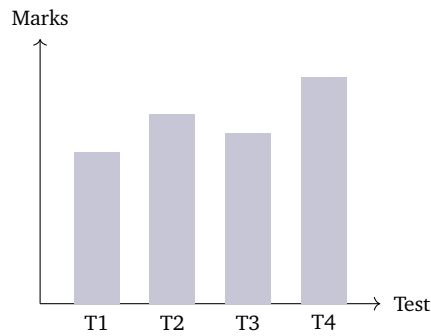


- Q22.** The Holistic Progress Card (HPC) recommended in recent school reforms aims to assess:
- (A) Only the final examination marks
 - (B) Only the attendance of the child
 - (C) Only the sports performance
 - (D) The all-round development of the child
- Q23.** NCF-SE 2023 has been developed in line with the vision of which policy?
- (A) NPE 1986
 - (B) NEP 2020
 - (C) RTE Act 2009
 - (D) NPE 1968
- Q24.** The figure shows the revised Bloom's taxonomy of the cognitive domain. The **highest** level of the pyramid is:



- (A) Remember
 - (B) Understand
 - (C) Apply
 - (D) Create
- Q25.** The bar graph shows a student's marks in four unit tests held during a single term. This kind of repeated testing during the term, used to guide learning, is called:



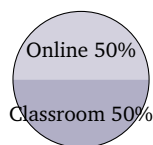


- (A) Formative assessment
- (B) Summative assessment
- (C) Board examination
- (D) Entrance examination

Q26. Formative assessment is best described as assessment:

- (A) Of learning, conducted only at the end of the year
- (B) Conducted only by an external board
- (C) For learning, providing ongoing feedback to improve it
- (D) Used mainly to rank students against each other

Q27. The pie chart shows a course that mixes equal parts of classroom and online teaching. This mode of teaching is called:



- (A) Distance learning
- (B) Blended learning
- (C) Rote learning
- (D) Home schooling

Q28. DIKSHA is a national digital platform meant mainly for:



- (A) Banking services
- (B) Railway ticket booking
- (C) School education e-content for teachers and students
- (D) Agricultural marketing

Q29. The main aim of inclusive education is to:

- (A) Separate children with disabilities into special schools
- (B) Teach only the gifted children
- (C) Reduce the syllabus for weak students
- (D) Educate all children together, regardless of ability

Q30. Providing a wheelchair ramp and a sign-language interpreter in a school is an example of:

- (A) Making the school barrier-free and accessible
- (B) Wasting school resources
- (C) Segregating students by ability
- (D) Lowering academic standards



Detailed Solutions

Q1.

Solution

Concept — NEP 2020 school structure: NEP 2020 replaced the old 10+2 system with a 5+3+3+4 design based on the developmental stages of a child.

Step 1 — Read the figure: The first block is the Foundational Stage, lasting 5 years.

Step 2 — Map the ages: The Foundational Stage spans 5 years of schooling for children aged 3 to 8 years (3 years of pre-school / anganwadi plus Grades 1 and 2).

Why other options are wrong:

- 8 to 11 is the Preparatory Stage; 11 to 14 is the Middle Stage; 6 to 11 mixes two stages.

Final Answer: The Foundational Stage covers ages 3 to 8 ⇒ **B**

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

Q2.

Solution

Concept — Foundational Literacy and Numeracy: FLN is a top priority of NEP 2020, ensuring every child can read, write and do basic maths early.

Step 1 — Recall the target: NEP 2020 sets the goal that every child attains foundational literacy and numeracy by Grade 3.

Step 2 — Reason: Research shows that children who are not on track by Grade 3 struggle in all later learning, so Grade 3 is the cut-off.

Why other options are wrong:

- Grade 1 is too early for full FLN; Grade 5 and Grade 8 are too late for the foundational goal.

Final Answer: FLN target is by Grade 3 ⇒ **D**

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



Q3.

Solution

Concept — Medium of instruction in NEP 2020: NEP 2020 stresses that young children learn best in a language they understand at home.

Step 1 — Recall the recommendation: Wherever possible, the medium of instruction till at least Grade 5 (and preferably Grade 8) should be the mother tongue or the local / regional language.

Step 2 — Reason: Learning early concepts in the home language improves understanding and reduces dropout.

Why other options are wrong:

- NEP does not make English, Hindi or Sanskrit the compulsory medium; it favours the child's own language.

Final Answer: Mother tongue / local language ⇒

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

Q4.

Solution

Concept — History of education policy: India's national education policies guide the whole school system.

Step 1 — Recall the timeline: The earlier National Policy on Education was framed in 1986 (and modified in 1992).

Step 2 — Connect: NEP 2020 is the first full education policy of the 21st century and it replaced the 1986 policy.

Why other options are wrong:

- 1968 was the first NPE; 2009 is the RTE Act; 2005 is the NCF year, not a policy.

Final Answer: NEP 2020 replaced the 1986 policy ⇒

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



Q5.

Solution

Concept — Piaget’s stages of cognitive development: Piaget described four stages through which a child’s thinking matures.

Step 1 — Read the figure: The top step is the Formal Operational stage (about 11 years and above).

Step 2 — Match the skill: Abstract, logical and hypothetical reasoning (thinking about “what if” situations) appears in the Formal Operational stage.

Why other options are wrong:

- Sensorimotor is about senses and actions; Preoperational is symbolic but illogical; Concrete operational handles only concrete, not abstract, problems.

Final Answer: Formal operational stage ⇒

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

Q6.

Solution

Concept — Zone of Proximal Development: ZPD is the gap between what a learner can do alone and what they can do with guidance.

Step 1 — Recall the author: The ZPD was given by the Russian psychologist Lev Vygotsky.

Step 2 — Connect: Vygotsky stressed the role of social interaction and a more knowledgeable other (teacher / peer) in learning.

Why other options are wrong:

- Piaget gave the cognitive stages; Skinner gave operant conditioning; Kohlberg gave moral development.

Final Answer: Lev Vygotsky ⇒

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



Q7.

Solution

Concept — Kohlberg's theory: Kohlberg studied how people decide what is right and wrong.

Step 1 — Identify the domain: His theory describes the development of moral reasoning through pre-conventional, conventional and post-conventional levels.

Why other options are wrong:

- Cognitive ability is Piaget; language has its own theories; physical growth is not Kohlberg's focus.

Final Answer: Moral reasoning ⇒

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

Q8.

Solution

Concept — Object permanence: This is the understanding that objects continue to exist even when they cannot be seen.

Step 1 — Recall the stage: According to Piaget, object permanence develops in the Sensorimotor stage (birth to about 2 years).

Step 2 — Reason: A baby who searches for a hidden toy has grasped object permanence.

Why other options are wrong:

- The Preoperational, Concrete and Formal stages all come later, after object permanence is already formed.

Final Answer: Sensorimotor stage ⇒

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



Q9.

Solution

Concept — Professional teacher attitude: A good teacher responds to problems with understanding and support, not humiliation.

Step 1 — Analyse the situation: Repeated non-submission may have a hidden cause (home problems, difficulty, lack of confidence).

Step 2 — Choose the best response: Talking privately to understand the reason and offering support addresses the real cause.

Why other options are wrong:

- Public punishment harms self-esteem; ignoring it helps nobody; complaining first skips the teacher's own role.

Final Answer: Talk privately and offer support ⇒

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

Q10.

Solution

Concept — Qualities of a good teacher: The core of good teaching is concern for the learner.

Step 1 — Compare the options: Genuine care for students' learning and growth drives patience, fairness and good methods.

Step 2 — Reason: Control, speed and hard tests are tools at best, not the central quality.

Why other options are wrong:

- Strict control, fast syllabus completion and difficult tests can even harm learning if used without care.

Final Answer: Genuine care for students' growth ⇒

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



Q11.

Solution

Concept — Encouraging participation: A shy student needs a safe, gradual path to confidence.

Step 1 — Analyse: Forcing or punishing increases fear; ignoring leaves the student behind.

Step 2 — Best approach: Encouraging gradually with easy questions and genuine praise builds confidence step by step.

Why other options are wrong:

- Forcing, ignoring and lowering marks all damage the shy student further.

Final Answer: Encourage gradually with easy questions and praise ⇒

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

Q12.

Solution

Concept — Classroom management: Good management is preventive and respectful, not just punitive.

Step 1 — Identify the best practice: Clear rules framed with the students, and applied consistently, give a fair and predictable classroom.

Step 2 — Reason: When students help make the rules, they own them and follow them better.

Why other options are wrong:

- Harsh punishment, ignoring misbehaviour, and long lectures do not build lasting order.

Final Answer: Clear rules made with students, applied consistently ⇒

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



Q13.

Solution

Concept — Conflict resolution: A teacher acts as a fair mediator, not a judge who punishes blindly.

Step 1 — First step: Listen calmly to both sides to understand what actually happened.

Step 2 — Then act: Only after hearing both can the teacher guide them to a fair solution.

Why other options are wrong:

- Punishing both, sending them out, or taking one side ignores the facts and the students' feelings.

Final Answer: Listen to both sides and mediate ⇒

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

Q14.

Solution

Concept — Leadership styles: A democratic teacher shares decision-making with the class.

Step 1 — Define: Democratic leadership means involving students in decisions and encouraging their participation.

Step 2 — Contrast: This differs from autocratic (teacher decides all) and laissez-faire (no guidance) styles.

Why other options are wrong:

- Deciding alone is autocratic; leaving students without guidance or rules is laissez-faire / chaotic.

Final Answer: Involves students in decisions ⇒

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



Q15.

Solution

Concept — Emotional Intelligence: EI is the ability to recognise and manage one's own and others' emotions.

Step 1 — Recall: The concept was popularised by Daniel Goleman through his 1995 book *Emotional Intelligence*.

Why other options are wrong:

- Gardner gave multiple intelligences; Bandura gave social learning; Thorndike gave the laws of learning.

Final Answer: Daniel Goleman ⇒

[Go Back to Q15](#)

Q16.

Solution

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

Step 1 — Identify: Self-awareness and empathy are core components of emotional intelligence.

Why other options are wrong:

- Writing speed, physical strength and rote memorisation are not part of emotional intelligence.

Final Answer: Self-awareness and empathy ⇒

[Go Back to Q16](#)

Q17.

Solution

Concept — Empathy: Empathy is the ability to sense and understand another person's feelings.

Step 1 — Match: A teacher who senses and understands students' feelings is displaying empathy.

Why other options are wrong:



- Rigidity, indifference and authoritarianism are the opposite of understanding feelings.

Final Answer: Empathy ⇒

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

Q18.

Solution

Concept — Maslow's hierarchy of needs: Needs are met from the bottom of the pyramid upward.

Step 1 — Read the order: From the figure, the order is Physiological, Safety, Love / Belonging, Esteem, Self-actualisation.

Step 2 — Find the need just below esteem: The level just below esteem is Love and Belonging, so it is satisfied just before esteem needs.

Why other options are wrong:

- Self-actualisation is above esteem; cognitive and aesthetic needs are not shown below esteem here.

Final Answer: Love and belonging needs ⇒

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

Q19.

Solution

Concept — Social learning: Albert Bandura showed that people learn by watching models.

Step 1 — Recall: Learning by observing and imitating others is the heart of Bandura's social learning theory (famous Bobo doll experiment).

Why other options are wrong:

- Classical and operant conditioning rely on stimulus-response and reinforcement; insight learning is sudden problem solving.

Final Answer: Bandura's social learning theory ⇒

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



Q20.

Solution

Concept — Constructivism: Knowledge is built by the learner, not simply poured in.

Step 1 — Define: Constructivism holds that learners actively construct their own understanding through experience and reflection.

Step 2 — Connect: This is why activity, inquiry and discussion are central to constructivist teaching.

Why other options are wrong:

- “Empty vessel”, pure memorisation and punishment all reflect older transmission models, not constructivism.

Final Answer: Learners actively construct knowledge ⇒

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

Q21.

Solution

Concept — NCF-SE 2023: The new curriculum framework operationalises NEP 2020 for schools.

Step 1 — Identify the shift: NCF-SE 2023 promotes competency-based education, focusing on what a child can actually do, not just recall.

Why other options are wrong:

- Rote-memory, punishment and lecture-only approaches are exactly what the framework moves away from.

Final Answer: Competency-based ⇒

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



Q22.

Solution

Concept — Holistic Progress Card: The HPC is a 360-degree report of a child.

Step 1 — Identify the purpose: It assesses the all-round development of the child — cognitive, social, emotional and physical — not just marks.

Why other options are wrong:

- Marks only, attendance only, or sports only each capture just one narrow part of the child.

Final Answer: The all-round development of the child ⇒

[Go Back to Q22](#)

Q23.

Solution

Concept — Link between policy and framework: A policy sets the vision; a framework puts it into practice.

Step 1 — Connect: NCF-SE 2023 was developed to translate the vision of NEP 2020 into the school curriculum.

Why other options are wrong:

- NPE 1986, RTE 2009 and NPE 1968 are earlier and are not the basis of NCF-SE 2023.

Final Answer: NEP 2020 ⇒

[Go Back to Q23](#)

Q24.

Solution

Concept — Revised Bloom's taxonomy: The cognitive domain is arranged from lower to higher order thinking.

Step 1 — Read the order: From the figure, the levels rise Remember, Understand, Apply, Analyse, Evaluate, Create.

Step 2 — Find the top: "Create" sits at the apex, so it is the highest order skill.



Why other options are wrong:

- Remember is the lowest level; Understand and Apply are middle levels, not the highest.

Final Answer: Create ⇒ D

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

Q25.

Solution

Concept — Types of assessment: Assessment during learning differs from assessment at the end.

Step 1 — Read the figure: Several unit tests are spread across one term to track progress.

Step 2 — Classify: Regular, low-stakes testing during the term to guide learning is formative assessment.

Why other options are wrong:

- Summative, board and entrance exams come at the end and judge final performance, not ongoing progress.

Final Answer: Formative assessment ⇒ A

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

Q26.

Solution

Concept — Formative vs summative: Formative assessment is assessment *for* learning.

Step 1 — Define: It provides ongoing feedback that students and teachers use to improve learning while it is still happening.

Why other options are wrong:

- End-of-year, external-only, and ranking-focused descriptions all fit summative, not formative, assessment.

Final Answer: For learning, with ongoing feedback ⇒ C



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

Q27.

Solution

Concept — Modes of teaching: Modern teaching often mixes physical and digital classrooms.

Step 1 — Read the figure: The course is half classroom and half online.

Step 2 — Name it: A planned mix of face-to-face and online teaching is called blended learning.

Why other options are wrong:

- Distance learning is mostly remote; rote learning is a memory method; home schooling is taught at home, not blended.

Final Answer: Blended learning \Rightarrow **B**

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

Q28.

Solution

Concept — Digital initiatives in education: NEP 2020 pushes technology platforms for learning.

Step 1 — Recall: DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform offering e-content for school teachers and students.

Why other options are wrong:

- Banking, railway booking and agriculture are unrelated to DIKSHA's education purpose.

Final Answer: School education e-content \Rightarrow **C**

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



Q29.

Solution

Concept — Inclusive education: Inclusion means all children learn together in the same classroom.

Step 1 — Identify the aim: Its main aim is to educate all children together, regardless of ability or disability, with needed support.

Why other options are wrong:

- Separating children with disabilities, teaching only the gifted, or simply cutting syllabus all go against inclusion.

Final Answer: Educate all children together ⇒

[Go Back to Q29](#)

Q30.

Solution

Concept — Barrier-free education: Inclusion needs physical and communication access for every child.

Step 1 — Interpret: A ramp helps a wheelchair user and a sign-language interpreter helps a hearing-impaired student.

Step 2 — Classify: Together these make the school barrier-free and accessible to all.

Why other options are wrong:

- These steps support, not waste, resources; they include rather than segregate, and do not lower standards.

Final Answer: Making the school barrier-free and accessible ⇒

[Go Back to Q30](#)



Answer Key

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

