

RIE CEE Teaching Aptitude

Sample Paper – 2

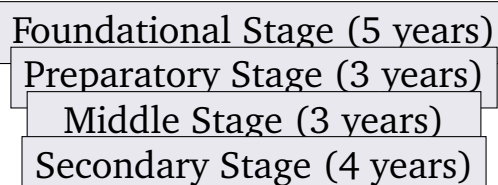
Duration: 45 Minutes

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.

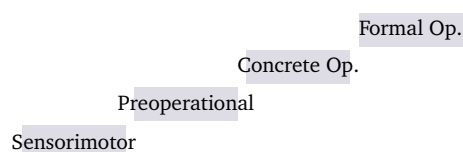
Q1. The figure shows the school structure introduced by NEP 2020. The **Middle Stage** shown here covers how many years of schooling?



- (A) 5 years
- (B) 4 years
- (C) 3 years
- (D) 2 years



- Q2.** According to NEP 2020, vocational education with hands-on internships is to be introduced for students starting from:
- (A) Grade 6
 - (B) Grade 9
 - (C) Grade 11
 - (D) Grade 3
- Q3.** NEP 2020 sets the target of achieving a 100% Gross Enrolment Ratio (GER) in school education (pre-school to secondary) by the year:
- (A) 2025
 - (B) 2040
 - (C) 2035
 - (D) 2030
- Q4.** To share resources and reduce isolation of small schools, NEP 2020 recommends grouping nearby schools into:
- (A) Residential hostels
 - (B) School complexes or clusters
 - (C) Coaching centres
 - (D) Examination boards
- Q5.** The figure shows Piaget's four stages of cognitive development in order. A child who learns mainly through senses and motor actions (touching, grasping, looking) is in which stage?



- (A) Sensorimotor stage



- (B) Preoperational stage
- (C) Concrete operational stage
- (D) Formal operational stage
- Q6.** The theory that describes development as a series of eight psychosocial stages, each marked by a conflict such as “trust versus mistrust”, was given by:
- (A) Jean Piaget
- (B) B. F. Skinner
- (C) Jerome Bruner
- (D) Erik Erikson
- Q7.** The theory of Multiple Intelligences, which holds that intelligence is not a single ability but includes types such as linguistic, musical and bodily-kinaesthetic, was proposed by:
- (A) Alfred Binet
- (B) Charles Spearman
- (C) Howard Gardner
- (D) Daniel Goleman
- Q8.** The temporary support a teacher gives a learner, which is gradually removed as the learner becomes able to work independently, is best described by Vygotsky’s idea of:
- (A) Reinforcement
- (B) Scaffolding
- (C) Maturation
- (D) Conditioning
- Q9.** A bright student in the class always finishes the given work very early and then becomes restless and bored. The most professional response of the teacher is to:



- (A) Provide additional challenging or enrichment tasks to extend the learning
- (B) Tell the student to simply sit quietly until others finish
- (C) Make the student repeat the same work again
- (D) Send the student out of the classroom

Q10. A teacher catches a student copying during a class test. The most appropriate first step is to:

- (A) Tear up the answer sheet in front of the class
- (B) Announce the student as a cheat before everyone
- (C) Ignore it so as not to disturb the test
- (D) Quietly stop the act and speak to the student privately afterwards

Q11. A teacher walks into a noisy, uncontrolled class where students are not paying attention. The best initial approach is to:

- (A) Shout louder than the students to silence them
- (B) Punish the whole class collectively
- (C) Calmly gain attention and engage students with an interesting activity or question
- (D) Walk out and complain to the principal

Q12. To keep all students actively involved and minimise disruption in a large class, a teacher should mainly:

- (A) Lecture continuously without pause
- (B) Use varied activities, questioning and group work to keep students engaged
- (C) Allow students to do whatever they wish
- (D) Keep all students silent for the full period



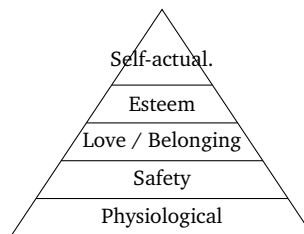
- Q13.** Frequent loss of class time happens during changes from one activity to the next. The best way to manage these transitions is to:
- (A) Let students decide when to change tasks
 - (B) Stop teaching whenever noise rises
 - (C) Extend one activity for the whole period
 - (D) Give clear instructions and set routines for smooth transitions
- Q14.** A teacher who wants students to be punctual, honest and respectful is most effective when the teacher:
- (A) Models these very qualities through her own behaviour
 - (B) Only lectures students about good values
 - (C) Punishes students who lack these values
 - (D) Posts the rules on the wall and ignores them
- Q15.** A teacher feels very angry when a student misbehaves, but pauses, controls the anger and responds calmly. This ability to manage one's own emotions is called:
- (A) Empathy
 - (B) Social skill
 - (C) Self-regulation
 - (D) Motivation
- Q16.** In Goleman's model of emotional intelligence, the inner drive to pursue goals for personal satisfaction rather than for external reward is called:
- (A) Self-awareness
 - (B) Motivation
 - (C) Empathy
 - (D) Self-regulation



Q17. When a student shares a problem, a teacher who gives full attention, maintains eye contact and reflects back what was said is practising:

- (A) Active listening
- (B) Selective ignoring
- (C) One-way instruction
- (D) Passive avoidance

Q18. In Maslow's hierarchy of needs shown below, which need comes **immediately above** Love / Belonging needs?



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

Q19. A dog that begins to salivate at the sound of a bell because the bell has repeatedly been paired with food is demonstrating:

- (A) Operant conditioning
- (B) Pavlov's classical conditioning
- (C) Observational learning
- (D) Insight learning

Q20. Thorndike's "Law of Effect" states that a response is more likely to be repeated when it is followed by:

- (A) A long period of rest



- (B) Frequent repetition alone
- (C) A satisfying or pleasant outcome
- (D) A state of readiness

Q21. The NCF-SE 2023 organises school education into how many curricular stages, in line with the 5+3+3+4 design?

- (A) Five stages
- (B) Three stages
- (C) Two stages
- (D) Ten stages

Q22. Regarding subject choices at the secondary level, NCF-SE 2023 recommends:

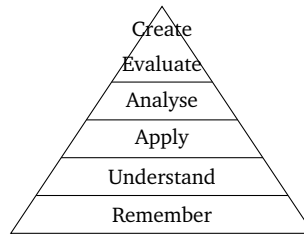
- (A) A fixed science-only stream for all students
- (B) Early streaming from Grade 6
- (C) Dropping all humanities subjects
- (D) No rigid separation of arts, science and commerce, allowing flexible subject choices

Q23. NCF-SE 2023 strongly promotes the use of more than one language in teaching and learning. This emphasis is known as:

- (A) Monolingualism
- (B) Multilingualism
- (C) Standardisation
- (D) Streaming

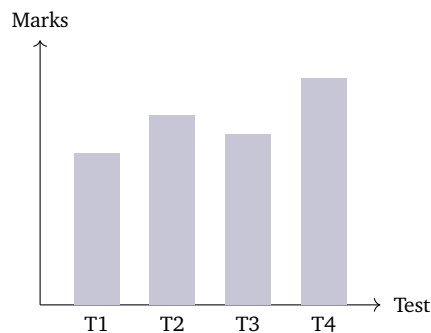
Q24. The figure shows the revised Bloom's taxonomy of the cognitive domain. The **lowest (base)** level of the pyramid is:





- (A) Remember
- (B) Analyse
- (C) Evaluate
- (D) Create

Q25. Suppose the four bars below instead showed marks of four *different* students in a single common examination held at the *end* of the term to certify final achievement. Such an end-of-term graded examination is an example of:



- (A) Diagnostic assessment
- (B) Formative assessment
- (C) Summative assessment
- (D) Peer assessment

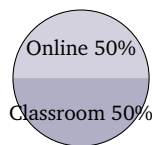
Q26. A test given before teaching a new unit, designed to find out students' specific learning gaps and difficulties so that teaching can be planned, is called:

- (A) Summative assessment



- (B) Achievement test
- (C) Board examination
- (D) Diagnostic test

Q27. The pie chart below shows a course where most of the content is delivered online before class, and the limited classroom time is used for discussion and problem solving. This arrangement is best described as a:



- (A) Pure lecture method
- (B) Flipped classroom
- (C) Rote drilling
- (D) Correspondence course

Q28. SWAYAM is a Government of India digital initiative that mainly provides:

- (A) Online shopping services
- (B) A social media network
- (C) Free online courses (MOOCs) from school to university level
- (D) A payment gateway for fees

Q29. The law that protects the rights of persons with disabilities in India, including the right to free education in a neighbourhood school, is the:

- (A) Rights of Persons with Disabilities (RPwD) Act, 2016
- (B) Right to Information Act, 2005
- (C) Factories Act, 1948
- (D) Consumer Protection Act, 2019



- Q30.** An approach that designs lessons with multiple means of representation, engagement and expression so that they are accessible to all learners from the start is called:
- (A) Tracking by ability
 - (B) Segregated teaching
 - (C) Remedial coaching only
 - (D) Universal Design for Learning (UDL)



Detailed Solutions

Q1.

Solution

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

Step 1 — Read the figure: The four blocks read Foundational (5 years), Preparatory (3 years), Middle (3 years) and Secondary (4 years).

Step 2 — Locate the Middle Stage: The third block is the Middle Stage and the figure clearly labels it as lasting 3 years (covering Grades 6 to 8).

Why other options are wrong:

- 5 years is the Foundational Stage; 4 years is the Secondary Stage; 2 years matches no stage in this design.

Final Answer: The Middle Stage lasts 3 years \Rightarrow

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

Q2.

Solution

Concept — Vocational education in NEP 2020: NEP 2020 wants to remove the sharp divide between academic and vocational streams and give every child exposure to work skills.

Step 1 — Recall the provision: The policy states that vocational education, with hands-on experience and internships, will be integrated into mainstream schooling starting from Grade 6.

Step 2 — Reason: Early, age-appropriate exposure to vocations (such as carpentry, gardening or local crafts) builds dignity of labour and practical skills.

Why other options are wrong:

- Grade 9 and Grade 11 are too late for the planned early start; Grade 3 is part of the Foundational Stage, before vocational exposure begins.

Final Answer: Vocational education from Grade 6 \Rightarrow

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



Q3.

Solution

Concept — Gross Enrolment Ratio target: GER measures the proportion of children of the relevant age group who are actually enrolled in school.

Step 1 — Recall the goal: NEP 2020 aims for a 100% GER in school education (pre-school to secondary level) by 2030.

Step 2 — Note the higher-education target: For higher education the GER target is 50% by 2035, which is a separate, later goal — do not confuse the two.

Why other options are wrong:

- 2025 is too early; 2035 is the higher-education GER target year; 2040 is not a stated milestone for school GER.

Final Answer: 100% school GER by 2030 ⇒

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

Q4.

Solution

Concept — Sharing of resources between schools: Many small schools cannot afford labs, libraries or specialist teachers on their own.

Step 1 — Recall the idea: NEP 2020 proposes grouping nearby schools into School Complexes or clusters that share infrastructure, teachers and resources.

Step 2 — Reason: A cluster lets a science lab, a sports ground or an art teacher serve several small schools instead of just one.

Why other options are wrong:

- Residential hostels, coaching centres and examination boards do not describe this resource-sharing grouping of schools.

Final Answer: School complexes or clusters ⇒

Answer: (B) [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 first (lowest) step is the Sensorimotor stage (birth to about 2 years).

Step 2 — Match the behaviour: In this stage the infant explores the world mainly through the senses and motor actions — looking, touching, grasping and mouthing objects.

Why other options are wrong:

- Preoperational thinking uses symbols and language; Concrete operational handles logical concrete problems; Formal operational deals with abstract reasoning — none is sense-and-action based.

Final Answer: Sensorimotor stage ⇒

[Go Back to Q5](#)

Q6.

Solution

Concept — Psychosocial development: Some theorists explain growth through social and emotional conflicts rather than thinking alone.

Step 1 — Recall the author: The eight psychosocial stages, each centred on a conflict such as “trust versus mistrust” or “identity versus role confusion”, were given by Erik Erikson.

Step 2 — Connect: Healthy resolution of each conflict builds a positive personality trait at that age.

Why other options are wrong:

- Piaget described cognitive stages; Skinner studied operant conditioning; Bruner worked on modes of representation, not eight psychosocial stages.

Final Answer: Erik Erikson ⇒

[Go Back to Q6](#)



Q7.

Solution

Concept — Nature of intelligence: Some psychologists argue that intelligence is not one general ability but many.

Step 1 — Recall the author: Howard Gardner proposed the theory of Multiple Intelligences.

Step 2 — List a few types: These include linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal and naturalistic intelligence.

Why other options are wrong:

- Binet built the first intelligence test; Spearman proposed a single general factor “g”; Goleman popularised emotional intelligence.

Final Answer: Howard Gardner ⇒

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

Q8.

Solution

Concept — Supporting the learner: A learner can often do with help what she cannot yet do alone.

Step 1 — Identify the term: The temporary, adjustable support a teacher provides, which is slowly withdrawn as the learner gains independence, is called scaffolding.

Step 2 — Connect to Vygotsky: Scaffolding helps a learner move through the Zone of Proximal Development towards independent mastery.

Why other options are wrong:

- Reinforcement and conditioning belong to behaviourist theory; maturation is natural biological growth, not teacher support.

Final Answer: Scaffolding ⇒

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



Q9.

Solution

Concept — Catering to a fast learner: A bright, quick student needs to be stretched, not left idle.

Step 1 — Analyse the situation: Boredom in a capable student is a sign that the work is too easy and is not challenging enough.

Step 2 — Choose the best response: Providing additional challenging or enrichment tasks keeps the student engaged and extends the learning.

Why other options are wrong:

- Sitting quietly wastes the student's potential; repeating the same work is dull and unhelpful; sending the student out is a punishment for being able.

Final Answer: Provide challenging enrichment tasks ⇒

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

Q10.

Solution

Concept — Handling misconduct with dignity: Discipline should correct the behaviour without humiliating the child.

Step 1 — Analyse the situation: Copying must be addressed, but a public scene can damage the student's self-respect and disturb the whole test.

Step 2 — Choose the best step: Quietly stopping the act during the test and then speaking to the student privately afterwards corrects the behaviour while preserving dignity.

Why other options are wrong:

- Tearing the sheet or announcing the student as a cheat humiliates the child; ignoring it lets dishonesty pass unchecked.

Final Answer: Quietly stop it and speak privately afterwards ⇒

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



Q11.

Solution

Concept — Regaining a noisy class: Attention is won by engagement, not by force.

Step 1 — Analyse: Shouting or collective punishment raises tension and rarely produces lasting attention.

Step 2 — Best approach: Calmly gaining attention and drawing students into an interesting activity or question naturally settles the class and refocuses it on learning.

Why other options are wrong:

- Shouting louder, punishing everyone, or walking out all fail to engage the students or solve the underlying restlessness.

Final Answer: Calmly engage with an interesting activity ⇒

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

Q12.

Solution

Concept — Keeping a class engaged: Most misbehaviour drops when students are busy and interested.

Step 1 — Identify the best practice: Using varied activities, frequent questioning and group work keeps every student mentally active.

Step 2 — Reason: An engaged learner has little time or reason to disrupt the class.

Why other options are wrong:

- Continuous lecturing causes boredom; letting students do anything invites chaos; enforced total silence kills participation.

Final Answer: Varied activities, questioning and group work ⇒

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



Q13.

Solution

Concept — Managing transitions: The gaps between activities are where order and time are most easily lost.

Step 1 — Identify the problem: Without structure, changing tasks leads to noise, confusion and wasted minutes.

Step 2 — Best solution: Giving clear instructions and setting fixed routines for how to switch tasks makes transitions quick and smooth.

Why other options are wrong:

- Letting students decide the timing, stopping whenever noise rises, or stretching one activity all waste class time and reduce control.

Final Answer: Clear instructions and set routines \Rightarrow **D**

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

Q14.

Solution

Concept — Leading by example: Students learn values more from what a teacher does than from what a teacher says.

Step 1 — Identify the principle: A teacher who is herself punctual, honest and respectful models these qualities directly.

Step 2 — Reason: Children imitate respected adults, so the teacher's own conduct is the most powerful lesson.

Why other options are wrong:

- Only lecturing, only punishing, or posting unfollowed rules carry little weight if the teacher does not live the values.

Final Answer: Model the qualities through her own behaviour \Rightarrow **A**

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



Q15.

Solution

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

Step 1 — Match the behaviour: Feeling anger but pausing and choosing a calm response is managing one's own emotions.

Step 2 — Name it: This control of one's own emotional reactions is called self-regulation.

Why other options are wrong:

- Empathy is sensing others' feelings; social skill is managing relationships; motivation is the inner drive to achieve — none is controlling one's own anger.

Final Answer: Self-regulation ⇒

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

Q16.

Solution

Concept — Goleman's five components: One of the five is the inner drive that pushes a person towards goals.

Step 1 — Identify: The drive to pursue goals for personal satisfaction rather than for money or reward is called motivation (intrinsic motivation).

Step 2 — Reason: A motivated teacher keeps striving to improve even without external pressure.

Why other options are wrong:

- Self-awareness is knowing one's own emotions; empathy is sensing others'; self-regulation is controlling one's reactions — none is the inner goal drive.

Final Answer: Motivation ⇒

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



Q17.

Solution

Concept — Interpersonal skills: How a teacher listens shapes the student's trust and openness.

Step 1 — Match: Giving full attention, keeping eye contact and reflecting back what was said is active listening.

Step 2 — Reason: Active listening shows the student that she is heard and understood, encouraging her to share more.

Why other options are wrong:

- Selective ignoring, one-way instruction and passive avoidance all fail to truly attend to the speaker.

Final Answer: Active listening ⇒

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

Q18.

Solution

Concept — Maslow's hierarchy of needs: Needs are arranged from the base of the pyramid upward, lower needs before higher ones.

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

Step 2 — Find the level above Love / Belonging: The level immediately above Love / Belonging is Esteem.

Why other options are wrong:

- Safety and Physiological needs lie below Love / Belonging; Self-actualisation is at the very top, two levels above it.

Final Answer: Esteem needs ⇒

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



Q19.

Solution

Concept — Classical conditioning: A neutral stimulus, paired repeatedly with a natural one, comes to trigger the same response.

Step 1 — Recall the experiment: Ivan Pavlov paired a bell (neutral) with food (which causes salivation) until the bell alone caused the dog to salivate.

Step 2 — Name it: This learning by association is Pavlov's classical conditioning.

Why other options are wrong:

- Operant conditioning works through reward and punishment of voluntary actions; observational learning is learning by watching others; insight learning is sudden problem solving.

Final Answer: Pavlov's classical conditioning \Rightarrow

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

Q20.

Solution

Concept — Thorndike's laws of learning: Thorndike gave three main laws — readiness, exercise and effect.

Step 1 — State the Law of Effect: A response followed by a satisfying or pleasant outcome is strengthened and more likely to be repeated, while one followed by discomfort is weakened.

Step 2 — Apply: This is why rewarding correct behaviour increases its frequency.

Why other options are wrong:

- Rest is not part of the Law of Effect; repetition alone is the Law of Exercise; readiness is the Law of Readiness — both are different laws.

Final Answer: A satisfying or pleasant outcome \Rightarrow

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



Q21.

Solution

Concept — NCF-SE 2023 structure: The new framework follows the same stage design as NEP 2020.

Step 1 — Recall: NCF-SE 2023 organises school education into five curricular stages: Foundational, Preparatory, Middle, Secondary, and the further division within Secondary.

Step 2 — Connect: These map onto the 5+3+3+4 structure, giving a continuous curriculum from pre-school to Grade 12.

Why other options are wrong:

- Three, two or ten stages do not match the framework's stage design.

Final Answer: Five curricular stages \Rightarrow

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

Q22.

Solution

Concept — Flexible subject choice: NCF-SE 2023 wants to break the rigid stream system at the secondary level.

Step 1 — Identify the recommendation: It removes the rigid separation of arts, science and commerce, letting students choose subjects flexibly across these areas.

Step 2 — Reason: A student could, for example, study physics together with history or music, suiting individual interests.

Why other options are wrong:

- A fixed science-only stream, early streaming from Grade 6, and dropping humanities all contradict the flexible, multidisciplinary aim.

Final Answer: No rigid separation of streams \Rightarrow

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



Q23.

Solution

Concept — Language in NCF-SE 2023: India's classrooms are rich in many languages, and the framework treats this as a strength.

Step 1 — Identify the term: Promoting teaching and learning through more than one language is called multilingualism.

Step 2 — Reason: Using the home language alongside others helps understanding and respects India's linguistic diversity.

Why other options are wrong:

- Monolingualism uses only one language; standardisation and streaming are not about language use at all.

Final Answer: Multilingualism ⇒

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

Q24.

Solution

Concept — Revised Bloom's taxonomy: The cognitive domain rises from lower-order to higher-order thinking skills.

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

Step 2 — Find the base: "Remember" sits at the bottom of the pyramid, so it is the lowest level.

Why other options are wrong:

- Analyse and Evaluate are higher-order middle-to-upper levels; Create is the very top, not the base.

Final Answer: Remember ⇒

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



Q25.

Solution

Concept — Types of assessment: An assessment held at the end to certify achievement differs from one used during learning.

Step 1 — Read the situation: The graph now stands for a single common examination held at the end of the term to grade final performance.

Step 2 — Classify: An end-of-term, high-stakes test that judges and certifies final achievement is summative assessment.

Why other options are wrong:

- Diagnostic testing finds learning gaps before teaching; formative assessment guides learning during the term; peer assessment is judgement by fellow students.

Final Answer: Summative assessment \Rightarrow

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

Q26.

Solution

Concept — Diagnostic assessment: Some tests are meant not to grade but to locate problems.

Step 1 — Identify the purpose: A test given before a new unit to reveal students' specific learning gaps and difficulties, so teaching can be planned, is a diagnostic test.

Step 2 — Reason: Knowing exactly where students struggle lets the teacher target those weaknesses.

Why other options are wrong:

- Summative assessment and board examinations judge final achievement; an achievement test measures how much has been learnt, not the gaps to plan teaching.

Final Answer: Diagnostic test \Rightarrow

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



Q27.

Solution

Concept — Flipped classroom: In this model the usual order of class and home-work is reversed.

Step 1 — Read the situation: Students first study the content online before class, and classroom time is then used for discussion and problem solving.

Step 2 — Name it: Delivering content online beforehand and using class time for active work is the flipped classroom model.

Why other options are wrong:

- A pure lecture method delivers everything in class; rote drilling is mechanical repetition; a correspondence course has little or no live interaction.

Final Answer: Flipped classroom \Rightarrow

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

Q28.

Solution

Concept — Digital initiatives in education: The government runs several platforms to widen access to learning.

Step 1 — Recall: SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) offers free online courses (MOOCs) from school to university level.

Step 2 — Reason: It lets any learner take quality courses online, supporting equity and lifelong learning.

Why other options are wrong:

- Online shopping, social networking and payment gateways are unrelated to SWAYAM's educational purpose.

Final Answer: Free online courses (MOOCs) \Rightarrow

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



Q29.

Solution

Concept — Legal rights of persons with disabilities: A specific Indian law guarantees education and equal opportunity.

Step 1 — Recall: The Rights of Persons with Disabilities (RPwD) Act, 2016 protects these rights, including free education for children with disabilities in a neighbourhood school.

Step 2 — Reason: The Act recognises 21 disabilities and mandates accessibility and non-discrimination.

Why other options are wrong:

- The Right to Information Act, Factories Act and Consumer Protection Act deal with information, factory workers and consumers, not disability rights in education.

Final Answer: RPwD Act, 2016 ⇒

[Go Back to Q29](#)

Q30.

Solution

Concept — Designing lessons for all: The best inclusion plans for diversity from the very start, not as an afterthought.

Step 1 — Identify the approach: Designing lessons with multiple means of representation, engagement and expression, so they reach all learners from the outset, is Universal Design for Learning (UDL).

Step 2 — Reason: Offering content in several formats (text, audio, visuals) and several ways to respond removes barriers before they arise.

Why other options are wrong:

- Tracking by ability and segregated teaching separate learners; remedial coaching alone reacts after failure rather than designing access from the start.

Final Answer: Universal Design for Learning (UDL) ⇒

[Go Back to Q30](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	C	2	A	3	D	4	B	5	A
6	D	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	B	20	C
21	A	22	D	23	B	24	A	25	C
26	D	27	B	28	C	29	A	30	D

