

RIE CEE Teaching Aptitude

Sample Paper – 3

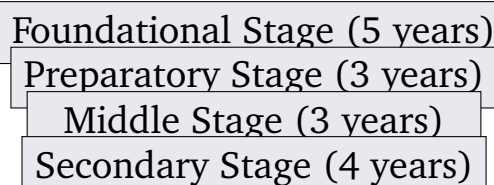
Duration: 45 Minutes

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.

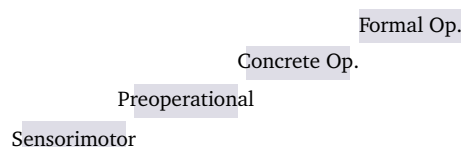
Q1. The figure shows the school structure introduced by NEP 2020. According to this design, the **Foundational Stage** spans how many years?



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



- Q2.** Under NEP 2020, the national assessment centre set up to bring uniformity in school assessment standards across boards is called:
- (A) NISHTHA
 - (B) NIPUN Bharat
 - (C) SWAYAM
 - (D) PARAKH
- Q3.** NEP 2020 proposes that a common aptitude test for admission to higher education institutions be conducted by the:
- (A) National Testing Agency (NTA)
 - (B) Central Board of Secondary Education (CBSE)
 - (C) University Grants Commission (UGC)
 - (D) State Education Board
- Q4.** To reduce the high stakes and pressure of board examinations, NEP 2020 recommends that board exams be made easier and be offered:
- (A) Only once in Grade 12
 - (B) Only as an online quiz
 - (C) Twice a year, allowing students to take the best attempt
 - (D) Abolished altogether
- Q5.** The figure shows Piaget's four stages of cognitive development in order. The stage in which a child first understands **conservation** of quantity (that the amount stays the same when its shape or arrangement changes) is:



- (A) Sensorimotor
- (B) Preoperational
- (C) Formal Operational
- (D) Concrete Operational

Q6. Jerome Bruner proposed that knowledge is represented by a child through three modes, in the order:

- (A) Symbolic, iconic, enactive
- (B) Enactive, iconic, symbolic
- (C) Iconic, enactive, symbolic
- (D) Symbolic, enactive, iconic

Q7. In Kohlberg's theory of moral development, a child who obeys rules mainly to avoid punishment and gain rewards is reasoning at the:

- (A) Post-conventional level
- (B) Conventional level
- (C) Pre-conventional level
- (D) Universal-ethical level

Q8. The idea of a "spiral curriculum", in which key concepts are revisited repeatedly at increasing levels of difficulty, was advocated by:

- (A) Jerome Bruner
- (B) Lawrence Kohlberg
- (C) Maria Montessori
- (D) Edward Thorndike

Q9. A teacher learns that a student is being repeatedly bullied by classmates. The most appropriate first response is to:

- (A) Speak to the affected student to ensure safety and address the bullying calmly with those involved



- (B) Tell the bullied student to toughen up and ignore it
- (C) Punish the whole class collectively
- (D) Take no action unless a parent complains

Q10. A teacher finds that one student grasps new lessons much more slowly than the rest of the class. The most professional response is to:

- (A) Move the student to the back and continue at the usual pace
- (B) Repeatedly tell the class this student is weak
- (C) Advise the parents to change the school
- (D) Give extra time, simpler steps and individual support to help the student progress

Q11. A capable student freezes and performs poorly in tests due to exam anxiety. The best way for the teacher to help is to:

- (A) Warn the student that anxiety will ruin the career
- (B) Make the tests even harder to build toughness
- (C) Teach relaxation and time-management strategies and offer reassurance
- (D) Stop giving the student any tests

Q12. To keep a primary class orderly while moving from one activity to the next, the most effective practice is to:

- (A) Shout until every child is silent
- (B) Use a clear, established routine and signal for transitions
- (C) Allow children to wander freely until they settle
- (D) Cancel the next activity as a punishment

Q13. A few students are quietly chatting and going off-task during seatwork. The first management step a teacher should use is:



- (A) Move near them and use a quiet, non-verbal cue to refocus their attention
- (B) Stop the lesson and scold the whole class
- (C) Send them straight to the principal
- (D) Take away their marks for the day

Q14. A teacher who sets no clear goals, gives no guidance, and lets the class do whatever it wants is showing which leadership style?

- (A) Democratic
- (B) Autocratic
- (C) Transformational
- (D) Laissez-faire

Q15. A teacher who stays calm and controls a flash of anger when provoked by a student is mainly demonstrating which component of emotional intelligence?

- (A) Empathy
- (B) Social skill
- (C) Self-regulation
- (D) Motivation

Q16. Giving full attention, maintaining eye contact and paraphrasing what a student has said before responding is an example of:

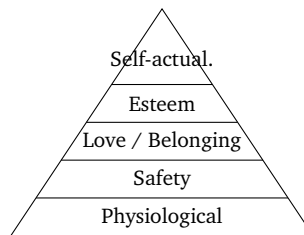
- (A) Selective hearing
- (B) Active listening
- (C) One-way instruction
- (D) Passive avoidance

Q17. The ability of a person to understand and manage their *own* emotions, separate from understanding others, is best termed:



- (A) Spatial reasoning
- (B) Intrapersonal awareness
- (C) Mechanical aptitude
- (D) Numerical ability

Q18. In Maslow's hierarchy of needs shown below, the need for security, stability and freedom from fear is best described as the:



- (A) Physiological need
- (B) Esteem need
- (C) Love / belonging need
- (D) Safety need

Q19. Learning that is shaped by reinforcement, where rewarded behaviour is more likely to be repeated, is the core of:

- (A) Skinner's operant conditioning
- (B) Pavlov's classical conditioning
- (C) Kohler's insight learning
- (D) Gardner's multiple intelligences

Q20. A teacher praises a student each time the student submits homework on time, and the behaviour increases. According to Skinner, the praise acts as a:

- (A) Negative punishment
- (B) Neutral stimulus



- (C) Positive reinforcer
- (D) Conditioned reflex

Q21. Under NCF-SE 2023, the Holistic Progress Card is meant to record a learner's progress based on inputs from:

- (A) The final board examiner alone
- (B) The teacher, the learner (self) and peers together
- (C) Only the school principal
- (D) An external private agency only

Q22. NCF-SE 2023 recommends that arts and sports be treated in the curriculum as:

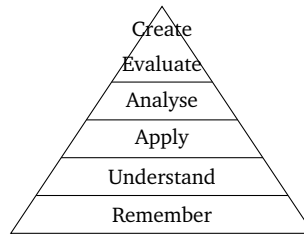
- (A) Optional hobbies only for talented students
- (B) Activities to be dropped if time is short
- (C) Subjects only for the examination, not for learning
- (D) Integral curricular areas important for holistic development

Q23. In line with the three-language formula, NCF-SE 2023 promotes which approach to language in school?

- (A) Teaching strictly in one national language only
- (B) Multilingual education that builds on the child's home language
- (C) Banning regional languages from the classroom
- (D) Using only a foreign language from Grade 1

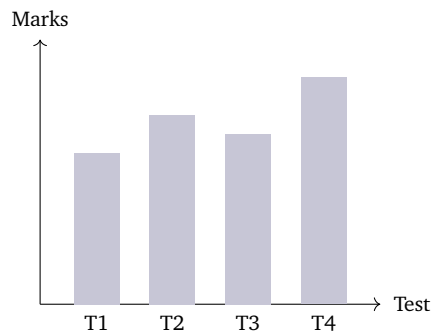
Q24. The figure shows the six levels of the cognitive domain of Bloom's (revised) taxonomy, from lowest to highest. The level lying **just below the highest** level is:





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

Q25. The bar graph shows a student's marks in four unit tests spread evenly across one term. Holding such tests **continuously throughout** the term, rather than only once at the end, is an example of:



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

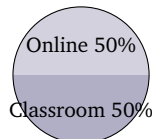
Q26. A scoring guide that lists the criteria for a task and describes the levels of quality for each criterion is called a:

- (A) Attendance register
- (B) Question bank
- (C) Rubric



(D) Time table

Q27. The pie chart shows a course that mixes equal parts of classroom and online teaching. If the classroom half were removed and **all** teaching went online with no face-to-face meetings, the mode would instead be best described as:



- (A) Blended learning
- (B) Fully online (distance) learning
- (C) Face-to-face learning
- (D) Peer tutoring

Q28. The QR codes printed in NCERT “energized” textbooks link a learner to digital content hosted on:

- (A) A social media app
- (B) An e-commerce website
- (C) The DIKSHA platform
- (D) A private television channel

Q29. A written plan that sets individual learning goals, support and accommodations tailored to a particular child with special needs is called a/an:

- (A) Annual school calendar
- (B) Common syllabus document
- (C) Daily attendance sheet
- (D) Individualised Education Plan (IEP)

Q30. Which statement correctly distinguishes *inclusive* education from mere *integrated* education?



- (A) Inclusive education adapts the system to fit every child, whereas integration expects the child to adjust to the existing system
- (B) Inclusive education places children with disabilities in separate special schools
- (C) Inclusive education means teaching only gifted children together
- (D) Inclusive and integrated education mean exactly the same thing



Detailed Solutions

Q1.

Solution

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

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

Step 2 — Pick the Foundational Stage: The top block, the Foundational Stage, covers ages 3 to 8 (pre-school plus Grades 1 and 2) and spans 5 years.

Why other options are wrong:

- 3 years is the Preparatory or Middle Stage; 4 years is the Secondary Stage; 2 years matches no stage in the figure.

Final Answer: The Foundational Stage spans 5 years \Rightarrow **B**

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

Q2.

Solution

Concept — Standard-setting body under NEP 2020: NEP 2020 wanted a common benchmark so that marks from different boards mean the same thing.

Step 1 — Recall the body: PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is the national assessment centre set up under NCERT for this purpose.

Step 2 — Reason: PARAKH sets norms, guidelines and benchmarks for student assessment across all school boards.

Why other options are wrong:

- NISHTHA is a teacher-training programme; NIPUN Bharat is the FLN mission; SWAYAM is an online course platform.

Final Answer: PARAKH \Rightarrow **D**

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



Q3.

Solution

Concept — Common entrance testing: NEP 2020 seeks to reduce the burden of many separate entrance exams.

Step 1 — Recall: It proposes a common aptitude test conducted by the National Testing Agency (NTA) for admission to higher education institutions.

Step 2 — Connect: A single high-quality test reduces stress and coaching dependence.

Why other options are wrong:

- CBSE conducts school board exams; the UGC regulates universities; a State Board works only within one state, not nationally.

Final Answer: National Testing Agency ⇒

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

Q4.

Solution

Concept — Board-exam reform: NEP 2020 aims to lower the “do or die” pressure of a single board exam.

Step 1 — Recall the recommendation: Board exams are to be made easier (testing core competencies, not rote facts) and offered twice a year.

Step 2 — Reason: Allowing a student to keep the best of two attempts removes the fear of one bad day.

Why other options are wrong:

- A single Grade-12 exam keeps the pressure; an online quiz is not proposed; NEP does not abolish board exams.

Final Answer: Twice a year, best attempt counts ⇒

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



Q5.

Solution

Concept — Conservation in Piaget's stages: Conservation is the understanding that quantity (number, mass, volume) stays the same even when its shape or arrangement changes.

Step 1 — Read the figure: The four stages shown, in order, are Sensorimotor (0–2), Preoperational (2–7), Concrete Operational (7–11) and Formal Operational (11+).

Step 2 — Locate conservation: A child masters conservation only when logical thinking about concrete objects appears, which is the Concrete Operational stage (about ages 7 to 11).

Why other options are wrong:

- In the Sensorimotor stage the child only uses senses and actions; in the Preoperational stage thinking is still centred and conservation is absent; the Formal Operational stage is later, dealing with abstract reasoning, not the first grasp of conservation.

Final Answer: Concrete Operational ⇒

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

Q6.

Solution

Concept — Bruner's modes of representation: Bruner said a child can mentally represent knowledge in three ways that develop in sequence.

Step 1 — Recall the order: Enactive (learning through action) comes first, then iconic (through images), then symbolic (through language and symbols).

Step 2 — Reason: A toddler first acts, then pictures, then uses words — so the order is enactive, iconic, symbolic.

Why other options are wrong:

- Sequences that begin with symbolic or place iconic before enactive reverse the natural developmental order.

Final Answer: Enactive, iconic, symbolic ⇒

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



Q7.

Solution

Concept — Kohlberg's levels of moral reasoning: Kohlberg arranged moral thinking into three levels, each with two stages.

Step 1 — Identify the behaviour: Obeying rules only to avoid punishment or to gain rewards is driven by external consequences to the self.

Step 2 — Match the level: This self-centred, consequence-driven reasoning is the pre-conventional level (the first and lowest level).

Why other options are wrong:

- The conventional level is about social approval and law; the post-conventional and universal-ethical reasoning rest on abstract principles, not on simple reward and punishment.

Final Answer: Pre-conventional level ⇒

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

Q8.

Solution

Concept — Spiral curriculum: A curriculum can revisit the same big ideas again and again, each time in greater depth.

Step 1 — Recall the author: The spiral curriculum was advocated by Jerome Bruner.

Step 2 — Reason: Bruner believed any subject can be taught honestly at any age and then deepened on later passes.

Why other options are wrong:

- Kohlberg studied moral development; Montessori designed a sensory method for young children; Thorndike gave the laws of learning — none proposed the spiral curriculum.

Final Answer: Jerome Bruner ⇒

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



Q9.

Solution

Concept — Responding to bullying: A teacher must protect the victim first and deal with the behaviour fairly.

Step 1 — Analyse: The bullied child needs to feel safe; the bullying behaviour needs to be stopped through calm, direct handling.

Step 2 — Choose the best response: Speaking with the affected student to ensure safety and then addressing the bullying with those involved is the most professional, child-centred action.

Why other options are wrong:

- Telling the victim to “toughen up” abandons the child; collective punishment is unfair; waiting for a parent complaint ignores the teacher’s duty of care.

Final Answer: Ensure safety and address the bullying calmly ⇒

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

Q10.

Solution

Concept — Supporting a slow learner: A slow learner needs more support, not labelling or rejection.

Step 1 — Analyse: Learning at a slower pace is not a lack of ability; the child simply needs the content broken down and more practice.

Step 2 — Best response: Giving extra time, simpler steps and individual support helps the student progress and keeps confidence intact.

Why other options are wrong:

- Seating the child away, labelling the child “weak”, or pushing the child out of the school all harm the learner and ignore the teacher’s role.

Final Answer: Extra time, simpler steps and individual support ⇒

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



Q11.

Solution

Concept — Handling exam anxiety: Anxiety, not ability, is blocking this capable student, so the help must reduce stress.

Step 1 — Analyse: Threats or harder tests raise anxiety; removing tests avoids the real issue.

Step 2 — Best response: Teaching relaxation and time-management strategies and giving reassurance equips the student to cope and perform.

Why other options are wrong:

- Warning about a ruined career and making tests harder increase fear; stopping tests denies the student a chance to overcome the anxiety.

Final Answer: Teach coping strategies and reassure ⇒

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

Q12.

Solution

Concept — Managing transitions: Transitions between activities are where young classes most easily lose order.

Step 1 — Identify the best practice: A clear, established routine and a known signal (a bell, a clap pattern, a phrase) tell children exactly what to do next.

Step 2 — Reason: Predictable routines reduce confusion and noise far better than reacting after disorder begins.

Why other options are wrong:

- Shouting models loss of control; letting children wander invites chaos; cancelling the next activity punishes everyone and disrupts learning.

Final Answer: Established routine and signal for transitions ⇒

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



Q13.

Solution

Concept — Least-intrusive intervention: Good management corrects minor off-task behaviour with the smallest necessary action.

Step 1 — Analyse: Quiet chatting is a low-level disruption; a big reaction wastes time and embarrasses students.

Step 2 — First step: Moving near the students and using a quiet non-verbal cue (proximity, eye contact) refocuses them without stopping the lesson.

Why other options are wrong:

- Scolding the whole class, sending students to the principal, or cutting marks are heavy responses out of proportion to a minor distraction.

Final Answer: Use proximity and a quiet non-verbal cue ⇒

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

Q14.

Solution

Concept — Leadership styles: Classroom leadership is often grouped as autocratic, democratic and laissez-faire.

Step 1 — Identify the pattern: No goals, no guidance and total freedom for the class means the teacher has handed over all direction.

Step 2 — Name it: A hands-off, no-direction style is laissez-faire leadership.

Why other options are wrong:

- Democratic leaders guide and involve students; autocratic leaders decide everything firmly; transformational leaders inspire toward goals — all provide direction.

Final Answer: Laissez-faire ⇒

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



Q15.

Solution

Concept — Components of emotional intelligence: Goleman's model includes self-awareness, self-regulation, motivation, empathy and social skill.

Step 1 — Match the behaviour: Controlling a flash of anger and staying calm under provocation is managing one's own impulses.

Step 2 — Name the component: This impulse control is self-regulation.

Why other options are wrong:

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

Final Answer: Self-regulation ⇒

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

Q16.

Solution

Concept — Active listening: Listening is active when the listener shows attention and checks understanding.

Step 1 — Match: Full attention, eye contact and paraphrasing the speaker's words before replying are the classic signs of active listening.

Step 2 — Reason: Paraphrasing confirms the message was understood and makes the student feel heard.

Why other options are wrong:

- Selective hearing filters out parts; one-way instruction does not listen at all; passive avoidance disengages from the speaker.

Final Answer: Active listening ⇒

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



Q17.

Solution

Concept — Intrapersonal vs interpersonal: “Intra” means within the self; “inter” means between people.

Step 1 — Read the question: It asks about understanding and managing one’s own emotions, separate from understanding others.

Step 2 — Name it: Knowing and regulating one’s own inner states is intrapersonal awareness.

Why other options are wrong:

- Spatial reasoning, mechanical aptitude and numerical ability are unrelated cognitive abilities, not emotional self-knowledge.

Final Answer: Intrapersonal awareness ⇒

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

Q18.

Solution

Concept — Maslow’s hierarchy of needs: Needs are arranged from the base of the pyramid upward, each labelled by what it provides.

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

Step 2 — Match the description: Security, stability and freedom from fear are exactly what the Safety need provides; it sits just above the Physiological need.

Why other options are wrong:

- Physiological needs are food, water and sleep; the Love / belonging need is for friendship and affection; the Esteem need is for respect and recognition — none of these is about security or freedom from fear.

Final Answer: Safety need ⇒

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



Q19.

Solution

Concept — Operant conditioning: Behaviour is shaped by its consequences — reinforcement strengthens it, punishment weakens it.

Step 1 — Recall the author: B. F. Skinner developed operant conditioning, in which reinforced behaviour is more likely to be repeated.

Step 2 — Connect: The classic example is the Skinner box, where a rat's lever-pressing increases when it is rewarded with food.

Why other options are wrong:

- Pavlov's classical conditioning pairs stimuli (the salivating dog); Kohler's insight learning is sudden problem-solving; Gardner described multiple intelligences — none centres on reinforcement of voluntary behaviour.

Final Answer: Skinner's operant conditioning ⇒

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

Q20.

Solution

Concept — Reinforcement: In operant terms, anything that follows a behaviour and makes it more frequent is a reinforcer.

Step 1 — Analyse: The praise is added after the on-time homework, and the behaviour increases.

Step 2 — Classify: Adding a pleasant stimulus (praise) to increase a behaviour is a positive reinforcer.

Why other options are wrong:

- Negative punishment removes something to reduce behaviour; a neutral stimulus has no effect; a conditioned reflex is an automatic classical-conditioning response, not a reward.

Final Answer: Positive reinforcer ⇒

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



Q21.

Solution

Concept — Holistic Progress Card (HPC): The HPC under NCF-SE 2023 is a 360-degree, multi-source record of the learner.

Step 1 — Identify the inputs: It draws on teacher assessment, the learner's own self-assessment and peer assessment.

Step 2 — Reason: Multiple viewpoints give a fuller, fairer picture than marks from one examiner.

Why other options are wrong:

- A single board examiner, the principal alone, or an external private agency alone would all narrow the picture to one source.

Final Answer: Teacher, self and peers together ⇒

[Go Back to Q21](#)

Q22.

Solution

Concept — Arts and sports integration: NCF-SE 2023 treats the whole development of the child as central.

Step 1 — Identify the stance: Arts and sports are to be integral curricular areas, important for the holistic (physical, emotional, social and aesthetic) development of every learner.

Step 2 — Reason: They build creativity, teamwork, discipline and well-being, not just talent in a few.

Why other options are wrong:

- Treating them as optional hobbies, droppable fillers, or exam-only subjects all sideline areas the framework wants integrated for all.

Final Answer: Integral curricular areas for holistic development ⇒

[Go Back to Q22](#)



Q23.

Solution

Concept — Multilingual education: Following NEP 2020 and the three-language formula, NCF-SE 2023 values the child's languages.

Step 1 — Identify the approach: It promotes multilingual education that builds on the child's home or mother-tongue while adding other languages.

Step 2 — Reason: Learning in a familiar language first improves understanding and supports later language learning.

Why other options are wrong:

- Teaching in one language only, banning regional languages, or using only a foreign language from Grade 1 all contradict the multilingual, mother-tongue-based approach.

Final Answer: Multilingual education built on the home language ⇒ **B**

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

Q24.

Solution

Concept — Levels of Bloom's cognitive domain: The revised taxonomy lists six levels from lowest to highest — Remember, Understand, Apply, Analyse, Evaluate, Create.

Step 1 — Read the figure: The pyramid runs from Remember at the base up to Create at the apex.

Step 2 — Find the level below the top: The highest level is Create; the level lying just below it is Evaluate.

Why other options are wrong:

- Create is itself the highest level, not the one below it; Analyse is two levels below the top; Apply is lower still, in the middle of the pyramid.

Final Answer: Evaluate ⇒ **D**

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



Q25.

Solution

Concept — Continuous assessment: Assessment that is carried out repeatedly throughout the learning period, instead of as one terminal exam, is continuous assessment.

Step 1 — Read the figure: The four bars are unit tests T1 to T4 spaced evenly across the whole term, not bunched at the end.

Step 2 — Classify: Testing the learner again and again all through the term is continuous assessment.

Why other options are wrong:

- Summative assessment is a single judgement made at the end of the term; diagnostic assessment is done before teaching to find difficulties; peer assessment is carried out by classmates — none describes testing spread continuously across the term.

Final Answer: Continuous assessment ⇒

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

Q26.

Solution

Concept — Rubric: A rubric makes marking transparent and consistent.

Step 1 — Define: A rubric lists the criteria for a task and describes the levels of quality (for example, excellent, good, needs work) for each criterion.

Step 2 — Reason: Students know in advance what good work looks like, and different teachers grade more alike.

Why other options are wrong:

- An attendance register records presence; a question bank stores questions; a time table schedules periods — none is a scoring guide.

Final Answer: Rubric ⇒

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



Q27.

Solution

Concept — Modes of teaching: The mix of physical and online teaching defines the mode.

Step 1 — Read the change: Removing the classroom slice leaves all teaching online with no face-to-face meetings.

Step 2 — Name it: Teaching delivered entirely online at a distance is fully online (distance) learning.

Why other options are wrong:

- Blended learning still keeps some classroom time; face-to-face learning is the opposite (all in person); peer tutoring is students teaching students, not a delivery mode.

Final Answer: Fully online (distance) learning ⇒

[Go Back to Q27](#)

Q28.

Solution

Concept — Energized textbooks: NCERT prints QR codes in textbooks so a phone scan opens matching digital material.

Step 1 — Recall: These QR codes link to e-content (videos, explanations, practice) hosted on the DIKSHA platform.

Step 2 — Connect: DIKSHA is the national digital infrastructure for school education, so the energized textbooks point there.

Why other options are wrong:

- A social media app, an e-commerce website, or a private TV channel are not the official source of NCERT textbook content.

Final Answer: The DIKSHA platform ⇒

[Go Back to Q28](#)



Q29.

Solution

Concept — Individualised Education Plan (IEP): Children with special needs often require a personalised roadmap.

Step 1 — Define: An IEP is a written plan stating individual learning goals, the support to be given, and the accommodations tailored to that particular child.

Step 2 — Reason: It is reviewed regularly so teaching matches the child's evolving needs.

Why other options are wrong:

- An annual calendar lists events; a common syllabus is the same for all; an attendance sheet records presence — none is a personalised learning plan.

Final Answer: Individualised Education Plan (IEP) ⇒

[Go Back to Q29](#)

Q30.

Solution

Concept — Inclusive vs integrated education: The two terms are often confused but differ in who adjusts to whom.

Step 1 — Define integration: In integrated education the child with special needs is placed in a regular school but is expected to adjust to the existing, unchanged system.

Step 2 — Define inclusion: In inclusive education the system itself — curriculum, methods, environment — is adapted to fit and welcome every child.

Why other options are wrong:

- Placing children in separate special schools and teaching only gifted children together both contradict inclusion; saying the two terms are identical ignores this key difference.

Final Answer: Inclusion adapts the system to the child, integration expects the child to adjust ⇒

[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	B	7	C	8	A	9	A	10	D
11	C	12	B	13	A	14	D	15	C
16	B	17	B	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

