RIE CEE Teaching Aptitude

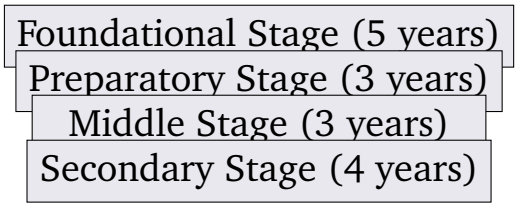
Sample Paper – 4

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. As marked in the figure, the **Secondary Stage** lasts how many years of schooling?



(A) 5 years

(B) 3 years

(C) 4 years

(D) 2 years

Q2. Under NEP 2020, Early Childhood Care and Education (ECCE) is delivered chiefly through anganwadis and pre-schools and forms the first part of which stage?

(A) The Secondary Stage

(B) The Foundational Stage

(C) The Middle Stage

(D) The Preparatory Stage

Q3. The NIPUN Bharat mission launched under NEP 2020 is aimed primarily at achieving:

(A) Universal higher-education enrolment

(B) Foundational literacy and numeracy for all children

(C) Free mid-day meals in all schools

(D) Construction of new university campuses

Q4. In the NEP 2020 framework, the anganwadi centre is expected mainly to:

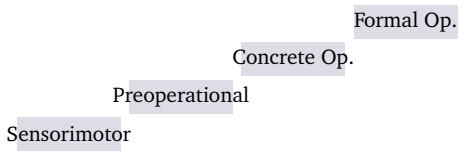
(A) Conduct the Grade 10 board examination

(B) Provide vocational training to adults

(C) Award college degrees

(D) Deliver early childhood care and pre-primary education to young children

Q5. The figure shows Piaget's four stages of cognitive development in order. Egocentrism, the tendency to see a situation only from one's own viewpoint, is a typical feature of which stage?



(A) Sensorimotor stage

(B) Formal operational stage

(C) Preoperational stage

(D) Concrete operational stage

Q6. A teacher who plans separate activities for word-smart, number-smart and music-smart learners is applying the theory of:

(A) Howard Gardner's multiple intelligences

(B) Pavlov's classical conditioning

(C) Skinner's operant conditioning

(D) Thorndike's law of effect

Q7. According to Erik Erikson, the central psychosocial conflict faced during adolescence is:

(A) Identity versus role confusion

(B) Trust versus mistrust

(C) Integrity versus despair

(D) Autonomy versus shame and doubt

Q8. A teacher who first ensures that hungry or anxious students feel fed and safe before expecting them to concentrate is applying which idea to classroom motivation?

(A) Pavlov's conditioned reflex

(B) Maslow's hierarchy of needs

(C) Thorndike's law of exercise

(D) Kohlberg's stages of moral reasoning

Q9. A normally attentive student suddenly becomes withdrawn, and the teacher learns the child is going through serious family problems at home. The most professional response is to:

(A) Scold the student for losing interest in studies

(B) Announce the problem to the whole class

(C) Speak to the child gently, offer support, and adjust expectations for a while

(D) Tell the student that home matters are not the school's concern

Q10. A teacher wants to motivate an entire class that has become dull and uninterested. The most effective first step is to:

(A) Link lessons to students' interests and set clear, achievable goals

(B) Threaten the class with extra homework

(C) Lecture the class about their poor attitude

(D) Reduce the syllabus and ignore the problem

Q11. During a group activity, two members of a group keep quarrelling and the work stops. The teacher should first:

(A) Calmly hear both members and help the group agree on roles and a shared goal

(B) Cancel the group activity for the whole class

(C) Give zero marks to the entire group

(D) Let them keep quarrelling and move on

Q12. To keep a class orderly while moving from one activity to the next, an effective teacher mainly relies on:

(A) Shouting until the class is silent

(B) Established routines and clear signals known to all students

(C) Long pauses with no instructions

(D) Sending noisy students out of the room

Q13. Which of the following is a **proactive** (preventive) classroom-management strategy rather than a reactive one?

(A) Punishing a student after misbehaviour occurs

(B) Sending a disruptive student to the principal

(C) Detaining the class after the bell

(D) Arranging seating and planning engaging tasks to prevent disruption

Q14. A teacher who gives the class complete freedom, sets no goals and offers almost no guidance is showing which leadership style?

(A) Democratic

(B) Authoritarian

(C) Transformational

(D) Laissez-faire

Q15. A teacher who feels angry at a student's rude remark but stays calm and responds thoughtfully is mainly demonstrating which component of emotional intelligence?

(A) Mathematical ability

(B) Physical stamina

(C) Self-regulation (managing one's own emotions)

(D) Rote memory

Q16. The ability to build rapport, cooperate, and resolve disagreements smoothly with colleagues and students reflects which component of emotional intelligence?

(A) Self-awareness

(B) Intrinsic motivation

(C) Empathy alone

(D) Social skills

Q17. When a student is speaking, a teacher who maintains eye contact, nods, and paraphrases what the student said is practising:

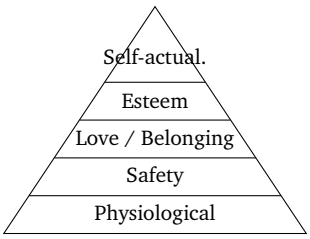
(A) Selective hearing

(B) Interrupting

(C) Active listening

(D) Ignoring

Q18. In Maslow's hierarchy of needs shown below, the need at the very **apex** of the pyramid, representing the drive to realise one's full potential, is:



(A) Safety needs

(B) Physiological needs

(C) Esteem needs

(D) Self-actualisation needs

Q19. The approach in which students are guided to explore materials and "discover" rules and concepts for themselves is most closely associated with:

(A) Skinner's programmed instruction

(B) Jerome Bruner's discovery learning

(C) Pavlov's classical conditioning

(D) Ebbinghaus's forgetting curve

Q20. In a constructivist classroom, the most appropriate role of the teacher is that of a:

(A) Strict examiner who only tests recall

(B) Sole source of all knowledge

(C) Facilitator who guides learners to build their own understanding

(D) Lecturer who transmits notes to be copied

Q21. NCF-SE 2023 stresses defining clear "learning outcomes" for each stage. A learning outcome is best described as a statement of:

(A) What a learner should be able to do or demonstrate after learning

(B) The number of pages in the textbook

(C) The teacher's lecture notes for the day

(D) The total marks of the final examination

Q22. For the Foundational Stage, NCF-SE 2023 strongly recommends toy-based and play-based pedagogy mainly because at this age children learn best through:

(A) Long written examinations

(B) Silent rote repetition

(C) Active play, exploration and hands-on experience

(D) Listening to lengthy lectures

Q23. Competency-based education, promoted by NCF-SE 2023, shifts the focus of teaching and assessment towards:

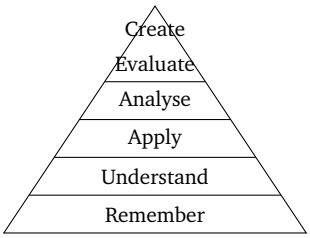
(A) Whether learners can apply knowledge and skills to real tasks

(B) How many facts a learner can memorise for a test

(C) The speed of copying notes from the board

(D) Ranking learners only by total marks

Q24. The figure shows the revised Bloom's taxonomy of the cognitive domain. A student who explains an idea in their **own words** is operating mainly at which level?



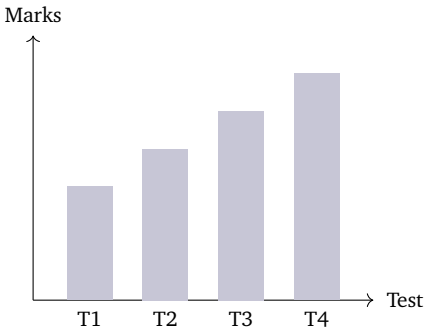
(A) Create

(B) Analyse

(C) Evaluate

(D) Understand

Q25. The bar graph shows a student's marks in four unit tests held during one term. What does the overall trend across the four tests best indicate?



(A) Steady improvement in the student's performance over the term

(B) A sharp decline in the student's performance

(C) No change at all across the four tests

(D) That the student failed every test

Q26. A driving test that a candidate either passes or fails by meeting a fixed set standard, regardless of how others perform, is an example of a:

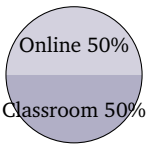
(A) Norm-referenced test

(B) Criterion-referenced test

(C) Aptitude ranking test

(D) Percentile-based test

Q27. The pie chart shows a blended-learning course in which classroom teaching and online teaching are combined in equal measure. The in-person half of this mode is best described as:



(A) Online e-content delivery

(B) Recorded video lectures

(C) Self-paced web modules

(D) Face-to-face (classroom) teaching

Q28. A "virtual lab" used in school science teaching is best described as:

(A) A computer-based simulation that lets students perform experiments online

(B) A physical store-room for chemicals

(C) A printed list of laboratory rules

(D) A timetable for laboratory periods

Q29. Providing a screen-reader to a visually impaired student so that text is read aloud is an example of using:

(A) A standardised achievement test

(B) A summative examination

(C) Assistive technology

(D) A norm-referenced grading scale

Q30. Creating a “barrier-free environment” in a school for children with disabilities mainly means:

(A) Lowering the pass marks for these children

(B) Removing physical and other obstacles so all children can access and participate fully

(C) Teaching them in a separate distant building

(D) Excusing them from all classroom activities

Detailed Solutions

Q1.

Solution

Concept — NEP 2020 5+3+3+4 structure: NEP 2020 organises schooling into four stages whose durations are 5, 3, 3 and 4 years.

Step 1 — Read the figure: The bottom-most block is the Secondary Stage.

Step 2 — Read its label: The figure marks the Secondary Stage as lasting 4 years (covering Grades 9 to 12).

Why other options are wrong:

- 5 years is the Foundational Stage; 3 years is the Preparatory Stage and also the Middle Stage; 2 years matches no stage in the design.

Final Answer: The Secondary Stage lasts 4 years $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q1

Q2.

Solution

Concept — Early Childhood Care and Education (ECCE): NEP 2020 brings the early years of a child into the formal school structure.

Step 1 — Recall the stages: The Foundational Stage covers ages 3 to 8, made of 3 years of pre-primary plus Grades 1 and 2.

Step 2 — Place ECCE: ECCE, delivered through anganwadis and pre-schools, makes up the first three years of the Foundational Stage.

Why other options are wrong:

- The Secondary, Middle and Preparatory stages all come after the early childhood years, so ECCE does not begin there.

Final Answer: ECCE forms the start of the Foundational Stage $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q2

Q3.

Solution

Concept — NIPUN Bharat: NIPUN Bharat is the national mission set up to deliver the FLN goal of NEP 2020.

Step 1 — Expand the name: NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy.

Step 2 — State the aim: Its target is that every child attains foundational literacy and numeracy by the end of Grade 3.

Why other options are wrong:

- Higher-education enrolment, mid-day meals and building campuses are separate schemes, not the focus of NIPUN Bharat.

Final Answer: Foundational literacy and numeracy for all $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q3

Q4.

Solution

Concept — Role of anganwadis: Anganwadi centres are community-level early-childhood centres run under the ICDS scheme.

Step 1 — Identify the function: Under NEP 2020 they are strengthened to deliver early childhood care and pre-primary education to young children.

Step 2 — Connect: This makes the anganwadi a key part of the Foundational Stage for ages 3 to 6.

Why other options are wrong:

- Conducting board exams, training adults, or awarding degrees are not roles of an anganwadi.

Final Answer: Deliver early childhood care and pre-primary education $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q4

Q5.

Solution

Concept — Piaget's stages: Piaget described four stages, each with a typical way of thinking.

Step 1 — Read the figure: The second step is the Preoperational stage (about 2 to 7 years).

Step 2 — Match the description: Egocentrism, the inability to take another person's viewpoint, is a hallmark of the Preoperational stage, when thinking is still symbolic but pre-logical.

Why other options are wrong:

- Sensorimotor relies on senses and actions, not viewpoints; Concrete operational children have overcome egocentrism and reason logically about concrete things; Formal operational thinkers handle abstract logic and multiple perspectives.

Final Answer: Preoperational stage $\Rightarrow$ C

Answer: (C) Go Back to Q5

Q6.

Solution

Concept — Multiple intelligences: Howard Gardner argued that intelligence is not one ability but several distinct types.

Step 1 — Recall the types: These include linguistic (word-smart), logical-mathematical (number-smart), musical, spatial, bodily-kinaesthetic and others.

Step 2 — Connect: Planning different activities for word-, number- and music-smart learners directly applies Gardner's theory of multiple intelligences.

Why other options are wrong:

- Classical conditioning (Pavlov), operant conditioning (Skinner) and the law of effect (Thorndike) are about stimulus, reinforcement and consequences, not types of intelligence.

Final Answer: Gardner's multiple intelligences $\Rightarrow$ A

Answer: (A) Go Back to Q6

Q7.

Solution

Concept — Erikson's psychosocial stages: Erikson described eight life-stage conflicts, each to be resolved for healthy growth.

Step 1 — Locate adolescence: The adolescent stage centres on the conflict of identity versus role confusion.

Step 2 — Explain: Teenagers explore who they are; success builds a clear identity, while failure leaves role confusion.

Why other options are wrong:

- Trust versus mistrust is infancy; autonomy versus shame is early childhood; integrity versus despair is old age.

Final Answer: Identity versus role confusion $\Rightarrow$ A

Answer: (A) Go Back to Q7

Q8.

Solution

Concept — Maslow's hierarchy in motivation: Lower needs must be reasonably met before higher needs can drive a person.

Step 1 — Identify the needs: Hunger is a physiological need and feeling safe is a safety need, both at the base of the pyramid.

Step 2 — Connect to teaching: Ensuring students are fed and feel safe first, before expecting concentration, applies Maslow's hierarchy of needs to classroom motivation.

Why other options are wrong:

- Pavlov's reflex, Thorndike's law of exercise and Kohlberg's moral stages do not explain meeting basic needs before learning.

Final Answer: Maslow's hierarchy of needs $\Rightarrow$ B

Answer: (B) Go Back to Q8

Q9.

Solution

Concept — Empathy in difficult situations: A child facing family problems needs understanding, not pressure.

Step 1 — Analyse: The sudden change is caused by stress at home, which is outside the child's control.

Step 2 — Choose the best response: Speaking gently, offering support and easing expectations for a while protects the child and keeps trust.

Why other options are wrong:

- Scolding adds to the stress; announcing the problem humiliates the child; dismissing home matters ignores the real cause.

Final Answer: Speak gently, offer support, adjust expectations $\Rightarrow$ $\boxed{C}$

Answer: (C) Go Back to Q9

Q10.

Solution

Concept — Motivating a class: Motivation grows when learning feels relevant and goals feel reachable.

Step 1 — Diagnose: A dull class is usually bored because lessons feel distant from their interests.

Step 2 — Act: Linking lessons to students' interests and setting clear, achievable goals revives engagement.

Why other options are wrong:

- Threats, scolding lectures, and simply cutting the syllabus do not build genuine motivation.

Final Answer: Link lessons to interests and set achievable goals $\Rightarrow$ $\boxed{A}$

Answer: (A) Go Back to Q10

Q11.

Solution

Concept — Managing group-work conflict: The aim is to keep the group working together, not to punish.

Step 1 — First step: Calmly hear both members so each feels heard and the real issue is clear.

Step 2 — Then guide: Help the group agree on clear roles and a shared goal so the work can continue.

Why other options are wrong:

- Cancelling the activity, giving zero marks, or ignoring the quarrel all fail to teach cooperation.

Final Answer: Hear both and agree on roles and a shared goal $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q11

Q12.

Solution

Concept — Smooth transitions: The riskiest moments for disorder are the changes between activities.

Step 1 — Identify the tool: Established routines and clear signals that all students already know keep transitions quick and calm.

Step 2 — Reason: When students know exactly what to do at a signal, little time is lost and disruption is reduced.

Why other options are wrong:

- Shouting, long silent pauses, and removing students each create more disruption, not less.

Final Answer: Established routines and clear signals $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q12

Q13.

Solution

Concept — Proactive vs reactive management: Proactive strategies prevent problems; reactive ones respond after they happen.

Step 1 — Test each option: Arranging seating and planning engaging tasks acts *before* any disruption, so it is proactive.

Step 2 — Contrast: The other options all act *after* misbehaviour has already occurred.

Why other options are wrong:

- Punishing after misbehaviour, sending a student out, and detaining the class are all reactive responses.

Final Answer: Arrange seating and plan engaging tasks $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q13

Q14.

Solution

Concept — Leadership styles: The three classic styles are autocratic, democratic and laissez-faire.

Step 1 — Match the clues: Complete freedom, no goals and almost no guidance describe the laissez-faire (hands-off) style.

Step 2 — Note the effect: Without structure, such a class often drifts and underperforms.

Why other options are wrong:

- Democratic shares decisions with guidance; authoritarian tightly controls; transformational actively inspires towards goals.

Final Answer: Laissez-faire $\Rightarrow$ $\boxed{\text{D}}$

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 skills.

Step 1 — Identify the behaviour: Feeling angry yet staying calm and responding thoughtfully is managing one's own emotions.

Step 2 — Name it: This is self-regulation.

Why other options are wrong:

- Mathematical ability, physical stamina and rote memory are not components of emotional intelligence.

Final Answer: Self-regulation $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q15

Q16.

Solution

Concept — Social skills in EI: Social skills are the interpersonal side of emotional intelligence.

Step 1 — Match the description: Building rapport, cooperating and resolving disagreements smoothly are all social skills.

Step 2 — Distinguish: They are about managing relationships, not just one's own inner state.

Why other options are wrong:

- Self-awareness and intrinsic motivation are about the self; empathy alone is feeling others' emotions, while the question describes acting on relationships, which is social skills.

Final Answer: Social skills $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q16

Q17.

Solution

Concept — Active listening: Active listening means fully attending to a speaker and showing it.

Step 1 — Identify the signs: Eye contact, nodding and paraphrasing what was said are classic active-listening behaviours.

Step 2 — Reason: Paraphrasing confirms understanding and makes the speaker feel heard.

Why other options are wrong:

- Selective hearing, interrupting and ignoring are the opposite of attentive listening.

Final Answer: Active listening $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q17

Q18.

Solution

Concept — Maslow's hierarchy: The pyramid rises from basic needs 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 apex: The very top level is Self-actualisation, the drive to realise one's full potential.

Why other options are wrong:

- Physiological and safety are at the base; esteem sits just below the apex, not at it.

Final Answer: Self-actualisation needs $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q18

Q19.

Solution

Concept — Discovery learning: Jerome Bruner argued that learners understand best when they discover ideas themselves.

Step 1 — Match: Guiding students to explore materials and work out rules and concepts on their own is discovery learning.

Step 2 — Connect: Bruner linked this to building knowledge actively rather than receiving it passively.

Why other options are wrong:

- Skinner's programmed instruction delivers small fixed steps; Pavlov's conditioning is reflex training; the forgetting curve describes memory loss, not discovery.

Final Answer: Bruner's discovery learning $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q19

Q20.

Solution

Concept — Constructivist teaching: In constructivism, knowledge is actively built by the learner.

Step 1 — Define the teacher's role: The teacher becomes a facilitator who guides learners to build their own understanding through activity and inquiry.

Step 2 — Reason: The teacher sets up tasks, asks questions and supports, rather than simply transmitting facts.

Why other options are wrong:

- A strict recall examiner, a sole source of knowledge, and a notes-dictating lecturer all reflect transmission teaching, not constructivism.

Final Answer: Facilitator who guides learners to build understanding $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q20

Q21.

Solution

Concept — Learning outcomes: NCF-SE 2023 defines clear outcomes so teaching and assessment have a shared target.

Step 1 — Define: A learning outcome states what a learner should be able to do or demonstrate after a unit of learning.

Step 2 — Reason: Stated as observable abilities, outcomes guide both lesson planning and assessment.

Why other options are wrong:

- The number of textbook pages, the teacher's notes, and total exam marks describe inputs or scores, not what the learner can do.

Final Answer: What a learner can do after learning $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q21

Q22.

Solution

Concept — Play- and toy-based pedagogy: The youngest learners learn through doing, not through formal instruction.

Step 1 — State the reason: At the Foundational Stage children learn best through active play, exploration and hands-on experience.

Step 2 — Connect: Toys and play turn abstract ideas into concrete, enjoyable activities suited to this age.

Why other options are wrong:

- Long written exams, silent rote repetition and lengthy lectures are unsuitable for very young children.

Final Answer: Active play, exploration and hands-on experience $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q22

Q23.

Solution

Concept — Competency-based education: The shift is from memorising content to being able to use it.

Step 1 — Define: Competency-based education focuses on whether learners can apply knowledge and skills to real tasks.

Step 2 — Connect: Assessment then checks demonstrated competencies, not just recall.

Why other options are wrong:

- Counting memorised facts, copying speed, and ranking only by marks all belong to the older content-and-marks model.

Final Answer: Whether learners can apply knowledge and skills $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q23

Q24.

Solution

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

Step 1 — Read the order: From the figure the base is Remember, then Understand, Apply, Analyse, Evaluate and Create at the top.

Step 2 — Match the action: Explaining an idea in one's own words shows grasp of its meaning, which is the second level, "Understand".

Why other options are wrong:

- Create means making something new, while Analyse and Evaluate are higher-order levels of breaking down and judging; none is mere restating of meaning.

Final Answer: Understand $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q24

Q25.

Solution

Concept — Reading a trend in a bar graph: The pattern of bar heights over time shows the direction of change.

Step 1 — Read the bars: The marks rise from T1 to T2 to T3 to T4, each bar taller than the one before.

Step 2 — Interpret: A consistently rising pattern shows steady improvement in the student's performance over the term.

Why other options are wrong:

- There is no decline, no flat line, and no test where the bar is at zero, so the other readings are false.

Final Answer: Steady improvement over the term $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q25

Q26.

Solution

Concept — Norm- vs criterion-referenced tests: The two differ in what a score is compared against.

Step 1 — Define criterion-referenced: It judges a candidate against a fixed standard, so passing does not depend on how others did.

Step 2 — Apply: A pass-or-fail driving test based on meeting a set standard is criterion-referenced.

Why other options are wrong:

- A norm-referenced or percentile-based test ranks a person against others, and an aptitude ranking test also compares candidates, unlike the fixed-standard driving test.

Final Answer: Criterion-referenced test $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q26

Q27.

Solution

Concept — Blended learning: Blended learning deliberately mixes two halves, an in-person half and a digital half.

Step 1 — Read the figure: The pie is half classroom (50%) and half online (50%).

Step 2 — Identify the in-person half: The classroom 50% is delivered through face-to-face (classroom) teaching, where teacher and students share the same room.

Why other options are wrong:

- Online e-content delivery, recorded video lectures and self-paced web modules all belong to the online 50%, not the in-person half.

Final Answer: Face-to-face (classroom) teaching $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q27

Q28.

Solution

Concept — Virtual laboratories: ICT lets students do experiments on a computer when a physical lab is not available.

Step 1 — Define: A virtual lab is a computer-based simulation that lets students perform experiments online and observe results.

Step 2 — Connect: It widens access to practical science, especially where equipment is scarce.

Why other options are wrong:

- A store-room for chemicals, a list of rules and a timetable of periods are not interactive experiment simulations.

Final Answer: A computer-based simulation for online experiments $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q28

Q29.

Solution

Concept — Assistive technology: Assistive technology is any tool that helps a learner with a disability access learning.

Step 1 — Identify the tool: A screen-reader converts on-screen text to speech for a visually impaired student.

Step 2 — Classify: Because it removes a barrier to learning, it is an example of assistive technology.

Why other options are wrong:

- An achievement test, a summative examination and a grading scale are forms of assessment, not access tools.

Final Answer: Assistive technology $\Rightarrow$ C

Answer: (C) Go Back to Q29

Q30.

Solution

Concept — Barrier-free environment: A barrier-free school removes obstacles so every child can take part.

Step 1 — Define: It means removing physical and other obstacles, such as steps, narrow doors or inaccessible materials.

Step 2 — Aim: The goal is that all children, including those with disabilities, can access and participate fully in school life.

Why other options are wrong:

- Lowering pass marks, teaching in a separate distant building, and excusing children from activities exclude rather than include them.

Final Answer: Removing obstacles so all children can participate fully $\Rightarrow$ B

Answer: (B) Go Back to Q30

Answer Key

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