RIE CEE Teaching Aptitude

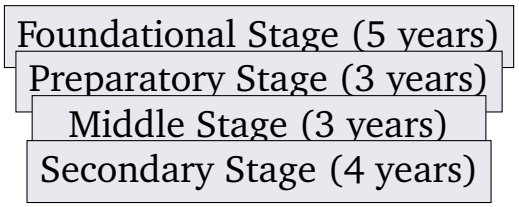
Sample Paper – 5

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 **Preparatory Stage** corresponds to which school grades?



(A) Grades 1 to 2

(B) Grades 6 to 8

(C) Grades 3 to 5

(D) Grades 9 to 12

Q2. NEP 2020 proposes an "Academic Bank of Credits" (ABC) mainly to:

(A) Digitally store a student's earned credits so they can be transferred between institutions

(B) Provide bank loans to students

(C) Replace all classroom examinations with online tests

(D) Maintain the attendance record of teachers

Q3. One key reform of NEP 2020 at the secondary level is the:

(A) Strict separation of science and commerce students from Grade 9

(B) Banning of vocational subjects in schools

(C) Compulsory study of only science by all students

(D) Removal of hard separations between arts, science, commerce and vocational streams

Q4. NEP 2020 places strong emphasis on early schooling in the mother tongue chiefly because:

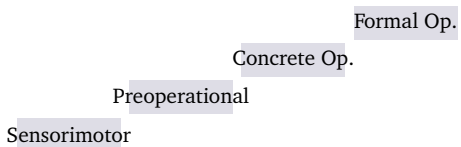
(A) It reduces the number of teachers required in a school

(B) Children grasp concepts better and learn more meaningfully in a familiar home language

(C) It makes English unnecessary at every level of education

(D) It allows schools to lower the standard of the curriculum

Q5. The figure shows Piaget's four stages of cognitive development in order. The **earliest** (very first) stage in this sequence is the:



(A) Formal operational stage

(B) Concrete operational stage

(C) Preoperational stage

(D) Sensorimotor stage

Q6. The theory of "trial-and-error" learning, along with the laws of readiness, exercise and effect, was given by:

(A) Ivan Pavlov

(B) Jean Piaget

(C) Edward Thorndike

(D) Lev Vygotsky

Q7. A dog learns to salivate at the sound of a bell that has repeatedly been paired with food. This is the classic example of:

(A) Classical conditioning by Pavlov

(B) Operant conditioning by Skinner

(C) Insight learning by Köhler

(D) Observational learning by Bandura

Q8. The main difference between classical and operant conditioning is that, in operant conditioning, behaviour is shaped by:

(A) Pairing two stimuli before any response

(B) The consequences (reinforcement or punishment) that follow the behaviour

(C) An automatic reflex that needs no learning

(D) The colour and shape of the stimulus only

Q9. A student gives an unusual but logical answer that is not in the textbook. The most professional response of the teacher is to:

(A) Appreciate the original thinking and discuss the idea with the class

(B) Mark it wrong because it is not the textbook answer

(C) Warn the student never to think differently

(D) Ignore the answer and move on

Q10. A particular student is persistently disruptive in class. The most professional first step for the teacher is to:

(A) Expel the student from the school at once

(B) Shout at and humiliate the student before everyone

(C) Permanently make the student sit outside the classroom

(D) Calmly find out the underlying cause and address it with understanding

Q11. To make classroom assessment fair for all learners, a teacher should:

(A) Set surprise tests with no clear criteria

(B) Use clear, known criteria and offer needed support such as extra time for a child who requires it

(C) Give the highest marks only to favourite students

(D) Keep the marking scheme secret from the students

Q12. Establishing simple routines for entering the room, handing out materials and changing activities mainly helps a teacher to:

(A) Reduce the amount the students learn

(B) Make the classroom unpredictable

(C) Save time and keep the class orderly and focused

(D) Avoid teaching the syllabus

Q13. During a group activity the class becomes noisy. The best classroom-management response is to:

(A) Use an agreed signal and remind groups of the task and time limit

(B) Cancel all future group work permanently

(C) Punish the whole class with extra homework

(D) Allow the noise to continue without any guidance

Q14. A teacher who always comes prepared, is punctual and treats every student with respect is exercising leadership mainly by:

(A) Demanding obedience through fear

(B) Avoiding all responsibility in the classroom

(C) Keeping a strict distance from the students

(D) Setting a positive example for students to follow

Q15. A teacher who stays calm and controls anger even when a class is difficult is showing the EI skill of:

(A) Procrastination

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

(C) Indifference to the situation

(D) Memorisation of rules

Q16. In Goleman's model, the inner drive to pursue goals with energy and persistence, beyond money or status, is the component called:

(A) Self-awareness

(B) Empathy

(C) Social skill

(D) Motivation

Q17. Giving a student full attention, maintaining eye contact and paraphrasing what the student says before replying is an example of:

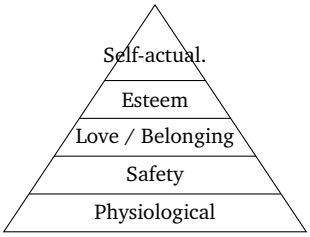
(A) Active listening

(B) Selective ignoring

(C) One-way lecturing

(D) Constant interrupting

Q18. In Maslow's hierarchy of needs shown below, which need sits at the **base** of the pyramid (food, water and sleep) and must be satisfied first?



(A) Esteem needs

(B) Self-actualisation needs

(C) Physiological needs

(D) Safety needs

Q19. "Learning by doing", the view of the school as a society, and the pragmatist approach to education are most closely linked with:

(A) Jean Piaget

(B) John Dewey

(C) B. F. Skinner

(D) Daniel Goleman

Q20. In the widely used 5E inquiry model of teaching, the very first phase, meant to arouse the learner's curiosity, is:

(A) Evaluate

(B) Explain

(C) Elaborate

(D) Engage

Q21. NCF-SE 2023 strongly recommends "experiential learning", which means that students learn best when they:

(A) Learn through real activities, hands-on tasks and reflection on experience

(B) Only listen silently to the teacher's lecture

(C) Copy notes from the board without discussion

(D) Memorise definitions without applying them

Q22. The "Panchakosha" (five-sheath) idea highlighted in NCF-SE 2023 refers to:

(A) Five compulsory written examinations every year

(B) Five separate school buildings for each stage

(C) Five interlinked layers of holistic human development of a child

(D) Five languages that every student must learn

Q23. A guiding principle of NCF-SE 2023 is "rootedness in India", which means the curriculum should:

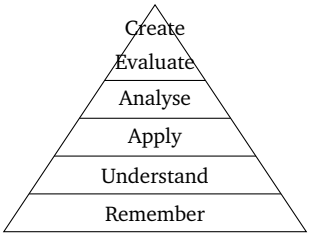
(A) Reject all knowledge from other countries

(B) Draw on India's rich heritage, knowledge systems, values and local context

(C) Teach only ancient texts and nothing modern

(D) Remove all regional and cultural content from schools

Q24. The figure shows the revised Bloom's taxonomy of the cognitive domain. Using a **known rule or method to solve a new problem** corresponds to which level of the pyramid?



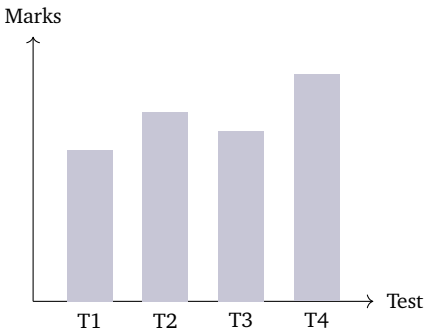
(A) Apply

(B) Remember

(C) Analyse

(D) Create

Q25. The bar graph shows marks the teacher recorded from **four classroom observations** of a learner taken during ordinary lessons through the term. Gathering evidence of learning in this ongoing way during teaching is best described as:



(A) Summative assessment

(B) A final board examination

(C) Formative assessment

(D) A one-time annual examination

Q26. A collection of a student's work samples, drafts and projects gathered over time to show progress and learning is called a:

(A) Question bank

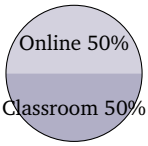
(B) Portfolio

(C) Time-table

(D) Mark sheet of a single test

Q27. The pie chart shows a course that deliberately combines equal classroom and online components. What is the main **benefit** a learner gains from

mixing the two modes in this way?



(A) It removes the need for any teacher at all

(B) It forces every student to learn at exactly the same pace

(C) The flexibility of online learning combined with the support of the classroom

(D) It limits learning strictly to printed textbooks

Q28. In a "flipped classroom", students first study new content at home through videos or readings, and the class time is then used for:

(A) Discussion, practice and solving problems with the teacher's guidance

(B) Watching the teacher lecture for the whole period

(C) Silent reading of the same content again

(D) Writing punishment lines

Q29. For a gifted child who finishes class work far ahead of others, the most appropriate inclusive practice is to:

(A) Make the child sit idle until the others finish

(B) Stop giving the child any new work

(C) Provide enrichment tasks and more challenging activities

(D) Move the child permanently to a separate school

Q30. Dyslexia, a specific learning disability, mainly affects a child's:

(A) Physical height and weight

(B) Eyesight and hearing only

(C) Ability to run and play games

(D) Ability to read and spell accurately despite normal intelligence

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 second block from the top is the Preparatory Stage, which lasts 3 years.

Step 2 — Map to grades: The Preparatory Stage covers Grades 3 to 5 (ages about 8 to 11), building on the Foundational Stage.

Why other options are wrong:

- Grades 1 to 2 fall in the Foundational Stage; Grades 6 to 8 form the Middle Stage; Grades 9 to 12 form the Secondary Stage.

Final Answer: The Preparatory Stage covers Grades 3 to 5 $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q1

Q2.

Solution

Concept — Academic Bank of Credits (ABC): NEP 2020 introduces ABC to make higher education flexible.

Step 1 — Recall the purpose: ABC is a digital store that records the academic credits a student earns from different recognised institutions.

Step 2 — Reason: These stored credits can be transferred or redeemed, allowing multiple entry and exit and credit mobility between institutions.

Why other options are wrong:

- It is not a money bank for loans, it does not replace classroom exams, and it has nothing to do with teacher attendance.

Final Answer: It digitally stores and transfers earned credits $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q2

Q3.

Solution

Concept — Flexibility of streams in NEP 2020: The policy seeks an integrated, multidisciplinary education.

Step 1 — Recall the reform: NEP 2020 removes the rigid separation between arts, science, commerce and vocational streams.

Step 2 — Reason: A student can now combine subjects freely, for example studying physics along with music, so learning is not boxed into one stream.

Why other options are wrong:

- Strict separation from Grade 9, banning vocational subjects, and forcing only science on all students are the opposite of what NEP 2020 wants.

Final Answer: Removal of hard separations between streams $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q3

Q4.

Solution

Concept — Mother-tongue medium: NEP 2020 stresses learning in a language the child already knows.

Step 1 — Identify the reason: Children grasp new concepts more easily and learn more meaningfully when the medium is their familiar home or mother tongue.

Step 2 — Reason: Understanding in the home language reduces fear, deepens comprehension and lowers dropout in early grades.

Why other options are wrong:

- The aim is better understanding, not fewer teachers, not the removal of English, and certainly not a lower standard of curriculum.

Final Answer: Children learn more meaningfully in a familiar language $\Rightarrow$ $\boxed{\text{B}}$

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 block in the sequence is the Sensorimotor stage.

Step 2 — Confirm the order: Piaget's order is Sensorimotor (0–2) $\rightarrow$ Preoperational (2–7) $\rightarrow$ Concrete Operational (7–11) $\rightarrow$ Formal Operational (11+), so Sensorimotor is the earliest.

Why other options are wrong:

- Preoperational is the second stage; Concrete operational is the third; Formal operational is the last and most abstract stage, not the earliest.

Final Answer: Sensorimotor stage $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q5

Q6.

Solution

Concept — Trial-and-error learning: Some learning happens by repeated attempts until the right response is found.

Step 1 — Recall the author: Edward Thorndike proposed trial-and-error learning, studied with his famous cat-in-a-puzzle-box experiments.

Step 2 — Recall his laws: Thorndike gave the laws of readiness, exercise and effect.

Why other options are wrong:

- Pavlov gave classical conditioning; Piaget gave cognitive stages; Vygotsky gave the social and ZPD ideas.

Final Answer: Edward Thorndike $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q6

Q7.

Solution

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

Step 1 — Identify the experiment: The bell (neutral) paired with food (natural) makes the dog salivate to the bell alone.

Step 2 — Name it: This is Pavlov's classic experiment on classical conditioning.

Why other options are wrong:

- Skinner's operant conditioning works through consequences; Köhler's insight is sudden problem solving; Bandura's learning is by observing models.

Final Answer: Classical conditioning by Pavlov $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q7

Q8.

Solution

Concept — Classical vs operant conditioning: Both are forms of learning, but they differ in how behaviour changes.

Step 1 — Recall operant conditioning: In operant conditioning (Skinner) a behaviour becomes more or less likely depending on its consequences.

Step 2 — Identify the key difference: Operant behaviour is shaped by reinforcement (which strengthens it) or punishment (which weakens it) that follows the behaviour.

Why other options are wrong:

- Pairing two stimuli before a response describes classical conditioning; an automatic reflex needs no learning; the colour and shape of a stimulus is not the basis of operant learning.

Final Answer: Shaped by the consequences that follow $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q8

Q9.

Solution

Concept — Encouraging creativity: A professional teacher values original, reasoned thinking.

Step 1 — Analyse the situation: The answer is unusual but logical, which shows the student is thinking independently.

Step 2 — Choose the best response: Appreciating the original thinking and discussing the idea encourages creativity in the whole class.

Why other options are wrong:

- Marking it wrong, warning the student not to think differently, or ignoring it all crush creativity and confidence.

Final Answer: Appreciate the original thinking and discuss it $\Rightarrow \boxed{A}$

Answer: (A) Go Back to Q9

Q10.

Solution

Concept — Handling disruptive behaviour: Persistent misbehaviour usually has a deeper cause that the teacher must understand.

Step 1 — Analyse: A child who is repeatedly disruptive may be bored, struggling, seeking attention or facing problems at home.

Step 2 — Best first step: Calmly finding the underlying cause and addressing it with understanding solves the real problem.

Why other options are wrong:

- Expelling, public humiliation, and making the child sit outside are harsh, skip the cause, and damage the child.

Final Answer: Find the underlying cause and address it $\Rightarrow \boxed{D}$

Answer: (D) Go Back to Q10

Q11.

Solution

Concept — Fair assessment: Fairness means clear, known rules and reasonable support for every learner.

Step 1 — Identify good practice: Using clear, known criteria lets every student know what is expected.

Step 2 — Add equity: Offering needed support, such as extra time for a child who requires it, gives each learner an equal chance to show what they know.

Why other options are wrong:

- Surprise tests with no criteria, favouring some students, and secret marking schemes are all unfair.

Final Answer: Use clear criteria with needed support $\Rightarrow$ B

Answer: (B) Go Back to Q11

Q12.

Solution

Concept — Classroom routines: Established routines make a classroom run smoothly.

Step 1 — Identify the benefit: Simple routines for entering, distributing materials and changing activities reduce confusion.

Step 2 — Reason: They save time and keep the class orderly and focused on learning.

Why other options are wrong:

- Routines do not reduce learning, do not make the class unpredictable, and do not replace teaching the syllabus.

Final Answer: Save time and keep the class orderly $\Rightarrow$ C

Answer: (C) Go Back to Q12

Q13.

Solution

Concept — Managing group-work noise: Group work can get loud; the teacher redirects rather than abandons it.

Step 1 — Identify the response: Using an agreed signal and reminding groups of the task and time limit refocuses them quickly.

Step 2 — Reason: This keeps the benefits of group work while restoring order.

Why other options are wrong:

- Cancelling group work forever, punishing the whole class, or allowing endless noise are extreme or unhelpful.

Final Answer: Use a signal and refocus on the task $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q13

Q14.

Solution

Concept — Leading by example: The most powerful teacher leadership is modelling the behaviour you expect.

Step 1 — Analyse: Being prepared, punctual and respectful shows students what good conduct looks like.

Step 2 — Conclude: The teacher is leading by setting a positive example for students to follow.

Why other options are wrong:

- Demanding obedience through fear, avoiding responsibility, or keeping a cold distance are not positive leadership.

Final Answer: Setting a positive example $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q14

Q15.

Solution

Concept — Emotional intelligence skills: EI includes managing one's own emotions.

Step 1 — Identify the skill: Staying calm and controlling anger in a difficult class is self-regulation.

Step 2 — Reason: Self-regulation is the ability to manage one's own feelings and impulses constructively.

Why other options are wrong:

- Procrastination, indifference and memorising rules are not the skill of emotional self-control.

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

Answer: (B) Go Back to Q15

Q16.

Solution

Concept — Goleman's components of EI: Goleman lists self-awareness, self-regulation, motivation, empathy and social skill.

Step 1 — Match the description: The inner drive to pursue goals with energy and persistence, beyond money or status, is motivation.

Step 2 — Reason: Motivated people are driven by achievement itself, not external rewards.

Why other options are wrong:

- Self-awareness is knowing one's own emotions; empathy is sensing others' feelings; social skill is managing relationships.

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

Answer: (D) Go Back to Q16

Q17.

Solution

Concept — Active listening: A key interpersonal skill is truly attending to the speaker.

Step 1 — Identify the behaviour: Giving full attention, eye contact and paraphrasing before replying are signs of active listening.

Step 2 — Reason: Paraphrasing shows the student that the teacher has understood, which builds trust.

Why other options are wrong:

- Selective ignoring, one-way lecturing and constant interrupting all block genuine listening.

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

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 figure: The lowest band of the pyramid is labelled Physiological.

Step 2 — Reason: Physiological needs (food, water, sleep) are the most basic and must be met first before higher needs.

Why other options are wrong:

- Safety is the second level; Esteem is near the top; Self-actualisation is the very apex, not the base.

Final Answer: Physiological needs $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q18

Q19.

Solution

Concept — Pragmatism in education: Some thinkers stress real activity over passive listening.

Step 1 — Recall the thinker: "Learning by doing", the school as a miniature society, and pragmatism are the ideas of John Dewey.

Step 2 — Reason: Dewey held that children learn best through purposeful, real-life activity.

Why other options are wrong:

- Piaget gave cognitive stages; Skinner gave operant conditioning; Goleman popularised emotional intelligence.

Final Answer: John Dewey $\Rightarrow$ B

Answer: (B) Go Back to Q19

Q20.

Solution

Concept — The 5E inquiry model: Its phases are Engage, Explore, Explain, Elaborate and Evaluate.

Step 1 — Recall the order: The model begins with Engage.

Step 2 — Reason: The Engage phase arouses curiosity and connects to prior knowledge before deeper exploration.

Why other options are wrong:

- Evaluate is the last phase; Explain and Elaborate come in the middle, after Engage and Explore.

Final Answer: Engage $\Rightarrow$ D

Answer: (D) Go Back to Q20

Q21.

Solution

Concept — Experiential learning: NCF-SE 2023 promotes learning through direct experience.

Step 1 — Define: Experiential learning means students learn through real activities, hands-on tasks and reflection on what they did.

Step 2 — Reason: Acting and then reflecting fixes understanding far better than passive reception.

Why other options are wrong:

- Silent listening, copying notes without discussion, and memorising without applying are passive, not experiential.

Final Answer: Learn through activity and reflection $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q21

Q22.

Solution

Concept — Panchakosha (five sheaths): NCF-SE 2023 uses this Indian idea for holistic development.

Step 1 — Define: Panchakosha describes five interlinked layers of a child's development — physical, vital (energy), mental, intellectual and the inner self.

Step 2 — Reason: It guides schools to nurture the whole child, not just the academic part.

Why other options are wrong:

- It is not five exams, five buildings, or five compulsory languages.

Final Answer: Five layers of holistic development $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q22

Q23.

Solution

Concept — Rootedness in India: A guiding value of NCF-SE 2023 is connecting learning to the Indian context.

Step 1 — Define: Rootedness in India means drawing on India's heritage, knowledge systems, values and local context in the curriculum.

Step 2 — Clarify: This does not shut out the world; it grounds children in their own culture while staying open.

Why other options are wrong:

- Rejecting all foreign knowledge, teaching only ancient texts, or removing regional content all distort the principle.

Final Answer: Draw on India's heritage and context $\Rightarrow$ B

Answer: (B) Go Back to Q23

Q24.

Solution

Concept — Revised Bloom's taxonomy: The cognitive domain rises from lower to higher order thinking: Remember, Understand, Apply, Analyse, Evaluate, Create.

Step 1 — Match the action: Taking a rule, formula or method already learnt and using it to work out a new problem is the level called Apply.

Step 2 — Locate it in the figure: "Apply" is the third band from the base, sitting just above Understand.

Why other options are wrong:

- Remember is only recalling facts; Analyse is breaking information into parts; Create is making something new, all of which are different from applying a known rule.

Final Answer: Apply $\Rightarrow$ A

Answer: (A) Go Back to Q24

Q25.

Solution

Concept — Formative vs summative assessment: Formative assessment is carried out during teaching to monitor and improve ongoing learning, whereas summative assessment judges learning at the end.

Step 1 — Read the figure: The four bars are repeated classroom observations the teacher records while normal lessons are still going on.

Step 2 — Classify it: Because the evidence is collected continuously during teaching to support learning, it is formative assessment.

Why other options are wrong:

- Summative assessment, a final board examination and a one-time annual examination are all end-of-course judgements, not ongoing observations made during teaching.

Final Answer: Formative assessment $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q25

Q26.

Solution

Concept — Portfolio assessment: A portfolio shows growth over time through real work.

Step 1 — Define: A portfolio is a collection of a student's work samples, drafts and projects gathered over a period.

Step 2 — Reason: It captures progress, effort and achievement far better than a single test score.

Why other options are wrong:

- A question bank stores questions; a time-table lists periods; a single mark sheet is just one test's result.

Final Answer: Portfolio $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q26

Q27.

Solution

Concept — Benefit of blended learning: Blended learning is valued because it draws on the strengths of both online and face-to-face teaching.

Step 1 — Read the figure: Half the course is online and half is in the classroom, so the learner gets both modes.

Step 2 — Identify the benefit: The online half offers flexibility (study anytime, at one's own pace), while the classroom half offers direct teacher support and interaction; combining them gives both at once.

Why other options are wrong:

- Blended learning still needs a teacher, does not force a single fixed pace, and is not limited to printed textbooks, so those "benefits" are false.

Final Answer: Flexibility of online learning with classroom support $\Rightarrow$ C

Answer: (C) Go Back to Q27

Q28.

Solution

Concept — Flipped classroom: This model reverses the usual order of lecture and practice.

Step 1 — Recall the model: Students study new content at home through videos or readings before class.

Step 2 — Identify the class use: Class time is then freed for discussion, practice and solving problems with the teacher's guidance.

Why other options are wrong:

- A full-period lecture or silent re-reading wastes the flip; writing punishment lines has no place in it.

Final Answer: Discussion and guided practice in class $\Rightarrow$ A

Answer: (A) Go Back to Q28

Q29.

Solution

Concept — Catering to gifted children: Inclusive education meets the needs of high-ability learners too.

Step 1 — Analyse: A gifted child who finishes early needs more challenge, not idle waiting.

Step 2 — Best practice: Providing enrichment tasks and more challenging activities keeps the child engaged and growing.

Why other options are wrong:

- Sitting idle, stopping all new work, or shifting the child to a separate school neglect or exclude the learner.

Final Answer: Provide enrichment and challenge $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q29

Q30.

Solution

Concept — Dyslexia: Dyslexia is a specific learning disability, not a problem of intelligence.

Step 1 — Identify the area affected: Dyslexia mainly affects a child's ability to read and spell accurately.

Step 2 — Clarify: It occurs despite normal intelligence, so such children need supportive, not lowered, teaching.

Why other options are wrong:

- It is not about height and weight, not purely eyesight or hearing, and not the ability to run and play.

Final Answer: Ability to read and spell despite normal intelligence $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) 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	D
6	C	7	A	8	B	9	A	10	D
11	B	12	C	13	A	14	D	15	B
16	D	17	A	18	C	19	B	20	D
21	A	22	C	23	B	24	A	25	C
26	B	27	C	28	A	29	C	30	D