

# RIE CEE Teaching Aptitude

## Sample Paper – 6

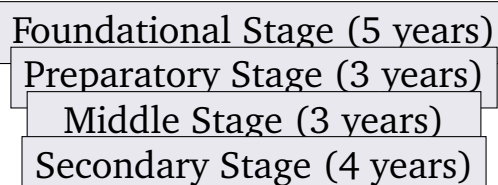
Duration: 45 Minutes

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.

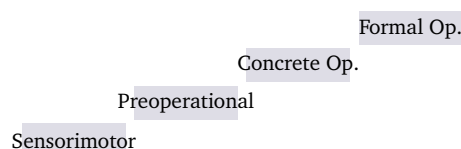
**Q1.** The figure shows the school structure introduced by NEP 2020. How many distinct stages does this structure have?



- (A) Two
- (B) Three
- (C) Four
- (D) Five



- Q2.** NEP 2020 strongly promotes a learning approach in which subjects are not taught in rigid silos but are integrated across disciplines. This approach is described as:
- (A) Holistic and multidisciplinary education
  - (B) Single-subject specialisation only
  - (C) Rote-based examination education
  - (D) Teacher-centred lecture education
- Q3.** To let students move between institutions and resume study without losing earlier work, NEP 2020 introduces a mechanism of:
- (A) Banning all lateral entry
  - (B) Fixed single-degree pathways only
  - (C) Abolishing all examinations
  - (D) Academic credit transfer through an Academic Bank of Credits
- Q4.** Following NEP 2020, the Ministry of Human Resource Development was renamed as the:
- (A) Ministry of Skill Development
  - (B) Ministry of Education
  - (C) Ministry of School Affairs
  - (D) Ministry of Literacy
- Q5.** The figure shows Piaget's four stages of cognitive development in order. **Object permanence** (knowing that an object still exists even when it is hidden from view) first develops in which stage?



- (A) Preoperational stage
- (B) Sensorimotor stage
- (C) Concrete operational stage
- (D) Formal operational stage
- Q6.** In Vygotsky's theory, a teacher, parent or more capable peer who helps a learner do what they cannot yet do alone is called the:
- (A) More Knowledgeable Other
- (B) Passive observer
- (C) Standardised tester
- (D) Detached examiner
- Q7.** According to Vygotsky, the relationship between language and thought is best described by the idea that:
- (A) Thought develops with no role for language at all
- (B) Language only blocks the growth of thinking
- (C) Language and thought are completely unrelated
- (D) Language is a key tool that shapes and supports the development of thought
- Q8.** In Kohlberg's theory of moral development, a person who obeys a rule mainly to avoid punishment is reasoning at which level?
- (A) Post-conventional level
- (B) Universal-ethical level
- (C) Pre-conventional level
- (D) Conventional level
- Q9.** A student gives a wrong answer in class with full confidence. The most professional response of a teacher is to:



- (A) Laugh at the answer so the class learns not to make mistakes
- (B) Scold the student for not studying
- (C) Respond kindly, value the attempt, and gently guide the student to the correct idea
- (D) Move on quickly without saying anything

**Q10.** A teacher's class has children from many languages, cultures and backgrounds. The best attitude towards this diversity is to:

- (A) Treat one culture as superior and ignore the rest
- (B) Respect and use the diversity as a resource for richer learning
- (C) Ask the minority children to stay silent
- (D) Teach as if all children are exactly the same

**Q11.** A teacher repeatedly fails to finish planned activities because early parts of the lesson run too long. The most professional step is to:

- (A) Plan a clear time allocation for each part of the lesson and monitor the clock
- (B) Skip the difficult topics permanently
- (C) Blame the students for being slow
- (D) Stop planning lessons altogether

**Q12.** In a large, mixed-ability classroom, the most effective management strategy is to:

- (A) Teach only to the fastest learners
- (B) Keep every child silent for the full period
- (C) Give identical work and ignore individual needs
- (D) Use flexible grouping and varied tasks suited to different levels

**Q13.** Well-established daily routines and clear transitions between activities in a classroom mainly help to:



- (A) Increase confusion among learners
- (B) Replace the need for any teaching
- (C) Reduce wasted time and behaviour problems
- (D) Make the teacher unnecessary

**Q14.** A teacher who guides students to discover ideas themselves, rather than only delivering finished answers, is acting mainly as a:

- (A) Strict controller of every word
- (B) Facilitator of learning
- (C) Sole source of all knowledge
- (D) Distant supervisor with no involvement

**Q15.** A teacher who stays calm and does not lose temper even when provoked by a difficult student is showing the EI skill of:

- (A) Self-regulation
- (B) Poor motivation
- (C) Lack of empathy
- (D) Social withdrawal

**Q16.** Understanding and managing one's **own** emotions is best described as which kind of skill?

- (A) Numerical skill
- (B) Mechanical skill
- (C) Intrapersonal skill
- (D) Manual skill

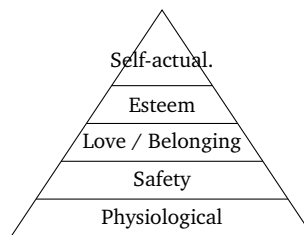
**Q17.** When a teacher listens fully to a student, makes eye contact and reflects back what was said, the teacher is practising:

- (A) Selective ignoring



- (B) Active listening
- (C) One-way lecturing
- (D) Constant interruption

**Q18.** In Maslow's hierarchy of needs shown below, a child who longs for friendship, affection and a sense of belonging in the classroom is having which need met?



- (A) Esteem needs
  - (B) Self-actualisation needs
  - (C) Safety needs
  - (D) Love and belonging needs
- Q19.** A teacher gives a struggling learner strong support at first and then gradually removes the help as the learner gains skill. This technique is called:
- (A) Scaffolding
  - (B) Streaming
  - (C) Standardising
  - (D) Suppressing
- Q20.** Pairing a slightly more advanced student with a struggling student so that the stronger one helps the weaker one learn is an application of the Zone of Proximal Development known as:
- (A) Solitary rote drill
  - (B) Silent individual testing



- (C) Peer tutoring
- (D) Strict ranking

**Q21.** For the Foundational Stage, NCF-SE 2023 recommends that learning should mainly be:

- (A) Heavy textbook study with daily written exams
- (B) Play-based and activity-based learning
- (C) Long lectures with no movement
- (D) Strict drill of formulas only

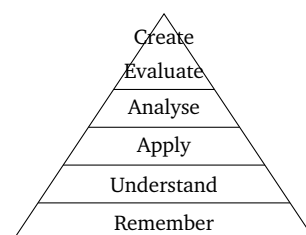
**Q22.** A central aim of NCF-SE 2023 regarding how children learn is to:

- (A) Reduce rote learning and build conceptual understanding
- (B) Increase memorisation of long lists
- (C) Focus only on final marks
- (D) Remove all activity from classrooms

**Q23.** NCF-SE 2023 repeatedly stresses that the experience of school for a child should be:

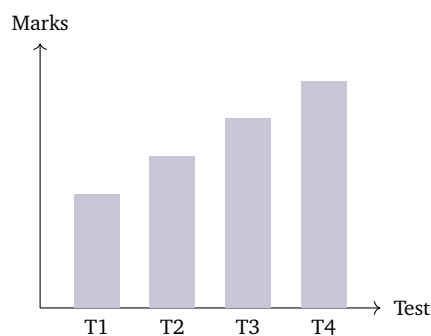
- (A) Fearful and stressful
- (B) Boring but disciplined
- (C) Competitive at any cost
- (D) Joyful and engaging

**Q24.** The figure shows the revised Bloom's taxonomy of the cognitive domain. When a student **breaks** information into its component parts and examines how they relate, this matches which level?



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

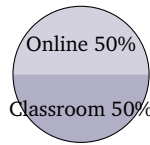
**Q25.** The bar graph shows a student's marks in four unit tests held during one term. The overall upward pattern of the four bars means that the student's learning is:



- (A) Falling over time
  - (B) Staying exactly the same
  - (C) Falling then rising
  - (D) Improving over time
- Q26.** A clear scoring guide that lists the criteria and levels of quality, so that students know in advance how their work will be judged and can even judge their own work, is called a:
- (A) Seating chart
  - (B) Rubric
  - (C) Time table
  - (D) Attendance register
- Q27.** The pie chart shows a course that mixes equal parts of classroom and online teaching. The deliberate blending of face-to-face teaching with



online learning chiefly aims to:



- (A) Combine the strengths of in-person and digital learning
- (B) Remove the teacher completely
- (C) Stop all classroom interaction
- (D) Ban the use of any technology

**Q28.** On the DIKSHA platform, a printed textbook page can carry a QR code that, when scanned, opens extra digital content. Such textbooks are commonly described as:

- (A) Banned textbooks
- (B) Paperless examinations
- (C) Sports manuals
- (D) Energised (QR-coded) textbooks

**Q29.** NEP 2020 uses the term “SEDGs” to refer to groups that need special focus to ensure equity. SEDGs stands for:

- (A) Sports and Extra-curricular Development Groups
- (B) Socio-Economically Disadvantaged Groups
- (C) School Examination Drafting Groups
- (D) State Education Data Groups

**Q30.** Providing scholarships and financial support to children from poor families so that money does not stop them from studying is mainly a step towards:

- (A) Equity and equal opportunity in education



- (B) Reducing the importance of education
- (C) Encouraging children to drop out
- (D) Segregating poor children



## Detailed Solutions

Q1.

## Solution

**Concept — The NEP 2020 school structure:** NEP 2020 replaced the old 10+2 system with a new 5+3+3+4 design, organised into clearly named stages.

**Step 1 — Read the figure:** The figure lists four bands: Foundational Stage (5 years), Preparatory Stage (3 years), Middle Stage (3 years) and Secondary Stage (4 years).

**Step 2 — Count the stages:** Counting the distinct named bands gives  $5 + 3 + 3 + 4$ , that is four stages in all.

**Why other options are wrong:**

- Two or three undercounts the bands shown; five would wrongly add an extra stage. Only four stages appear in the 5+3+3+4 design.

**Final Answer:** Four stages  $\Rightarrow$

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

Q2.

## Solution

**Concept — Holistic and multidisciplinary education:** NEP 2020 wants learning that connects subjects rather than separating them.

**Step 1 — Identify the approach:** Integrating arts, sciences, humanities and skills, and developing the whole child, is called holistic and multidisciplinary education.

**Step 2 — Reason:** Real-life problems cross subject boundaries, so flexible, cross-disciplinary learning prepares students better.

**Why other options are wrong:**

- Single-subject specialisation, rote-based exams and pure lecture teaching are exactly the rigid patterns NEP 2020 moves away from.

**Final Answer:** Holistic and multidisciplinary education  $\Rightarrow$

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



Q3.

**Solution**

**Concept — Credit transfer and the Academic Bank of Credits:** NEP 2020 wants flexible learning paths with easy entry and exit.

**Step 1 — Recall the mechanism:** Credits earned can be stored and moved through the Academic Bank of Credits, allowing academic credit transfer between institutions.

**Step 2 — Reason:** If a student pauses study, the stored credits are not lost, so the student can resume later or move to another institution.

**Why other options are wrong:**

- Banning lateral entry, fixing a single rigid pathway, or abolishing all exams are the opposite of the flexibility NEP 2020 promotes.

**Final Answer:** Academic credit transfer via the Academic Bank of Credits ⇒

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

Q4.

**Solution**

**Concept — Renaming of the ministry:** A symbolic change accompanied NEP 2020.

**Step 1 — Recall the change:** In 2020 the Ministry of Human Resource Development (MHRD) was renamed the Ministry of Education.

**Step 2 — Reason:** The new name puts education itself, rather than only “human resources”, at the centre of policy.

**Why other options are wrong:**

- Skill Development, School Affairs and Literacy are not the renamed ministry; the correct name is simply the Ministry of Education.

**Final Answer:** Ministry of Education ⇒

**Answer: (B)** [Go Back to Q4](#)



Q5.

**Solution**

**Concept — Piaget and object permanence:** Object permanence is the understanding that things continue to exist even when they cannot be seen.

**Step 1 — Read the figure:** The first stage in the sequence is the Sensorimotor stage (about 0 to 2 years).

**Step 2 — Match the milestone:** Infants in the Sensorimotor stage learn about the world through senses and actions, and it is during this stage that object permanence first develops.

**Why other options are wrong:**

- The Preoperational stage is marked by symbolic, egocentric thinking that comes after object permanence; conservation belongs to the Concrete operational stage; abstract reasoning marks the Formal operational stage — all are later than the emergence of object permanence.

**Final Answer:** Sensorimotor stage ⇒

**Answer:** (B) [Go Back to Q5](#)

Q6.

**Solution**

**Concept — The More Knowledgeable Other:** Vygotsky stressed that learning is social.

**Step 1 — Recall the term:** The person who knows more and helps the learner cross the Zone of Proximal Development is called the More Knowledgeable Other (MKO).

**Step 2 — Reason:** A teacher, parent or abler peer can guide a child to do tasks that the child cannot yet do alone.

**Why other options are wrong:**

- A passive observer, a standardised tester and a detached examiner do not actively guide the learner, so none is the MKO.

**Final Answer:** More Knowledgeable Other ⇒

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



Q7.

**Solution**

**Concept — Language and thought:** Vygotsky saw language as central to thinking.

**Step 1 — Recall the view:** For Vygotsky, language is a key cultural tool that shapes and supports the development of thought.

**Step 2 — Reason:** Inner speech (talking to oneself) gradually guides reasoning, so language and thought grow together.

**Why other options are wrong:**

- Saying language has no role, that it blocks thinking, or that the two are unrelated all contradict Vygotsky's position.

**Final Answer:** Language shapes and supports thought ⇒  D

**Answer: (D)** [Go Back to Q7](#)

Q8.

**Solution**

**Concept — Kohlberg's levels of moral development:** Kohlberg described three broad levels of moral reasoning.

**Step 1 — Identify the reasoning:** Obeying a rule only to avoid punishment is the most basic motive.

**Step 2 — Match the level:** This belongs to the Pre-conventional level, where right and wrong depend on rewards and punishments.

**Why other options are wrong:**

- The Conventional level is driven by social approval and law; the Post-conventional and universal-ethical levels rest on principles, not fear of punishment.

**Final Answer:** Pre-conventional level ⇒  C

**Answer: (C)** [Go Back to Q8](#)



Q9.

**Solution**

**Concept — Responding to a wrong answer:** A professional teacher protects the learner's dignity and confidence.

**Step 1 — Analyse the situation:** A confident wrong answer is still an honest attempt that deserves encouragement.

**Step 2 — Choose the best response:** Responding kindly, valuing the attempt and gently guiding the student to the correct idea keeps the child willing to participate.

**Why other options are wrong:**

- Laughing or scolding humiliates the student and discourages future attempts; staying silent leaves the error uncorrected.

**Final Answer:** Respond kindly and gently guide to the correct idea ⇒

**Answer: (C)** [Go Back to Q9](#)

Q10.

**Solution**

**Concept — Managing a diverse classroom:** Diversity is a strength to be used, not a problem to be hidden.

**Step 1 — Analyse:** Children from many languages and cultures bring varied experiences into the room.

**Step 2 — Best attitude:** Respecting and drawing on this diversity makes learning richer for everyone.

**Why other options are wrong:**

- Treating one culture as superior, silencing minorities, or pretending all children are identical all ignore real differences and harm inclusion.

**Final Answer:** Respect and use diversity as a resource ⇒

**Answer: (B)** [Go Back to Q10](#)



Q11.

**Solution**

**Concept — Time management in a lesson:** Good planning shares time fairly across all parts of a lesson.

**Step 1 — Analyse:** If early parts overrun, later activities get squeezed out.

**Step 2 — Best step:** Planning a clear time allocation for each part and watching the clock keeps the lesson on track.

**Why other options are wrong:**

- Permanently skipping hard topics, blaming students, or giving up planning do not solve the real cause, which is poor pacing.

**Final Answer:** Plan time for each part and monitor the clock ⇒

[Go Back to Q11](#)

Q12.

**Solution**

**Concept — Managing a mixed-ability class:** Different learners need different levels of challenge.

**Step 1 — Identify the best practice:** Using flexible grouping and varied tasks suited to different levels keeps everyone engaged and learning.

**Step 2 — Reason:** This is differentiation, which prevents fast learners from getting bored and slow learners from being lost.

**Why other options are wrong:**

- Teaching only the fastest, demanding total silence, or giving identical work and ignoring needs all fail many of the learners.

**Final Answer:** Flexible grouping and varied tasks ⇒

[Go Back to Q12](#)



Q13.

**Solution**

**Concept — Classroom routines:** Predictable routines make a class run smoothly.

**Step 1 — Identify the benefit:** Clear daily routines and smooth transitions reduce wasted time and cut down on behaviour problems.

**Step 2 — Reason:** When children know what to do and when, less time is lost and there are fewer chances for disorder.

**Why other options are wrong:**

- Routines do not increase confusion, replace teaching, or make the teacher unnecessary; they support good teaching.

**Final Answer:** Reduce wasted time and behaviour problems ⇒

**Answer: (C)** [Go Back to Q13](#)

Q14.

**Solution**

**Concept — Teacher as facilitator:** Modern pedagogy sees the teacher as a guide to learning.

**Step 1 — Define:** A facilitator sets up situations in which students explore, question and discover ideas for themselves.

**Step 2 — Contrast:** This differs from simply transmitting finished answers.

**Why other options are wrong:**

- Controlling every word or being the sole source of knowledge is teacher-centred; a distant supervisor with no involvement gives no guidance at all.

**Final Answer:** Facilitator of learning ⇒

**Answer: (B)** [Go Back to Q14](#)



Q15.

**Solution**

**Concept — Self-regulation in emotional intelligence:** Managing one's own emotions is a core EI skill.

**Step 1 — Identify the skill:** Staying calm under provocation and controlling one's reactions is self-regulation.

**Step 2 — Reason:** A self-regulated teacher models composure and prevents conflicts from escalating.

**Why other options are wrong:**

- Poor motivation, lack of empathy and social withdrawal are weaknesses, not the strength of staying calm.

**Final Answer:** Self-regulation ⇒

**Answer: (A)** [Go Back to Q15](#)

Q16.

**Solution**

**Concept — Intrapersonal versus interpersonal:** Skills can be about the self or about others.

**Step 1 — Define:** Understanding and managing one's own emotions is an intrapersonal skill ("intra" means within).

**Step 2 — Contrast:** Dealing with others' emotions would be an interpersonal skill.

**Why other options are wrong:**

- Numerical, mechanical and manual skills relate to numbers, machines and hands, not to managing one's own emotions.

**Final Answer:** Intrapersonal skill ⇒

**Answer: (C)** [Go Back to Q16](#)



Q17.

**Solution**

**Concept — Active listening:** Real listening is an active, responsive skill.

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

**Step 2 — Reason:** It shows the speaker they are understood and builds trust.

**Why other options are wrong:**

- Selective ignoring, one-way lecturing and constant interruption are all failures of good listening.

**Final Answer:** Active listening ⇒

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

Q18.

**Solution**

**Concept — Maslow's love and belonging needs:** The third level of the pyramid is about social bonds.

**Step 1 — Read the figure:** The level just above Safety, and just below Esteem, is Love / Belonging.

**Step 2 — Match the description:** A longing for friendship, affection and a sense of belonging is exactly the meeting of Love and belonging needs.

**Why other options are wrong:**

- Safety needs are about security and freedom from fear; esteem is about respect and recognition; self-actualisation is fulfilling one's full potential — none captures the need for friendship and belonging.

**Final Answer:** Love and belonging needs ⇒

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



Q19.

**Solution**

**Concept — Scaffolding:** Support is given and then slowly withdrawn as the learner grows able.

**Step 1 — Define:** Scaffolding means giving strong help at first and gradually removing it as the learner gains skill.

**Step 2 — Connect:** The idea fits Vygotsky's Zone of Proximal Development, where guided help leads to independence.

**Why other options are wrong:**

- Streaming sorts students by ability; standardising makes everything uniform; suppressing holds learners back — none describes gradual, fading support.

**Final Answer:** Scaffolding ⇒

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

Q20.

**Solution**

**Concept — Peer tutoring and the ZPD:** Learners can help each other across the Zone of Proximal Development.

**Step 1 — Identify:** Pairing a stronger student with a weaker one so the stronger helps the weaker is called peer tutoring.

**Step 2 — Reason:** The more capable peer acts as a More Knowledgeable Other, guiding the partner to do what they could not do alone.

**Why other options are wrong:**

- Solitary rote drill, silent individual testing and strict ranking involve no peer support and do not use the ZPD.

**Final Answer:** Peer tutoring ⇒

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



Q21.

**Solution**

**Concept — Foundational Stage learning in NCF-SE 2023:** Young children learn best through play.

**Step 1 — Recall the recommendation:** For the Foundational Stage, NCF-SE 2023 calls for play-based and activity-based learning.

**Step 2 — Reason:** Play, stories, songs and hands-on activity suit how very young children naturally explore and learn.

**Why other options are wrong:**

- Heavy textbook study with daily exams, long static lectures and pure formula drill are inappropriate for this age and are discouraged.

**Final Answer:** Play-based and activity-based learning ⇒

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

Q22.

**Solution**

**Concept — Reducing rote learning:** NCF-SE 2023 shifts focus from memory to understanding.

**Step 1 — Identify the aim:** A central aim is to reduce rote learning and build genuine conceptual understanding.

**Step 2 — Reason:** Children who understand concepts can apply them, unlike those who only memorise.

**Why other options are wrong:**

- Increasing memorisation, focusing only on marks, and removing all activity are exactly the practices the framework wants to reduce.

**Final Answer:** Reduce rote learning and build understanding ⇒

**Answer: (A)** [Go Back to Q22](#)



Q23.

**Solution**

**Concept — Joyful learning:** NCF-SE 2023 wants school to be a happy experience.

**Step 1 — Recall the stress:** The framework repeatedly calls for joyful and engaging learning.

**Step 2 — Reason:** Children learn more and stay in school when learning is interesting and free from fear.

**Why other options are wrong:**

- Fearful, boring, or harshly competitive schooling goes against the joyful spirit the framework promotes.

**Final Answer:** Joyful and engaging ⇒

**Answer: (D)** [Go Back to Q23](#)

Q24.

**Solution**

**Concept — “Analyse” level of Bloom’s taxonomy:** Each level names a kind of thinking, rising from lower to higher order.

**Step 1 — Read the figure:** Reading upward, the order is Remember, Understand, Apply, Analyse, Evaluate, Create; Analyse is the fourth level.

**Step 2 — Match the action:** Breaking information into its component parts and examining how those parts relate is exactly the Analyse level.

**Why other options are wrong:**

- Remember is only recalling facts; Understand is explaining in one’s own words; Create is combining parts to produce something new — the opposite of breaking a whole down into parts.

**Final Answer:** Analyse ⇒

**Answer: (C)** [Go Back to Q24](#)



Q25.

**Solution**

**Concept — Reading a trend from a bar chart:** The heights of the bars show how marks change over time.

**Step 1 — Read the figure:** The four bars rise from T1 to T4 (about 3, 4, 5 and 6).

**Step 2 — Interpret:** Since each test score is higher than the one before, the overall upward pattern means the learning is improving over time.

**Why other options are wrong:**

- The bars do not fall over time, do not stay the same, and do not dip then recover; they rise throughout.

**Final Answer:** Improving over time ⇒

**Answer: (D)** [Go Back to Q25](#)

Q26.

**Solution**

**Concept — Rubrics and self-assessment:** A rubric makes the standards of quality clear and public.

**Step 1 — Define:** A rubric is a scoring guide listing criteria and levels of quality, shared with students beforehand.

**Step 2 — Connect:** Because the criteria are clear, students can even judge their own work, which supports self-assessment.

**Why other options are wrong:**

- A seating chart, time table and attendance register organise the class but do not describe how work will be judged.

**Final Answer:** Rubric ⇒

**Answer: (B)** [Go Back to Q26](#)



Q27.

**Solution**

**Concept — Aim of blended learning:** Blended learning mixes physical and digital teaching on purpose.

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

**Step 2 — Identify the aim:** The chief aim is to combine the strengths of in-person teaching and digital learning.

**Why other options are wrong:**

- Blended learning does not remove the teacher, stop classroom interaction, or ban technology; it keeps both modes working together.

**Final Answer:** Combine the strengths of in-person and digital learning ⇒

**Answer: (A)** [Go Back to Q27](#)

Q28.

**Solution**

**Concept — DIKSHA and QR-coded textbooks:** DIKSHA links printed books to digital content.

**Step 1 — Recall:** A QR code printed on a page can be scanned to open extra videos, lessons and practice on DIKSHA.

**Step 2 — Name them:** Such books are called energised (QR-coded) textbooks.

**Why other options are wrong:**

- “Banned textbooks”, “paperless examinations” and “sports manuals” have nothing to do with QR-linked DIKSHA content.

**Final Answer:** Energised (QR-coded) textbooks ⇒

**Answer: (D)** [Go Back to Q28](#)



Q29.

**Solution**

**Concept — SEDGs in NEP 2020:** NEP 2020 names groups that need extra focus for equity.

**Step 1 — Expand the term:** SEDGs stands for Socio-Economically Disadvantaged Groups.

**Step 2 — Reason:** These include groups disadvantaged by gender, location, disability or poverty, who need targeted support to reach equal opportunity.

**Why other options are wrong:**

- The sports, examination-drafting and data interpretations are invented expansions and do not match the policy term.

**Final Answer:** Socio-Economically Disadvantaged Groups ⇒

**Answer: (B)** [Go Back to Q29](#)

Q30.

**Solution**

**Concept — Equity through scholarships:** Money should not decide who gets to study.

**Step 1 — Interpret:** Scholarships and financial aid remove the cost barrier for poor children.

**Step 2 — Classify:** This is a step towards equity and equal opportunity in education.

**Why other options are wrong:**

- Such support raises, not lowers, the value of education; it keeps children in school rather than encouraging dropout; and it includes rather than segregates poor children.

**Final Answer:** Equity and equal opportunity in education ⇒

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

