

RIE CEE Teaching Aptitude

Sample Paper – 8

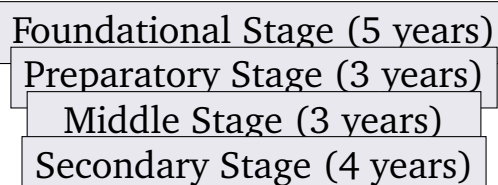
Duration: 45 Minutes

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.

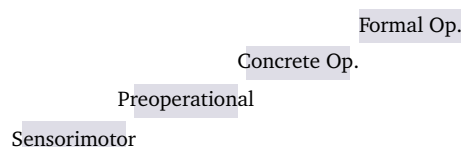
Q1. The figure shows the school structure introduced by NEP 2020. The **Secondary Stage** (the topmost block) covers which set of grades?



- (A) Grades 6 to 8
- (B) Grades 3 to 5
- (C) Grades 9 to 12
- (D) Grades 1 to 5



- Q2.** The committee that drafted the National Education Policy 2020 was chaired by:
- (A) Dr. K. Kasturirangan
 - (B) Dr. D. S. Kothari
 - (C) Prof. Yash Pal
 - (D) Dr. T. S. R. Subramanian
- Q3.** NEP 2020 introduced a flexible option in higher education that allows a student to leave a programme and rejoin later with appropriate certification. This feature is called:
- (A) A single rigid degree path
 - (B) Compulsory four-year attendance
 - (C) A fixed two-year diploma only
 - (D) Multiple entry and exit
- Q4.** Following NEP 2020, the Ministry of Human Resource Development (MHRD) was renamed as the:
- (A) Ministry of Skill Development
 - (B) Ministry of Education
 - (C) Ministry of School Affairs
 - (D) Ministry of Higher Studies
- Q5.** The figure shows Piaget's four stages of cognitive development in order. A child who focuses on only one feature of a situation (centration) and so cannot yet conserve quantity is typically in which stage?



- (A) Sensorimotor stage
 - (B) Preoperational stage
 - (C) Concrete operational stage
 - (D) Formal operational stage
- Q6.** The famous “Heinz dilemma”, in which a man considers stealing a costly drug to save his dying wife, was used to study the development of:
- (A) Object permanence
 - (B) Language acquisition
 - (C) Sensorimotor coordination
 - (D) Moral reasoning
- Q7.** In Skinner’s operant conditioning, removing an unpleasant stimulus (for example, switching off a loud alarm) to make a behaviour more likely is an example of:
- (A) Negative reinforcement
 - (B) Positive punishment
 - (C) Extinction
 - (D) Classical conditioning
- Q8.** In Piaget’s theory, “egocentrism” in young children means that they:
- (A) Are selfish and unwilling to share toys
 - (B) Can think about abstract, hypothetical problems
 - (C) Find it hard to see things from another person’s viewpoint
 - (D) Have already mastered logical reasoning
- Q9.** During a class test a teacher catches a student copying answers from a hidden note. The most professional first response is to:
- (A) Tear up the student’s paper and announce it loudly to the class



- (B) Quietly take the note, let the student finish, and speak to him privately afterwards
- (C) Ignore it and say nothing at all
- (D) Permanently brand the student as a cheat before the whole school

Q10. Research on motivation suggests that, to build a growth mindset, a teacher should mainly praise a child's:

- (A) Effort and the strategies used
- (B) Fixed natural intelligence
- (C) Family background
- (D) Physical appearance

Q11. A student becomes angry and raises his voice at the teacher over a disputed mark. The most appropriate response is to:

- (A) Shout back louder to establish authority
- (B) Send the student out immediately without a word
- (C) Threaten to fail him in the subject
- (D) Stay calm, lower your own voice, and discuss the mark once he settles

Q12. Teaching students a fixed routine for entering the room, settling down and starting work is an example of using:

- (A) Random unpredictable instructions
- (B) Harsh collective punishment
- (C) Established classroom procedures and routines
- (D) Long daily lectures on behaviour

Q13. Two students at the back are whispering during silent work. The least disruptive and most effective first step is to:



- (A) Move closer and use a quiet, non-verbal cue while continuing the lesson
- (B) Stop the whole class and scold the two loudly
- (C) Send both straight to the principal
- (D) Cancel the silent work for everyone

Q14. A teacher who guides students to take responsibility for class duties such as monitoring and group leadership is mainly developing:

- (A) Complete teacher control over every action
- (B) Leadership and responsibility among the students
- (C) Fear of the teacher
- (D) Dependence on constant instructions

Q15. A teacher who feels irritated by a noisy class but takes a deep breath and responds calmly instead of reacting in anger is showing strong:

- (A) Subject knowledge
- (B) Physical fitness
- (C) Speed of marking
- (D) Self-management of emotions

Q16. Noticing from a student's facial expression and body language that she is upset, even before she speaks, mainly reflects the teacher's:

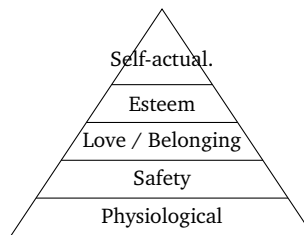
- (A) Mathematical ability
- (B) Memory for dates
- (C) Social awareness and sensitivity to others
- (D) Handwriting skill

Q17. The friendly, trusting relationship a teacher builds with students that makes them feel safe to ask questions is best called:



- (A) Rapport
- (B) Rivalry
- (C) Indifference
- (D) Detachment

Q18. In Maslow's hierarchy of needs shown below, the need to realise one's **full potential** sits at which level?



- (A) Physiological needs
- (B) Love / Belonging needs
- (C) Esteem needs
- (D) Self-actualisation needs

Q19. The idea that education should be “man-making and character-building”, drawing out the perfection already in a child, is associated with:

- (A) John Dewey
- (B) Swami Vivekananda
- (C) Friedrich Froebel
- (D) Maria Montessori

Q20. Mahatma Gandhi's scheme of Basic Education (Nai Talim) placed at the centre of learning a:

- (A) Heavy reliance on English textbooks
- (B) Strict rote memorisation of facts
- (C) Productive craft or handwork linked to the local environment



(D) Purely examination-driven curriculum

Q21. The Holistic Progress Card recommended by NCF-SE 2023 is best described as a:

- (A) 360-degree, multidimensional report of the learner's progress
- (B) Single mark sheet of the final exam only
- (C) Record of attendance alone
- (D) List of fees paid by the family

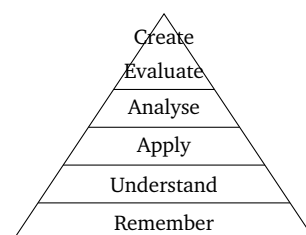
Q22. NCF-SE 2023 frames its goals as “learning outcomes” that describe:

- (A) The number of textbook pages to be finished
- (B) The specific competencies a learner should be able to demonstrate
- (C) The seating plan of the classroom
- (D) The salary scale of the teachers

Q23. NCF-SE 2023 is the National Curriculum Framework for School Education developed to put into practice the vision of:

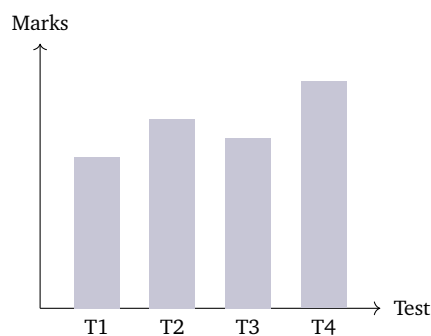
- (A) The RTE Act 2009 only
- (B) The NPE 1968
- (C) The Sargent Report
- (D) The National Education Policy 2020

Q24. In the revised Bloom's taxonomy shown below, critically judging the value of an argument and defending the judgement corresponds to which level?



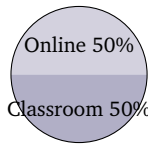
- (A) Remember
- (B) Understand
- (C) Evaluate
- (D) Create

Q25. The bar graph shows a student's marks rising across four short class tests held within one term. This upward trend across the tests most directly reflects the student's:



- (A) Improvement in performance over the term
 - (B) Decline in performance over the term
 - (C) No change in performance at all
 - (D) A single end-of-term result
- Q26.** When a teacher checks that a test covers the whole syllabus it was meant to cover, the teacher is examining the test's:
- (A) Reliability
 - (B) Content validity
 - (C) Length
 - (D) Printing quality
- Q27.** The pie chart shows a course delivered in equal halves face-to-face and online. The planned combination of in-person and digital teaching shown here is known as:





- (A) Pure correspondence learning
- (B) Rote drilling
- (C) Home schooling
- (D) Blended learning

Q28. Under the PM eVIDYA initiative, the “One Class, One Channel” arrangement provides school education mainly through:

- (A) Dedicated DTH television channels, one for each class
- (B) Only printed postal lessons
- (C) Only paid private coaching
- (D) Only face-to-face village meetings

Q29. A trained professional who adapts lessons and supports children with disabilities so they can learn alongside their peers is called a:

- (A) School accountant
- (B) Transport in-charge
- (C) Special educator
- (D) Exam invigilator

Q30. In an inclusive school, a separate room equipped with special materials where children with special needs receive extra individual help for part of the day is known as a:

- (A) Staff common room
- (B) Resource room
- (C) Detention room
- (D) Store room



Detailed Solutions

Q1.

Solution

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

Step 1 — Read the figure: The bottom-most block in the figure is the Secondary Stage, lasting 4 years.

Step 2 — Map the grades: The four stages are Foundational (pre-school to Grade 2), Preparatory (Grades 3 to 5), Middle (Grades 6 to 8) and Secondary (Grades 9 to 12).

Step 3 — Conclude: The Secondary Stage therefore covers Grades 9 to 12.

Why other options are wrong:

- Grades 6 to 8 form the Middle Stage; Grades 3 to 5 form the Preparatory Stage; Grades 1 to 5 mix two different stages.

Final Answer: The Secondary Stage covers Grades 9 to 12 ⇒

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

Q2.

Solution

Concept — Drafting of NEP 2020: The policy was prepared by an expert committee before being approved by the Union Cabinet in 2020.

Step 1 — Recall the chair: The drafting committee for NEP 2020 was chaired by the eminent space scientist Dr. K. Kasturirangan.

Step 2 — Connect: His committee submitted the draft National Education Policy that became NEP 2020.

Why other options are wrong:

- Dr. D. S. Kothari led the Kothari Commission of the 1960s; Prof. Yash Pal headed an earlier committee on the curriculum burden; Dr. T. S. R. Subramanian chaired a separate earlier panel, not the final NEP 2020 draft.

Final Answer: Dr. K. Kasturirangan ⇒



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

Q3.

Solution

Concept — Flexibility in higher education: NEP 2020 makes degree programmes more flexible so students are not locked into a single rigid path.

Step 1 — Identify the feature: The provision that lets a learner exit a programme with a certificate, diploma or degree and rejoin later is called multiple entry and exit.

Step 2 — Connect: It works together with the Academic Bank of Credits, which stores earned credits until the student returns.

Why other options are wrong:

- A single rigid degree path, compulsory four-year attendance, and a fixed two-year diploma are exactly the rigidities NEP 2020 removes.

Final Answer: Multiple entry and exit \Rightarrow

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

Q4.

Solution

Concept — Administrative change with NEP 2020: The policy was accompanied by a symbolic renaming of the central ministry.

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 the focus squarely back on education as the core function.

Why other options are wrong:

- Ministry of Skill Development, Ministry of School Affairs and Ministry of Higher Studies are not the names that MHRD was changed to.

Final Answer: Ministry of Education \Rightarrow

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



Q5.

Solution

Concept — Piaget’s preoperational stage: Between about 2 and 7 years a child thinks in symbols but not yet logically.

Step 1 — Read the figure: The second step in the figure is the Preoperational stage.

Step 2 — Match the trait: Centration, fixing on a single feature such as the height of water and ignoring the width, is a hallmark of the preoperational stage and is exactly why such a child cannot yet conserve quantity.

Why other options are wrong:

- The Sensorimotor stage is about senses and actions; the Concrete operational stage has already mastered conservation by decentring; the Formal operational stage handles abstract reasoning, well past simple conservation.

Final Answer: Preoperational stage ⇒

[Go Back to Q5](#)

Q6.

Solution

Concept — Kohlberg’s moral dilemmas: Kohlberg studied moral reasoning by posing short stories with a moral conflict.

Step 1 — Identify the dilemma: The Heinz dilemma asks whether a man should steal an over-priced drug to save his dying wife.

Step 2 — Connect: How a person justifies the answer reveals the stage of moral reasoning, which is what Kohlberg studied.

Why other options are wrong:

- Object permanence and sensorimotor coordination belong to Piaget’s early stage; language acquisition is a separate area, not the focus of the Heinz dilemma.

Final Answer: Moral reasoning ⇒

[Go Back to Q6](#)



Q7.

Solution

Concept — Reinforcement in operant conditioning: Reinforcement always strengthens a behaviour; it can be positive (adding something pleasant) or negative (removing something unpleasant).

Step 1 — Read the example: Switching off a loud alarm makes the behaviour that turned it off more likely to recur.

Step 2 — Classify: Because an unpleasant stimulus is removed to increase the behaviour, this is negative reinforcement.

Why other options are wrong:

- Positive punishment adds something unpleasant to reduce a behaviour; extinction removes reinforcement so a behaviour fades; classical conditioning involves automatic stimulus pairing, not consequences.

Final Answer: Negative reinforcement \Rightarrow

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

Q8.

Solution

Concept — Meaning of egocentrism: In Piaget's work egocentrism is a cognitive limitation, not a moral fault.

Step 1 — Define: It means the child finds it hard to see a situation from any viewpoint other than its own.

Step 2 — Reason: A classic test is the three-mountains task, where the child assumes others see exactly what the child sees.

Why other options are wrong:

- It is not about being selfish with toys; abstract hypothetical thinking and mastered logical reasoning belong to later stages, not to egocentric children.

Final Answer: Difficulty seeing another's viewpoint \Rightarrow

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



Q9.

Solution

Concept — Handling cheating professionally: A teacher should stop the wrongdoing while protecting the child's dignity.

Step 1 — Analyse the situation: Cheating must be addressed, but public humiliation damages the student and disturbs others.

Step 2 — Choose the best response: Quietly removing the note, letting the student finish, and talking privately afterwards stops the cheating and allows a fair, calm conversation.

Why other options are wrong:

- Tearing the paper and announcing it, or branding the student before the school, humiliate rather than correct; ignoring it lets the dishonesty pass unchallenged.

Final Answer: Take the note quietly and speak privately ⇒

[Go Back to Q9](#)

Q10.

Solution

Concept — Praise and growth mindset: The kind of praise a teacher gives shapes how a child views ability.

Step 1 — Identify the best practice: Praising effort and the strategies a child uses tells the child that hard work and good methods lead to success.

Step 2 — Reason: This builds a growth mindset, where the child believes ability can improve with practice.

Why other options are wrong:

- Praising fixed intelligence encourages a fragile fixed mindset; praising family background or appearance has nothing to do with learning.

Final Answer: Praise effort and strategies ⇒

[Go Back to Q10](#)



Q11.

Solution

Concept — Staying calm under provocation: A teacher models emotional control even when a student is angry.

Step 1 — Analyse: Matching the student's anger only escalates the conflict in front of the class.

Step 2 — Best response: Staying calm, lowering your own voice, and discussing the disputed mark once the student settles defuses the tension and addresses the real issue.

Why other options are wrong:

- Shouting back, sending him out without a word, or threatening to fail him all worsen the relationship and avoid the actual problem.

Final Answer: Stay calm and discuss once he settles ⇒

[Go Back to Q11](#)

Q12.

Solution

Concept — Procedures and routines: Well-taught routines prevent disorder before it starts.

Step 1 — Identify: A fixed, practised way of entering, settling and starting work is a classroom procedure or routine.

Step 2 — Reason: Once routines are automatic, less time is lost and fewer disruptions occur.

Why other options are wrong:

- Random instructions create confusion; harsh collective punishment and long behaviour lectures are reactive, not preventive routines.

Final Answer: Established procedures and routines ⇒

[Go Back to Q12](#)



Q13.

Solution

Concept — Low-key responses to minor off-task behaviour: Small disruptions are best handled with the least possible interruption.

Step 1 — Analyse: Whispering during silent work is minor; a loud reaction would disturb the whole class more than the whispering itself.

Step 2 — Best first step: Moving closer and using a quiet, non-verbal cue while teaching continues redirects the two students without breaking the lesson.

Why other options are wrong:

- Stopping and scolding loudly disrupts everyone; sending them to the principal is an over-reaction; cancelling the work punishes the whole class.

Final Answer: Move closer and use a quiet cue ⇒

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

Q14.

Solution

Concept — Sharing responsibility: Good leadership in a classroom spreads responsibility to the students.

Step 1 — Identify: Giving students duties such as monitoring and group leadership develops leadership and responsibility in them.

Step 2 — Reason: Taking ownership of class tasks builds confidence, cooperation and self-discipline.

Why other options are wrong:

- Total teacher control, fear of the teacher, and dependence on constant instructions are the opposite of building student leadership.

Final Answer: Leadership and responsibility among students ⇒

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



Q15.

Solution

Concept — Self-management of emotions: A core part of emotional intelligence is controlling one's own emotional reactions.

Step 1 — Analyse: The teacher feels irritation but pauses and responds calmly instead of reacting in anger.

Step 2 — Identify: This control of one's own feelings is self-management (self-regulation) of emotions.

Why other options are wrong:

- Subject knowledge, physical fitness and marking speed are unrelated to handling one's emotions in the moment.

Final Answer: Self-management of emotions ⇒ D

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

Q16.

Solution

Concept — Social awareness: Reading other people's emotions is the interpersonal side of emotional intelligence.

Step 1 — Analyse: Picking up that a student is upset from her face and body language, before she speaks, means the teacher is tuned in to others.

Step 2 — Identify: This is social awareness, or sensitivity to others' feelings.

Why other options are wrong:

- Mathematical ability, memory for dates and handwriting skill have nothing to do with sensing another's emotional state.

Final Answer: Social awareness and sensitivity to others ⇒ C

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



Q17.

Solution

Concept — Rapport: Strong interpersonal skills create a warm, trusting bond with students.

Step 1 — Define: Rapport is the friendly, trusting relationship that makes students feel safe to speak and ask questions.

Step 2 — Reason: When rapport is strong, students participate more freely and learning improves.

Why other options are wrong:

- Rivalry, indifference and detachment all push students away rather than build trust.

Final Answer: Rapport \Rightarrow

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

Q18.

Solution

Concept — Maslow's hierarchy of needs: Needs are arranged from the base upward, each built on the one below.

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

Step 2 — Find the need for full potential: The need to realise one's full potential, to become all that one is capable of becoming, is Self-actualisation, the apex of the pyramid.

Why other options are wrong:

- Physiological and Love / Belonging needs lie low in the pyramid; Esteem (recognition and respect) sits just below the top, but it is Self-actualisation, not Esteem, that captures fulfilling one's full potential.

Final Answer: Self-actualisation needs \Rightarrow

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



Q19.

Solution

Concept — Vivekananda on education: Swami Vivekananda saw education as drawing out the perfection already present in a child.

Step 1 — Recall the idea: His view of “man-making and character-building education” stresses inner strength, character and self-confidence.

Step 2 — Connect: For him education was the manifestation of the perfection already in the learner.

Why other options are wrong:

- Dewey is linked with learning by doing; Froebel founded the kindergarten; Montessori gave the prepared-environment method.

Final Answer: Swami Vivekananda ⇒

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

Q20.

Solution

Concept — Gandhi’s Basic Education (Nai Talim): Gandhi proposed a craft-centred, self-supporting form of education.

Step 1 — Identify the core: At its centre is a productive craft or handwork linked to the child’s local environment, such as spinning or gardening.

Step 2 — Reason: Learning through a useful craft connects the head, heart and hand and makes schooling meaningful.

Why other options are wrong:

- Reliance on English textbooks, rote memorisation and an exam-driven curriculum are exactly what Nai Talim moved away from.

Final Answer: A productive craft linked to the local environment ⇒

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



Q21.

Solution

Concept — Holistic Progress Card in NCF-SE 2023: The framework calls for a richer report than a marks list.

Step 1 — Define: The Holistic Progress Card is a 360-degree, multidimensional report covering cognitive, social, emotional and other aspects of the learner.

Step 2 — Reason: It draws on self-assessment, peer feedback and teacher observation, not exam marks alone.

Why other options are wrong:

- A single final-exam mark sheet, an attendance record, or a list of fees each capture only a narrow slice of the child.

Final Answer: A 360-degree, multidimensional report ⇒

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

Q22.

Solution

Concept — Competency-based learning outcomes: NCF-SE 2023 states its goals as what learners can actually do.

Step 1 — Define: Learning outcomes describe the specific competencies a learner should be able to demonstrate after learning.

Step 2 — Reason: This shifts the focus from covering content to mastering abilities.

Why other options are wrong:

- The number of textbook pages, the seating plan and the teachers' salary scale are not what learning outcomes describe.

Final Answer: The competencies a learner should demonstrate ⇒

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



Q23.

Solution

Concept — Link between policy and framework: A curriculum framework turns a policy's vision into classroom practice.

Step 1 — Connect: NCF-SE 2023 was developed to operationalise the vision of the National Education Policy 2020.

Step 2 — Reason: It carries forward NEP 2020's ideas of competency-based, holistic and flexible learning.

Why other options are wrong:

- The RTE Act 2009, the NPE 1968 and the Sargent Report are earlier documents, not the basis of NCF-SE 2023.

Final Answer: The National Education Policy 2020 ⇒

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

Q24.

Solution

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

Step 1 — Read the figure: The levels in order are Remember, Understand, Apply, Analyse, Evaluate, Create.

Step 2 — Match the description: Critically judging the value of an argument and defending that judgement against criteria is the "Evaluate" level, the second-highest order of thinking.

Why other options are wrong:

- Remember is simple recall; Understand is explaining meaning; Create is producing something new at the very top, none of which is judging the worth of an argument.

Final Answer: Evaluate ⇒

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



Q25.

Solution

Concept — Reading a trend in test scores: A series of marks plotted over time shows the direction in which a student is moving.

Step 1 — Read the figure: Across the four short class tests the bars move from 4 to 5 to 4.5 to 6, an overall rising pattern from T1 to T4.

Step 2 — Interpret: Marks that climb across successive tests in one term most directly reflect an improvement in the student's performance over the term.

Why other options are wrong:

- A decline would show falling bars and no change would show level bars, neither of which matches the rising trend; the graph shows four separate tests, not a single end-of-term result.

Final Answer: Improvement in performance over the term \Rightarrow

[Go Back to Q25](#)

Q26.

Solution

Concept — Validity of a test: Validity asks whether a test measures what it is meant to measure.

Step 1 — Identify the type: Checking that a test covers the whole syllabus it was meant to cover examines its content validity.

Step 2 — Reason: A test with good content validity samples all the intended topics fairly.

Why other options are wrong:

- Reliability is about consistency of scores, not coverage; the length and printing quality of a test are not forms of validity.

Final Answer: Content validity \Rightarrow

[Go Back to Q26](#)



Q27.

Solution

Concept — Modes of teaching: Modern courses often combine a physical classroom with online learning.

Step 1 — Read the figure: The course is delivered in equal halves, face-to-face and online.

Step 2 — Name it: A planned combination of in-person and digital teaching is called blended learning.

Why other options are wrong:

- Pure correspondence learning is fully remote; rote drilling is a memorisation method; home schooling is taught at home, none of which is the planned mix shown.

Final Answer: Blended learning \Rightarrow

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

Q28.

Solution

Concept — PM eVIDYA: PM eVIDYA is a multi-mode digital and broadcast initiative for school education.

Step 1 — Recall the feature: Its “One Class, One Channel” component provides dedicated DTH television channels, one for each class.

Step 2 — Reason: These channels reach learners who may not have internet, so teaching continues by television.

Why other options are wrong:

- PM eVIDYA is not limited to printed postal lessons, paid private coaching, or only face-to-face village meetings.

Final Answer: Dedicated DTH channels, one per class \Rightarrow

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



Q29.

Solution

Concept — Special educators: Inclusive education needs trained staff to support children with disabilities.

Step 1 — Define: A special educator is trained to adapt lessons and materials so children with disabilities can learn alongside their peers.

Step 2 — Reason: They work with the regular teacher to provide individual support within the inclusive classroom.

Why other options are wrong:

- A school accountant, a transport in-charge and an exam invigilator have no role in adapting teaching for children with disabilities.

Final Answer: Special educator ⇒

Answer: (C) [Go Back to Q29](#)

Q30.

Solution

Concept — Resource room model: Inclusive schools provide extra support spaces for children with special needs.

Step 1 — Define: A resource room is a specially equipped room where children with special needs receive extra individual help for part of the school day.

Step 2 — Reason: The child spends most of the day in the regular class and visits the resource room only for targeted support.

Why other options are wrong:

- A staff common room, a detention room and a store room are not designed for special-needs support.

Final Answer: Resource room ⇒

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

