RIE CEE Teaching Aptitude

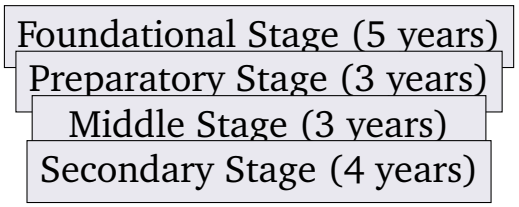
Sample Paper – 9

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. In this design, the **Middle Stage** of schooling corresponds to which grades?



(A) Grades 1 to 2

(B) Grades 3 to 5

(C) Grades 6 to 8

(D) Grades 9 to 12

Q2. NEP 2020 recommends that the curriculum content in each subject should be reduced to its **core essentials**. The main purpose of this step is to:

(A) Make space for critical thinking, discussion and deeper learning

(B) Help students finish the syllabus faster for examinations

(C) Remove all practical and activity-based work

(D) Reduce the number of school working days

Q3. As part of building 21st-century skills, NEP 2020 proposes that the teaching of **coding** be introduced for students starting from:

(A) The pre-primary years

(B) Grade 1 onwards

(C) Only the higher-secondary years

(D) The upper primary stage (around Grade 6)

Q4. NEP 2020 suggests that students of Grades 6 to 8 should take part in "**bag-less days**" periodically. The chief aim of bag-less days is to:

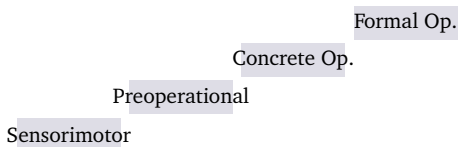
(A) Give students extra days of holiday from school

(B) Let students gain hands-on vocational and experiential exposure

(C) Reduce the school timetable to half a day

(D) Stop the teaching of academic subjects altogether

Q5. The figure shows Piaget's four stages of cognitive development arranged in order of increasing maturity. The **most mature, final** stage in this sequence is:



(A) Formal Operational stage

(B) Sensorimotor stage

(C) Preoperational stage

(D) Concrete Operational stage

Q6. According to Vygotsky, the self-directed talk that a young child uses aloud to guide its own actions, which later turns inward and becomes silent thought, is called:

(A) Echolalia

(B) Babbling

(C) Private (inner) speech

(D) Telegraphic speech

Q7. The view that learning consists of forming connections, or stimulus–response (S–R) bonds, that are strengthened through repetition and satisfying outcomes is the central idea of:

(A) Gestalt insight learning

(B) Thorndike's connectionism

(C) Vygotsky's socio-cultural theory

(D) Piaget's stage theory

Q8. Thorndike's "Law of Effect" states that a response is more likely to be repeated when it is followed by:

(A) A long period of rest

(B) Repeated punishment

(C) A new and unrelated stimulus

(D) A satisfying or pleasant consequence

Q9. A teacher finds that a weak student has almost given up trying. The most professional way to motivate this student is to:

(A) Compare the student openly with the class toppers

(B) Set small achievable goals and praise each genuine effort

(C) Tell the student that the subject is simply too hard for them

(D) Move the student to the last bench and move on

Q10. A few students come late to class almost every day. The most appropriate first step for the teacher is to:

(A) Speak with them to find the reason and agree on a fair solution

(B) Lock the classroom door so latecomers cannot enter

(C) Deduct marks from their examination total

(D) Announce their names daily as a warning to others

Q11. While arranging seats, a teacher wants every child, including a student who uses crutches and one with low vision, to take part fully. The most professional seating choice is to:

(A) Seat all students with difficulties together at the very back

(B) Fix permanent seats only by examination rank

(C) Plan flexible seating so each child can see, hear and move comfortably

(D) Let the strongest students choose first and fill remaining seats randomly

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

(A) Suddenly changing tasks without any warning

(B) Stopping all activities until the class is silent for long periods

(C) Threatening punishment before every new activity

(D) Clear signals and established routines for smooth transitions

Q13. A teacher who is constantly aware of what is happening in every part of the room, and so prevents small disruptions before they grow, is showing the management quality Kounin called:

(A) With-it-ness

(B) Favouritism

(C) Indifference

(D) Rigidity

Q14. A teacher-leader who inspires colleagues and students with a shared vision, raises their motivation and helps them grow beyond their own expectations is best described as practising:

(A) Laissez-faire leadership

(B) Transformational leadership

(C) Autocratic leadership

(D) Indifferent leadership

Q15. A teacher feels very angry at a student's rude remark but pauses, stays calm and responds without losing temper. This control of one's own emotions is the EI component called:

(A) Self-awareness

(B) Social skill

(C) Self-regulation

(D) Motivation

Q16. A student is quiet and tearful after losing a family member. A teacher high in emotional intelligence would first:

(A) Insist that the student answer questions as usual

(B) Acknowledge the student's feelings and offer gentle support

(C) Tell the student to keep personal matters out of school

(D) Send the student out until they feel better

Q17. When a teacher listens to a student with full attention, makes eye contact, and reflects back what was said to confirm understanding, the teacher is using:

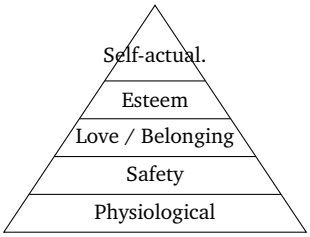
(A) Selective hearing

(B) One-way instruction

(C) Passive silence

(D) Active listening

Q18. In Maslow's hierarchy of needs shown below, the need that occupies the **second level from the bottom** of the pyramid is:



(A) Physiological needs

(B) Safety needs

(C) Esteem needs

(D) Self-actualisation needs

Q19. The "project method", in which pupils learn by carrying out a purposeful task or project to its completion, was developed by:

(A) William H. Kilpatrick

(B) B. F. Skinner

(C) Ivan Pavlov

(D) Edward Tolman

Q20. In the problem-solving method of teaching, the central role of the teacher is to:

(A) Dictate the answer and have students copy it down

(B) Test memory of definitions through repeated drills

(C) Pose a real problem and guide students to reason out their own solution

(D) Keep students passive while the teacher demonstrates everything

Q21. NCF-SE 2023 strongly recommends that classrooms across all stages move towards learning that is:

(A) Based mainly on silent rote repetition

(B) Driven only by high-stakes year-end tests

(C) Focused on copying notes from the board

(D) Joyful, experiential and rooted in activity

Q22. One of the guiding principles of NCF-SE 2023 is **multilingualism**, which means schools should:

(A) Use English alone as the medium at every stage

(B) Treat children's home languages as resources and nurture several languages

(C) Forbid the use of any regional language in class

(D) Teach only one national language to all children

Q23. NCF-SE 2023 advises teachers to connect lessons to the **local context** of the learners. A teacher follows this best by:

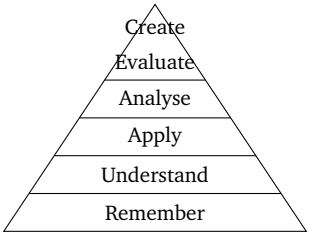
(A) Drawing examples from the children's own surroundings, crafts and environment

(B) Using only foreign textbook illustrations unfamiliar to the children

(C) Avoiding any reference to the village or town the children live in

(D) Restricting every example strictly to the printed textbook

Q24. The figure shows the revised Bloom's taxonomy of the cognitive domain. The level at which a learner simply **recalls facts from memory** sits at which position?



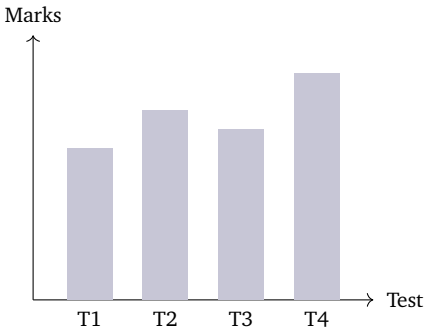
(A) The highest level, Create

(B) The fifth level, Evaluate

(C) The lowest, base level, Remember

(D) The third level, Apply

Q25. The bar graph shows one student's marks across four short tests taken during the term. The teacher uses these ongoing results to **adjust day-to-day teaching** while learning is still in progress. This kind of assessment is best described as:



(A) Formative assessment

(B) Summative assessment

(C) Norm-referenced grading

(D) A board examination for certification

Q26. Instead of writing only a mark on a student's work, a teacher writes specific comments telling the child what was done well and what to improve next. This practice is called:

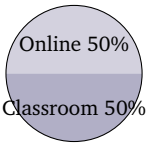
(A) Norm-referenced grading

(B) Summative ranking

(C) Standardised scoring

(D) Descriptive (formative) feedback

Q27. The pie chart shows a course in which face-to-face classroom teaching and online learning are used **together** in equal measure. A mode of teaching that combines these two in this way is called:



(A) Purely online distance learning

(B) Blended learning

(C) Purely face-to-face teaching

(D) Correspondence learning

Q28. On the DIKSHA platform, a printed textbook page carries a QR code; scanning it opens videos, animations and practice material linked to that page. Such textbooks are called:

(A) Bridge courses

(B) Open-book examinations

(C) Energized textbooks

(D) Workbooks

Q29. In an inclusive classroom, a teacher pairs a child with a disability with a supportive classmate who helps with notes and activities. This planned use of classmates to support each other is known as:

(A) Peer support / peer tutoring

(B) Streaming by ability

(C) Grade retention

(D) Special segregation

Q30. The Rights of Persons with Disabilities (RPwD) Act, 2016 expanded the legal recognition of disabilities in India. Under this Act, the number of recognised disabilities is:

(A) 7 disabilities

(B) 11 disabilities

(C) 15 disabilities

(D) 21 disabilities

Detailed Solutions

Q1.

Solution

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

Step 1 — Identify the stage: The third block from the top is the Middle Stage, shown as a 3-year stage in the figure.

Step 2 — Map it to grades: The Middle Stage covers Grades 6, 7 and 8 (ages about 11 to 14), so it corresponds to Grades 6 to 8.

Why other options are wrong:

- Grades 1 to 2 fall in the Foundational Stage; Grades 3 to 5 are the Preparatory Stage; Grades 9 to 12 are the Secondary Stage.

Final Answer: The Middle Stage covers Grades 6 to 8 $\Rightarrow$ C

Answer: (C) Go Back to Q1

Q2.

Solution

Concept — Reducing content to core essentials: NEP 2020 asks that syllabi be trimmed so that classrooms are not crowded with mere coverage of facts.

Step 1 — Recall the policy aim: The policy says content should be reduced to its core essentials.

Step 2 — Identify the purpose: The freed-up time is meant for critical thinking, discussion, analysis, inquiry and deeper, more meaningful learning.

Why other options are wrong:

- Finishing the syllabus faster for exams is the opposite of the intent; removing practical work or cutting school days are not what the policy proposes.

Final Answer: Make space for critical thinking and deeper learning $\Rightarrow$ A

Answer: (A) Go Back to Q2

Q3.

Solution

Concept — Coding and 21st-century skills: NEP 2020 wants children to gain digital and computational thinking early but in an age-appropriate way.

Step 1 — Recall the recommendation: The policy proposes that exposure to coding begin from the upper primary stage, that is around Grade 6.

Step 2 — Reason: By upper primary, children can handle simple logical and computational ideas, making it the right entry point.

Why other options are wrong:

- Pre-primary and Grade 1 are too early for formal coding; restricting it only to higher-secondary would delay the skill too long.

Final Answer: The upper primary stage, around Grade 6 $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q3

Q4.

Solution

Concept — Bag-less days: NEP 2020 introduces periodic "bag-less days" to make learning more practical and joyful.

Step 1 — Recall the provision: Students of Grades 6 to 8 take part in bag-less days during which they engage in informal internships and hands-on activities.

Step 2 — Identify the aim: The purpose is to give children hands-on vocational and experiential exposure with local crafts, trades and skills.

Why other options are wrong:

- Bag-less days are not extra holidays, not a half-day timetable, and they do not stop academic learning; they enrich it through activity.

Final Answer: Hands-on vocational and experiential exposure $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q4

Q5.

Solution

Concept — Piaget's stages of cognitive development: Piaget described four stages that unfold in a fixed order of increasing maturity.

Step 1 — Recall the order: The stages run Sensorimotor (0–2), Preoperational (2–7), Concrete Operational (7–11) and Formal Operational (11+).

Step 2 — Find the most mature stage: The last and most mature stage is Formal Operational, marked by abstract and hypothetical reasoning.

Why other options are wrong:

- Sensorimotor is the earliest stage; Preoperational and Concrete Operational lie in the middle, none being the final, most mature stage.

Final Answer: Formal Operational stage $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q5

Q6.

Solution

Concept — Vygotsky on speech and thought: Vygotsky saw language as a tool that shapes thinking.

Step 1 — Identify the behaviour: A young child often talks aloud to itself to plan and guide its own actions.

Step 2 — Name it: Vygotsky called this private speech; with age it goes underground and becomes silent inner speech, that is verbal thought.

Why other options are wrong:

- Echolalia is mere repetition of others' words; babbling is early speech sounds; telegraphic speech is short two-word sentences. None describes self-guiding talk that turns into thought.

Final Answer: Private (inner) speech $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q6

Q7.

Solution

Concept — Connectionism: Edward Thorndike proposed that learning is the forming of bonds between stimuli and responses.

Step 1 — Match the description: Learning as building S–R connections that strengthen with repetition and satisfying results is exactly Thorndike's connectionism.

Step 2 — Link the laws: His laws of readiness, exercise and effect describe how these bonds strengthen or weaken.

Why other options are wrong:

- Gestalt theory stresses sudden insight, not bonds; Vygotsky stresses social interaction; Piaget describes stages of thinking, not S–R bonds.

Final Answer: Thorndike's connectionism $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q7

Q8.

Solution

Concept — Thorndike's Law of Effect: This law explains why some responses are kept and others dropped.

Step 1 — State the law: A response followed by a satisfying or pleasant consequence is strengthened and is more likely to recur.

Step 2 — Note the converse: A response followed by an annoying or unpleasant consequence is weakened.

Why other options are wrong:

- Rest does not strengthen a response; repeated punishment weakens it; an unrelated new stimulus is not what the Law of Effect is about.

Final Answer: A satisfying or pleasant consequence $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q8

Q9.

Solution

Concept — Motivating a weak learner: Motivation grows when a student experiences small, real successes.

Step 1 — Analyse the situation: A student who has given up needs renewed belief that effort pays off.

Step 2 — Choose the best response: Setting small achievable goals and praising each genuine effort rebuilds confidence step by step.

Why other options are wrong:

- Comparing with toppers, calling the subject too hard, or pushing the child to the last bench all deepen the sense of failure.

Final Answer: Set small achievable goals and praise effort $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q9

Q10.

Solution

Concept — Handling repeated lateness: A teacher first seeks the cause before applying any consequence.

Step 1 — Analyse: Daily lateness may stem from transport, home duties or distance, which the teacher cannot see at first.

Step 2 — Best first step: Speaking with the students to find the reason and agreeing on a fair solution addresses the real problem respectfully.

Why other options are wrong:

- Locking the door, deducting exam marks, or naming and shaming punish without understanding and can humiliate genuine cases.

Final Answer: Speak with them and agree on a fair solution $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q10

Q11.

Solution

Concept — Inclusive seating: Seating should let every child see, hear, move and participate.

Step 1 — Analyse needs: A child on crutches needs easy movement; a child with low vision needs to be near the board with good light.

Step 2 — Best choice: Flexible seating planned around each child's needs makes full participation possible for all.

Why other options are wrong:

- Seating children with difficulties at the back, fixing seats only by rank, or letting the strongest pick first all exclude the very students who need access.

Final Answer: Plan flexible seating around each child's needs $\Rightarrow$ C

Answer: (C) Go Back to Q11

Q12.

Solution

Concept — Managing transitions: The shift between activities is where most low-level disruption begins.

Step 1 — Identify the tool: Clear signals (a bell, a hand sign, a count) and established routines tell students what to do next without confusion.

Step 2 — Reason: When transitions are predictable and quick, less time is lost and fewer disruptions arise.

Why other options are wrong:

- Sudden changes confuse students; long forced silences waste time; threats create fear, not smooth movement between tasks.

Final Answer: Clear signals and established routines $\Rightarrow$ D

Answer: (D) Go Back to Q12

Q13.

Solution

Concept — Kounin's "with-it-ness": Jacob Kounin studied what skilled classroom managers do.

Step 1 — Define: "With-it-ness" is the teacher's awareness of everything happening in the room, often described as having "eyes in the back of the head".

Step 2 — Apply: Because such a teacher notices problems early, small disruptions are stopped before they spread.

Why other options are wrong:

- Favouritism, indifference and rigidity are not awareness skills; they tend to worsen, not prevent, classroom problems.

Final Answer: With-it-ness $\Rightarrow$ A

Answer: (A) Go Back to Q13

Q14.

Solution

Concept — Transformational leadership: This style lifts followers to higher motivation and performance through a shared vision.

Step 1 — Match the description: Inspiring others with a vision, raising their motivation and helping them grow beyond their own expectations is the core of transformational leadership.

Step 2 — Contrast: It differs sharply from styles that simply command or that give no direction at all.

Why other options are wrong:

- Laissez-faire and indifferent leaders give little direction; an autocratic leader commands rather than inspires growth.

Final Answer: Transformational leadership $\Rightarrow$ B

Answer: (B) Go Back to Q14

Q15.

Solution

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

Step 1 — Identify the behaviour: Pausing, staying calm and controlling one's anger is the management of one's own emotions.

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

Why other options are wrong:

- Self-awareness is knowing one's feelings; social skill is managing relationships; motivation is inner drive. The teacher here is controlling an emotion, which is self-regulation.

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

Answer: (C) Go Back to Q15

Q16.

Solution

Concept — Empathy in practice: Emotional intelligence shows itself in how a teacher responds to a hurting student.

Step 1 — Read the situation: A grieving, tearful child is in distress and needs understanding, not pressure.

Step 2 — Best response: Acknowledging the student's feelings and offering gentle support shows empathy and care.

Why other options are wrong:

- Insisting on answers, dismissing the feelings, or sending the child out all ignore the child's emotional state.

Final Answer: Acknowledge the feelings and offer support $\Rightarrow$ $\boxed{B}$

Answer: (B) Go Back to Q16

Q17.

Solution

Concept — Active listening: Good interpersonal communication depends on truly hearing the other person.

Step 1 — Identify the signs: Full attention, eye contact and reflecting back what was said to confirm understanding are the marks of active listening.

Step 2 — Reason: It makes the student feel heard and reduces misunderstanding.

Why other options are wrong:

- Selective hearing picks only parts; one-way instruction is the teacher talking; passive silence is just not interrupting, not real listening.

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

Answer: (D) Go Back to Q17

Q18.

Solution

Concept — Maslow's hierarchy of needs: Needs are satisfied from the base of the pyramid upward.

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

Step 2 — Find the second level from the bottom: The base (first level) is Physiological needs, so the second level from the bottom is Safety needs.

Why other options are wrong:

- Physiological needs form the base (first level); Esteem is the fourth level and Self-actualisation the apex, both well above the second level.

Final Answer: Safety needs $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q18

Q19.

Solution

Concept — The project method: This is an activity-based method where learning grows out of a purposeful project.

Step 1 — Recall the author: The project method was developed by William H. Kilpatrick, building on John Dewey's ideas of learning by doing.

Step 2 — Note the features: A project is purposeful, planned and carried out by the pupils in real situations.

Why other options are wrong:

- Skinner gave operant conditioning; Pavlov gave classical conditioning; Tolman studied cognitive maps, none of which is the project method.

Final Answer: William H. Kilpatrick $\Rightarrow$ $\boxed{A}$

Answer: (A) Go Back to Q19

Q20.

Solution

Concept — Problem-solving method: Here pupils learn by working through a genuine problem rather than receiving ready answers.

Step 1 — Identify the teacher's role: The teacher poses a real problem and then guides students to reason their own way to a solution.

Step 2 — Reason: This develops thinking, reasoning and independence rather than mere recall.

Why other options are wrong:

- Dictating answers, drilling definitions, or keeping students passive all remove the very problem-solving the method is built on.

Final Answer: Pose a real problem and guide students to reason it out $\Rightarrow$ $\boxed{C}$

Answer: (C) Go Back to Q20

Q21.

Solution

Concept — NCF-SE 2023 vision of learning: The framework wants school learning to feel meaningful and engaging.

Step 1 — Recall the recommendation: It calls for learning that is joyful, experiential and rooted in activity and real experience.

Step 2 — Reason: Joyful, hands-on learning deepens understanding and keeps children engaged.

Why other options are wrong:

- Silent rote repetition, exam-only teaching and copying notes are exactly the practices the framework seeks to move away from.

Final Answer: Joyful, experiential and activity-based learning $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q21

Q22.

Solution

Concept — Multilingualism in NCF-SE 2023: The framework treats India's many languages as a strength.

Step 1 — Define the principle: Multilingualism means valuing children's home languages and nurturing competence in several languages.

Step 2 — Apply: The home language anchors early understanding while other languages are added over time.

Why other options are wrong:

- Using only English, forbidding regional languages, or imposing a single language all contradict multilingualism.

Final Answer: Treat home languages as resources and nurture several languages $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q22

Q23.

Solution

Concept — Using the local context: NCF-SE 2023 asks teachers to root learning in what children already know.

Step 1 — Apply the principle: Drawing examples from the children's own surroundings, crafts, festivals and environment makes lessons relatable.

Step 2 — Reason: Familiar contexts help children connect new ideas to lived experience.

Why other options are wrong:

- Using only unfamiliar foreign illustrations, avoiding the local place, or sticking strictly to the textbook ignore the local context the framework values.

Final Answer: Draw examples from the children's own surroundings $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) 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 order: From the figure the levels rise Remember, Understand, Apply, Analyse, Evaluate, Create.

Step 2 — Locate "recalling facts from memory": Simply recalling facts from memory is the "Remember" level, the lowest, base level of the taxonomy.

Why other options are wrong:

- Create is the highest level (making something new); Evaluate (fifth level) is judging against criteria; Apply (third level) is using a method. None of these is mere recall.

Final Answer: The lowest, base level, Remember $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q24

Q25.

Solution

Concept — Formative assessment: Assessment that runs during teaching and feeds back into it is formative, that is assessment "for" learning.

Step 1 — Read the figure: The four short tests are taken through the term, not at its end, giving the teacher information while learning is still going on.

Step 2 — Name it: Using these ongoing results to adjust day-to-day teaching is the defining feature of formative assessment.

Why other options are wrong:

- Summative assessment judges learning at the end of a term; norm-referenced grading ranks students against one another; a board examination certifies. None of these is used to adjust teaching as it happens.

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

Answer: (A) Go Back to Q25

Q26.

Solution

Concept — Descriptive feedback: Feedback is most useful when it tells the learner what to do next.

Step 1 — Identify the practice: Writing specific comments on strengths and on what to improve, rather than only a mark, is descriptive feedback.

Step 2 — Reason: Such feedback is formative; it guides improvement while learning is still in progress.

Why other options are wrong:

- Norm-referenced grading, summative ranking and standardised scoring all reduce performance to a number and give little guidance for the next step.

Final Answer: Descriptive (formative) feedback $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q26

Q27.

Solution

Concept — Blended learning: Blended learning deliberately combines classroom and online teaching.

Step 1 — Read the figure: The course is half face-to-face classroom and half online, the two modes used together.

Step 2 — Name it: A mode that combines face-to-face classroom teaching with online learning is called blended learning.

Why other options are wrong:

- Purely online distance learning and purely face-to-face teaching are single-mode, not a combination; correspondence learning is study by post, not a classroom-plus-online mix.

Final Answer: Blended learning $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q27

Q28.

Solution

Concept — DIKSHA energized textbooks: DIKSHA links printed pages to rich digital content through QR codes.

Step 1 — Identify the feature: A textbook page whose QR code opens videos, animations and practice material is an “energized textbook”.

Step 2 — Reason: The QR code energizes the page by adding digital resources to the printed matter.

Why other options are wrong:

- Bridge courses fill learning gaps, open-book exams allow notes in a test, and workbooks are practice sheets; none describes QR-linked digital textbooks.

Final Answer: Energized textbooks $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q28

Q29.

Solution

Concept — Peer support in inclusion: Inclusive classrooms make good use of classmates helping one another.

Step 1 — Identify the practice: Pairing a child with a disability with a supportive classmate who helps with notes and tasks is peer support or peer tutoring.

Step 2 — Reason: It builds belonging and learning for both children while easing the teacher's load.

Why other options are wrong:

- Streaming by ability and special segregation separate children, and grade retention holds a child back; none is the planned peer help described.

Final Answer: Peer support / peer tutoring $\Rightarrow$ A

Answer: (A) Go Back to Q29

Q30.

Solution

Concept — RPwD Act, 2016: This Act strengthened the rights of persons with disabilities in India.

Step 1 — Recall the figure: The Act expanded the recognised types of disability from the earlier 7 to 21.

Step 2 — Note examples: The 21 include locomotor disability, blindness, low vision, deafness, autism, specific learning disabilities and others.

Why other options are wrong:

- 7 was the number under the earlier 1995 Act; 11 and 15 do not match the RPwD Act's recognised list.

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