

RIE CEE Teaching Aptitude

Sample Paper – 11

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. Under the structural guidelines introduced by NEP 2020, at which stage of the 5 + 3 + 3 + 4 framework is formal textbook-based learning explicitly introduced alongside a strong emphasis on foundational literacy and numeracy?

- (A) Foundational Stage
- (B) Preparatory Stage
- (C) Middle Stage
- (D) Secondary Stage

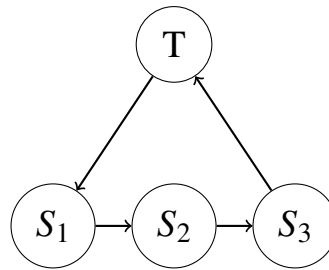
Q2. A teacher notices that a student is highly anxious before presentations. Instead of telling the student to "just be brave," the teacher helps the student label the feeling as excitement and guides them through slow breathing exercises. Which domain of emotional intelligence is the teacher primarily scaffolding?

- (A) Empathy
- (B) Self-regulation



- (C) Social skills
- (D) Motivation

Q3. Consider the following classroom interaction dynamic where T represents the Teacher and S_1, S_2, S_3 represent students:



Which pedagogical approach or learning pattern does this specific cyclical communication configuration best facilitate?

- (A) Direct Instruction with passive listening
 - (B) Constructivist peer-to-peer collaborative learning
 - (C) Strict behaviorist reinforcement cycle
 - (D) Authoritarian classroom management
- Q4.** A student repeatedly submits homework late. Instead of issuing a detention or reducing marks directly, the teacher meets privately with the student to understand their home schedule and helps them design a realistic study timetable. This approach demonstrates:
- (A) Authoritative discipline with empathy
 - (B) Permissive neglect of classroom rules
 - (C) Authoritarian compliance enforcement
 - (D) Behavioral modification through negative reinforcement
- Q5.** According to Lev Vygotsky's socio-cultural theory, when a teacher provides hints, clues, or breaks a complex mathematical problem into smaller steps for a struggling learner, the teacher is operating within:



- (A) The stage of concrete operations
- (B) The Zone of Proximal Development (ZPD) using scaffolding
- (C) Pre-operational egocentrism remediation

Q6. A teacher finds that many students in the class score low on a standardized summatively aligned science test. To identify the specific micro-concepts and learning gaps that are causing this trend before moving to the next unit, the teacher should design:

- (A) A diagnostic assessment
- (B) A prognostic aptitude test
- (C) A peer-evaluation rubric
- (D) A normative rank-based test

Q7. The National Curriculum Framework for School Education (NCF-SE 2023) strongly advocates for the implementation of a "Holistic Progress Card" (HPC). Which of the following best represents the multi-dimensional nature of assessment in the HPC?

- (A) Assessment based solely on end-of-term marks and teacher ratings
- (B) Self-assessment, peer-assessment, and teacher-assessment across cognitive, socio-emotional, and psychomotor domains
- (C) Quantitative assessment of memory recall and computational speed
- (D) Standardized psychological testing combined with attendance metrics

Q8. While teaching a complex chapter on environmental ecology, a teacher decides to use a blended learning format by assigning a high-quality video on DIKSHA for homework and utilizing the subsequent classroom hour entirely for debates and problem-solving. This strategy is an example of:

- (A) Synchronous digital streaming
- (B) Flipped classroom model
- (C) Traditional distance education



(D) Computer-assisted continuous evaluation

Q9. To ensure a barrier-free learning environment for a student with low vision in a mainstream classroom, which of the following accommodations is most appropriate and non-stigmatizing?

(A) Seating the student permanently at the back of the class with a separate tutor

(B) Providing large-print textbooks, tactile maps, and clear auditory descriptions during presentations

(C) Exempting the student from all formative and summative evaluations

(D) Restricting the student's participation to non-academic, recreational activities only

Q10. A high school student argues passionately during a class discussion that an unjust law should be broken because it violates fundamental human rights, even if breaking it leads to legal punishment. According to Lawrence Kohlberg's stages of moral development, this student is operating at the:

(A) Pre-conventional level (Obedience and Punishment)

(B) Conventional level (Good Boy / Nice Girl orientation)

(C) Post-conventional level (Universal Ethical Principles)

(D) Conventional level (Law and Order orientation)

Q11. When planning a lesson based on the competency-based education framework outlined in NCF-SE 2023, a teacher's primary focus should be on ensuring that students:

(A) Memorize all definitions and experimental procedures accurately

(B) Can apply core concepts and skills to real-world, novel situations

(C) Complete the textbook exercises within the allotted calendar weeks

(D) Score above the class average in the periodic pen-and-paper tests

Q12. Consider the following classification matrix representing Jean Piaget's cognitive development schema:



Sensorimotor	Pre-operational
Concrete Oper. (Conservation)	Formal Oper. (Hypothetical)

At which of these quadrants do children transition from purely physical manipulations of objects to mastering the principles of conservation and reversibility?

- (A) Sensorimotor Stage
- (B) Pre-operational Stage
- (C) Concrete Operational Stage
- (D) Formal Operational Stage

Q13. During a challenging group activity, two students disagree sharply on how to assemble a working model and start shouting. The teacher's immediate and most effective leadership response should be to:

- (A) Separate the two students immediately and suspend them from the lab
- (B) Intervene calmly, ask each student to state their perspective without interruption, and guide them to find a compromise
- (C) Take over the assembly of the model themselves and ask the group to watch quietly
- (D) Ignore the conflict to allow the students to develop independent socio-emotional resolution skills

Q14. NEP 2020 emphasizes that up to at least Grade 5, but preferably till Grade 8 and beyond, the medium of instruction wherever possible should be:

- (A) English or a foreign classical language
- (B) The home language / mother tongue / local language
- (C) The national official language exclusively



(D) A uniform regional language mandated by the state board

Q15. An secondary school teacher decides to integrate traditional local art and folk music into a history lesson about national movements. This practice aligns perfectly with which key recommendation of NCF-SE 2023?

(A) Standardized textbook alignment

(B) Cross-curricular arts integration for deeper cultural connection

(C) Behaviorist reinforcement of factual history timelines

(D) Vocational segregation of artistic skills

Q16. If a teacher asks a question in class and a student responds with an incorrect answer, what is the most appropriate instant reaction for a teacher who has a highly constructive attitude toward learning?

(A) Tell the student they are wrong and immediately ask a high-achieving student for the correct answer

(B) Use the incorrect answer as a learning opportunity by asking follow-up questions to trace the student's underlying thought process

(C) Scold the student for not paying attention during the previous lecture

(D) Ignore the answer completely and proceed with the lecture delivery

Q17. A teacher wants to foster higher-order critical thinking skills in a social science class based on Bloom's Revised Taxonomy. Which of the following task prompts would achieve this goal?

(A) "List the major constitutional amendments passed in the last decade."

(B) "Define democracy as described in chapter three of your textbook."

(C) "Critically evaluate the socioeconomic impact of a newly proposed local policy and propose alternative solutions."

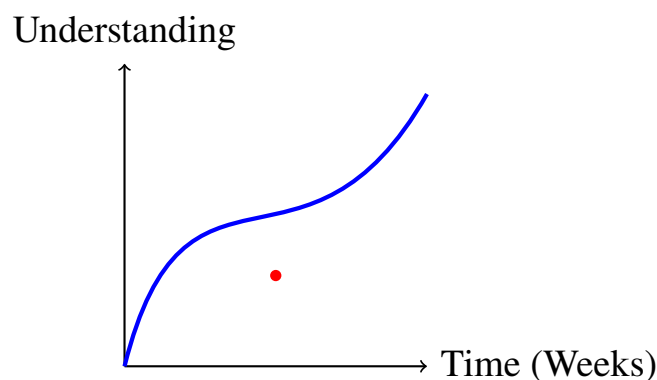
(D) "Identify the graphical symbols used for rivers and mountains on an physical map."



- Q18.** Which of the following scenarios best demonstrates the application of the constructivist learning theory in a science classroom?
- (A) Students copy notes directly from the blackboard while the teacher reads aloud from the textbook
 - (B) Students memorize a list of chemical formulas through repetitive verbal drilling exercises
 - (C) Students work in pairs to explore the floating behavior of different objects in water, write down their observations, and derive underlying principles
 - (D) Students receive a token reward every time they answer a definition question correctly
- Q19.** A teacher feels burnt out due to administrative duties and notices that they are becoming irritable with students. To practice high emotional intelligence, the teacher should:
- (A) Repress the feeling completely and pretend everything is fine during school hours
 - (B) Take out the frustration on students who commit minor behavioral infractions
 - (C) Reflect on the triggers, acknowledge the exhaustion, and seek support or implement healthy self-care practices
 - (D) Request a long leave of absence without informing the school leadership team
- Q20.** When designing an inclusive lesson plan, a teacher ensures that instructional materials are provided in audio, visual, and kinesthetic formats. This planning philosophy is derived from:
- (A) Universal Design for Learning (UDL)
 - (B) Behaviorist instructional design framework
 - (C) Standardized meritocratic evaluation guidelines
 - (D) Segregated remedial pedagogical framework



- Q21.** According to NEP 2020, what is the primary goal of the National Mission on Foundational Literacy and Numeracy (FLN)?
- (A) To ensure that every child achieves basic reading, writing, and numeracy skills by the end of Grade 3
 - (B) To introduce coding and artificial intelligence courses to all students in Grade 1
 - (C) To replace all school-level examinations with online digital objective tests
 - (D) To train primary students exclusively for national-level talent search Olympiads
- Q22.** Consider the following coordinate plane mapping a student's classroom performance metric over time where X represents time (weeks) and Y represents conceptual understanding level:



What does the drop and subsequent sharp rise at the highlighted point indicate about a constructive learning trajectory?

- (A) Permanent cognitive decline due to unmanageable curriculum pressure
 - (B) A cognitive conflict or misconception phase followed by successful conceptual restructuring
 - (C) The failure of formative assessment mechanisms at that stage
 - (D) Random variation in student engagement without pedagogical significance
- Q23.** A teacher is given the responsibility to lead a multi-disciplinary team of educators to design a new school exhibition. Which leadership style is most effective for this collaborative task?



- (A) Autocratic leadership, where the teacher assigns all tasks without consultation
- (B) Laissez-faire leadership, where the teacher leaves the team completely without guidance
- (C) Democratic leadership, where the teacher coordinates ideas and facilitates collaborative decision-making
- (D) Transactional leadership, focusing entirely on punitive measures for missed deadlines

Q24. To check whether students have understood a difficult grammar rule during a live online class, which digital tool strategy provides immediate, anonymous, and low-stakes feedback to the teacher?

- (A) Asking students to email a full essay draft by the end of the day
- (B) Launching an instant interactive digital poll using a platform like DIKSHA or Mentimeter
- (C) Conducting an individual verbal viva-voce examination for each student sequentially
- (D) Posting a long PDF questionnaire on the school website notice board

Q25. A teacher notices that a normally active student has become remarkably quiet, withdrawn, and indifferent to group work over the past two weeks. The first and most professional line of action should be to:

- (A) Direct the student to stand outside the room until they decide to participate
- (B) Speak with the student in private after class to empathetically check on their well-being
- (C) Immediately report the student to the head of the institution for disciplinary misconduct
- (D) Change the student's seat to the front bench and ignore their emotional state

Q26. Which of the following statements perfectly contrasts the purpose of Continuous and Comprehensive Evaluation (CCE)?



- (A) Continuous evaluation measures memorization capacity, while comprehensive evaluation measures writing speed
- (B) Continuous evaluation refers to regularity in assessment throughout the learning cycle, while comprehensive evaluation covers both scholastic and co-scholastic aspects
- (C) Continuous evaluation is conducted exclusively at the state level, while comprehensive evaluation is purely internal
- (D) Continuous evaluation focuses on student failures, while comprehensive evaluation tracks institutional infrastructure

Q27. An educator reads a research report stating that students who are intrinsically motivated perform better over long periods than those motivated solely by grades. To apply this principle, the teacher should:

- (A) Increase the frequency of surprise tests and display class ranks publicly
- (B) Connect lesson topics to students' personal interests, real-world puzzles, and open-ended exploration
- (C) Offer cash prizes or physical gifts to the student who secures the highest score
- (D) Eliminate all feedback loops and allow students to study without any milestones

Q28. A primary school teacher introduces a new math concept by using wooden blocks and beads, followed by drawing diagrams on the board, and finally writing abstract mathematical symbols. This sequence reflects which learning pattern?

- (A) Abstract to Concrete pedagogical sequence
- (B) Concrete-Representational-Abstract (CRA) instructional sequence
- (C) Purely behaviorist conditioning pattern
- (D) Trial-and-error discovery model

Q29. A school leadership team wants to handle classroom noise levels in the middle school wing constructively. Which management policy is most aligned with positive discipline frameworks?



- (A) Implementing a strict rule where any talking results in automatic school suspension
- (B) Establishing collaborative classroom norms with students regarding acceptable voice levels for different activities
- (C) Installing absolute silent zones where students are prohibited from speaking at all times
- (D) Replacing all interactive group activities with individual silent text copying assignments

Q30. According to the 5+3+3+4 structural blueprint of NEP 2020, what specific age group does the "Secondary Stage" of school education cater to?

- (A) Ages 6 to 10 (Grades 1 to 5)
- (B) Ages 11 to 14 (Grades 6 to 8)
- (C) Ages 14 to 18 (Grades 9 to 12)
- (D) Ages 3 to 8 (Anganwadi to Grade 2)



Detailed Solutions**Q1.****Solution**

Concept: The National Education Policy (NEP 2020) restructures school education from the traditional 10 + 2 system into a new 5 + 3 + 3 + 4 curricular blueprint. This design targets progressive development across different childhood milestones. The key shift lies in defining exactly when play-based exploration transforms into formal, textbook-centric academic tracking.

Solution:

- (a) The 5 + 3 + 3 + 4 framework is divided into four distinct phases: Foundational (5 years, ages 3–8), Preparatory (3 years, ages 8–11), Middle (3 years, ages 11–14), and Secondary (4 years, ages 14–18).
- (b) The Foundational Stage focuses on play-based, discovery-driven, and activity-based learning without formal textbooks up to Grade 2 to reduce cognitive burden on early learners.
- (c) The Preparatory Stage (Grades 3 to 5) acts as the bridge to structured learning. It is precisely at this stage that formal textbook-based teaching is introduced systematically across subjects.
- (d) Alongside books, the core pedagogical priority of this stage is to build strong foundational literacy and numeracy skills, ensuring deep interactive understanding before shifting to higher concepts.
- (e) Therefore, while learning remains interactive, the introduction of formal textbooks and structural learning begins strictly in the Preparatory Stage.

Final Answer: Preparatory Stage

Answer: (B)

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Q2.

Solution

Concept: Emotional Intelligence (EI) in teaching encompasses self-awareness, self-regulation, motivation, empathy, and social skills. When managing student anxiety or behavioral challenges, an emotionally intelligent educator focuses on modifying emotional responses rather than suppressing them, a process known as cognitive reframing.

Solution:

- (a) Emotional self-regulation involves monitoring, evaluating, and modifying emotional reactions to accomplish goal-directed behavior rather than letting emotions overwhelm the student.
- (b) When a student feels severe anxiety before presenting, their autonomic nervous system is highly aroused, which mirrors the physiological state of excitement (increased heart rate, adrenaline).
- (c) Instead of using invalidating statements like "just be brave," the teacher expertly scaffolds the student's emotional response by helping them re-label or re-frame the anxiety into positive excitement.
- (d) Guiding the student through slow breathing exercises triggers the parasympathetic nervous system, directly helping the student control their physical state and regulate their emotional intensity.
- (e) By equipping the student with tools to manage and redirect their internal emotional states constructively, the teacher is primarily developing the student's capacity for emotional self-regulation.

Final Answer: Self-regulation

Answer: (B)

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Q3.

Solution

Concept: Classroom communication networks determine the flow of ideas and power dynamics in a learning environment. Traditional classrooms rely on linear or centralized communication, whereas constructivist, progressive settings utilize decentralized networks to maximize student participation and shared knowledge construction.

Solution:

- (a) In the provided TikZ communication diagram, information flows from the Teacher (T) to Student 1 (S_1), who passes ideas to Student 2 (S_2), who interacts with Student 3 (S_3), and finally flows back to the Teacher (T).
- (b) This closed-loop configuration prevents the teacher from remaining the sole, isolated source of active knowledge, transforming the traditional top-down dynamic into a decentralized model.
- (c) In a constructivist framework, learning is an active, social process where meaning is negotiated through interaction, peer discussion, and collaboration rather than passive reception.
- (d) This specific cyclical network explicitly scaffolds peer-to-peer collaborative learning, as students must actively process, modify, and pass information to each other to complete the loop.
- (e) Thus, it acts as a strong tool for student-centered pedagogy, allowing the teacher to facilitate and monitor group dynamics while students drive the collaborative learning cycle.

Final Answer: Constructivist peer-to-peer collaborative learning

Answer: (B)

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Q4.

Solution

Concept: Classroom management styles mirror parenting styles, falling into four primary categories: authoritarian (high control, low warmth), authoritative (high control, high warmth), permissive (low control, high warmth), and neglectful (low control, low warmth). Progressive pedagogy promotes authoritative discipline to build autonomy.

Solution:

- (a) Authoritarian discipline relies on strict rules and immediate punishment (like detentions or automatic mark deductions) without considering the student's context or emotional state.
- (b) Permissive management ignores rule violations completely, which damages accountability and classroom structure, failing to help the student build necessary time-management habits.
- (c) Authoritative discipline maintains high standards for accountability but balances them with deep empathy, clear communication, support, and mutual respect for the student's personal situation.
- (d) By holding a private meeting, the teacher shows empathy and seeks to understand the root cause of the late submissions (the student's home schedule) rather than assuming defiance.
- (e) Helping the student design a realistic study timetable provides the structural scaffolding needed to fix the issue, demonstrating an authoritative approach that combines discipline with empathy.

Final Answer: Authoritative discipline with empathy

Answer: (A)

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Q5.

Solution

Concept: Lev Vygotsky's socio-cultural theory posits that cognitive development occurs through social interactions. A fundamental aspect of this theory is identifying what a child can achieve independently versus what they can achieve with optimal external guidance from a More Knowledgeable Other (MKO).

Solution:

- (a) Vygotsky defined the Zone of Proximal Development (ZPD) as the distance between a learner's actual development level (independent problem-solving) and their level of potential development under guidance.
- (b) Scaffolding refers to the temporary, adjustable support structure provided by a teacher or peer to help the student master a task that is just beyond their current independent capability.
- (c) When a teacher gives targeted hints, offers structural clues, or breaks a complex problem down, they are not giving away the answer; they are providing temporary scaffolding.
- (d) As the student gains competence and internalizes the problem-solving strategy, the teacher gradually removes this support, leading the learner toward complete cognitive independence.
- (e) Therefore, providing hints and breaking down problems map directly to facilitating learning within the Zone of Proximal Development (ZPD) using intentional scaffolding techniques.

Final Answer: The Zone of Proximal Development (ZPD) using scaffolding

Answer: (B)

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Q6.

Solution

Concept: Educational evaluation relies on different types of assessments depending on the timing and instructional objective. Teachers must choose between diagnostic, formative, summative, criterion-referenced, or norm-referenced tools based on the specific data they need to gather.

Solution:

- (a) Summative assessments evaluate student learning at the end of an instructional unit by comparing it against a benchmark, but they rarely pinpoint the precise cognitive gaps causing low scores.
- (b) A diagnostic assessment is specifically designed to dive beneath surface-level scores to identify precise learning gaps, persistent misconceptions, and conceptual weaknesses in a topic.
- (c) Unlike normative tests that rank students against each other, a diagnostic test targets specific micro-concepts, giving the teacher data to design remediation strategies.
- (d) By identifying exactly where the learning breakdown happened, the teacher can fix these foundational issues before moving forward to subsequent units.
- (e) Thus, to uncover specific micro-concepts and persistent student learning gaps after a poor test performance, a diagnostic assessment is the correct tool.

Final Answer: A diagnostic assessment

Answer: (A)

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Q7.

Solution

Concept: The National Curriculum Framework for School Education (NCF-SE 2023), aligned with NEP 2020, replaces traditional, mark-heavy report cards with a Holistic Progress Card (HPC). This model shifts the focus from high-stakes rote testing to an all-round view of student growth.

Solution:

- (a) Traditional assessment focuses primarily on the cognitive domain via pen-and-paper tests, completely ignoring the student's emotional growth, physical skills, and self-reflection.
- (b) The Holistic Progress Card (HPC) evaluates a student's development across all three key psychological domains: cognitive (intellectual), socio-emotional (affective), and psychomotor (physical/creative).
- (c) To remove teacher bias and build metacognitive skills, the HPC integrates a multi-dimensional assessment loop that includes student self-assessment, peer-assessment, and detailed teacher reviews.
- (d) This framework tracks continuous competency development over time rather than judging a student based on a single end-of-term score or examination performance.
- (e) Therefore, the multidimensional nature of the HPC is best represented by combining self, peer, and teacher evaluations across the cognitive, socio-emotional, and psychomotor domains.

Final Answer: Self-assessment, peer-assessment, and teacher-assessment across cognitive, socio-emotional, and psychomotor domains

Answer: (B)

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Q8.

Solution

Concept: Digital pedagogy and Information and Communication Technology (ICT) tools allow teachers to restructure classroom hours. Blended learning models combine traditional face-to-face instruction with online learning materials to give students more control over their learning pace.

Solution:

- (a) In a traditional classroom model, the teacher spends limited class time lecturing on concepts, leaving students to tackle complex applications and problem-solving alone at home.
- (b) The flipped classroom model reverses this dynamic completely by delivering direct instruction and foundational lectures outside of class time, often using digital platforms like DIKSHA.
- (c) By moving content delivery home, the subsequent face-to-face classroom hour is completely freed up for high-engagement, collaborative activities like debates, projects, and structured problem-solving.
- (d) This strategy shifts the classroom dynamic from a teacher-centered lecture model to a student-centered active learning environment, maximizing the value of peer interaction.
- (e) Since the teacher assigned the video for homework and saved class time entirely for active debates and application, this is a clear example of a flipped classroom model.

Final Answer: Flipped classroom model

Answer: (B)

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Q9.**Solution**

Concept: Inclusive education requires teachers to make reasonable, non-stigmatizing accommodations to ensure equitable access to curriculum resources for diverse learners. Creating a barrier-free environment involves adapting materials rather than isolating or exempting students.

Solution:

- (a) Seating a student with low vision permanently at the back or separating them with an isolated tutor increases social alienation and fails to provide genuine classroom integration.
- (b) Exempting a student from assessments or restricting them to non-academic tasks reduces expectations and violates their right to an equitable, high-quality education.
- (c) True inclusion focuses on modifying the environment and materials so that the student can participate fully alongside their peers in all standard classroom activities.
- (d) Providing large-print textbooks, tactile learning maps, and rich auditory descriptions removes physical and cognitive barriers without singling out the student.
- (e) These specific accommodations match the principles of accessible pedagogy, ensuring the learning environment remains completely barrier-free and non-stigmatizing.

Final Answer: Providing large-print textbooks, tactile maps, and clear auditory descriptions during presentations

Answer: (B)

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Q10.**Solution**

Concept: Lawrence Kohlberg's stages of moral development outline how individuals reason through moral dilemmas. The model contains three primary levels: Pre-conventional (self-interest), Conventional (societal laws and norms), and Post-conventional (universal abstract ethical principles).

Solution:

- (a) At the Pre-conventional level, morality is driven purely by obedience, punishment avoidance, or personal reward, which does not apply to this student's human rights argument.
- (b) At the Conventional level, individuals define right and wrong by social order, group approval, and strict obedience to written laws (the Law and Order orientation).
- (c) The Post-conventional level occurs when an individual realizes that legal frameworks are useful tools but can sometimes conflict with deeper ethical values like justice and human dignity.
- (d) Stage 6 (Universal Ethical Principles) within this level features moral reasoning guided by self-chosen ethical laws that apply regardless of what current legal statutes dictate.
- (e) Because the student argues that an unjust law must be broken to protect fundamental human rights despite facing personal legal punishment, they are clearly operating at the Post-conventional level.

Final Answer: Post-conventional level (Universal Ethical Principles)

Answer: (C)

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Q11.

Solution

Concept: The National Curriculum Framework for School Education (NCF-SE 2023) prioritizes a major shift from conventional rote learning to competency-based learning. Under this pedagogical shift, learning outcomes are defined by what a student can actively execute and solve rather than how much factual data or book content they can retain or reproduce.

Solution:

- (a) Planning an effective lesson around a competency-based structure requires shifting structural focus away from traditional content delivery schedules toward observable learning targets.
- (b) Memorizing specific textual terminology, reading experiments passively, or checking off calendar textbook activities represents traditional rote methods that do not produce actionable understanding.
- (c) Competency-based design explicitly expects students to demonstrate transferable real-world applications of knowledge, core underlying conceptual frameworks, and multifaceted high-order skills.
- (d) Achieving high or competitive quantitative metrics like beating class testing averages remains a byproduct of learning, rather than serving as the central planning benchmark.
- (e) Therefore, an educator's primary emphasis while building lesson structures under NCF-SE guidelines must be ensuring that learners apply internal concepts fluidly to novel, real-world situations.

Final Answer: Can apply core concepts and skills to real-world, novel situations

Answer: (B)

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Q12.

Solution

Concept: Jean Piaget's cognitive development paradigm breaks childhood mental maturation into four non-overlapping chronological steps. Every phase introduces specialized cognitive operations, marking a qualitative transition in how an individual processes logical constraints, physical constraints, spatial variables, and conservation rules.

Solution:

- (a) The sensorimotor step centers entirely on motor feedback loops, and the pre-operational stage remains limited by egocentrism and centration, preventing kids from following reversible operations.
- (b) The Concrete Operational Stage (roughly ages 7 to 11) is marked by the acquisition of systematic, operational mental processes applied specifically to physical, concrete objects.
- (c) Conservation represents the specific cognitive mastery where a student understands that altering an object's external presentation or container shape does not alter its total mass, volume, or quantity.
- (d) Reversibility allows a child to mentally retrace a physical transformation backward, recognizing that a smashed clay ball can be returned to its previous round form.
- (e) As highlighted structurally within the lower-left quadrant of the given TikZ matrix layout, these critical milestone transitions are achieved entirely inside the Concrete Operational Stage.

Final Answer: Concrete Operational Stage

Answer: (C)

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Q13.

Solution

Concept: Classroom leadership during group interactions relies on de-escalation strategies that maintain classroom safety while modeling interpersonal communication skills. Safe environments avoid punitive or neglectful choices, prioritizing active mediation to help students develop problem-solving competencies.

Solution:

- (a) Issuing sudden school suspensions or removing students from labs without processing structural conflicts represents an authoritarian approach that cuts off growth opportunities.
- (b) Taking complete physical control of the assembly model to enforce quiet observation stops peer interaction and models a low-empathy, non-collaborative leadership style.
- (c) Ignoring verbal altercations under the assumption that students will naturally find peace risks escalation, leaving minor disputes to grow into larger behavioral issues.
- (d) Democratic, empathetic leadership requires intervening to create a safe platform where both parties can explain their logic without receiving judgment or experiencing interruptions.
- (e) Guiding disputing students toward collaborative compromises allows them to resolve the problem constructively, building social-emotional competencies and group management habits.

Final Answer: Intervene calmly, ask each student to state their perspective without interruption, and guide them to find a compromise

Answer: (B)[Go Back to Question 13](#)

Q14.

Solution

Concept: The National Education Policy (NEP 2020) highlights multilingualism as a major cognitive asset in early childhood development. This approach addresses the disconnect between a student's domestic speech patterns and the formal language used in textbooks, aiming to minimize early learning dropouts.

Solution:

- (a) Research in educational psychology confirms that young children process and comprehend complex cognitive ideas more effectively when taught in their primary home speech patterns.
- (b) Forcing an exclusive non-native instruction medium, like English or foreign classical options, during early childhood can introduce unnecessary learning barriers.
- (c) Mandating strict, rigid language targets across state boards creates equity challenges for students from diverse or marginalized cultural backgrounds.
- (d) NEP 2020 explicitly recommends that, up to Grade 5 and preferably through Grade 8, instruction should be delivered in local languages, mother tongues, or home speech varieties.
- (e) This strategy supports foundational literacy and numeracy, ensuring children build conceptual frameworks in a familiar language before transitioning to secondary languages.

Final Answer: The home language / mother tongue / local language

Answer: (B)

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Q15.

Solution

Concept: The National Curriculum Framework for School Education (NCF-SE 2023) emphasizes arts integration as a core pedagogical tool rather than an isolated extracurricular activity. Blending creative fields with standard academic subjects helps students form multi-dimensional, deep connections with complex topics.

Solution:

- (a) Integrating local artistic practices, regional music, and historical folk traditions into social science classes breaks down the traditional barriers between creative arts and academic disciplines.
- (b) Following rigid, standardized textbook structures or relying on rote timelines can limit student engagement and detach academic history from real-world cultural identities.
- (c) Behaviorist instructional methods prioritize direct drill reinforcement, missing the deeper historical context and emotional understanding that cultural arts can provide.
- (d) Separating artistic education from core history topics forces creative skills into isolation, reducing opportunities for contextual and interdisciplinary learning.
- (e) Incorporating local art forms directly supports the cross-curricular recommendations of NCF-SE 2023, turning abstract historical facts into meaningful, culturally connected experiences.

Final Answer: Cross-curricular arts integration for deeper cultural connection

Answer: (B)

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Q16.**Solution**

Concept: Constructivist pedagogy views student errors not as structural failures, but as essential windows into their current cognitive processing. A supportive classroom climate normalizes mistakes, transforming incorrect answers into active tools for diagnostic exploration and conceptual growth.

Solution:

- (a) Dismissing a student's answer and moving on to a high-achieving peer can create public embarrassment, reinforcing negative self-perceptions and discouraging future participation.
- (b) Reprimanding or scolding an incorrect response assumes that the error is caused by a lack of focus, which ignores potential underlying cognitive misconceptions.
- (c) Completely ignoring an incorrect answer discards valuable diagnostic feedback, leaving the student's underlying misconceptions unaddressed.
- (d) A constructivist approach uses errors to explore the student's reasoning, using targeted follow-up questions to trace their logic.
- (e) This method helps students identify their own conceptual gaps, building metacognitive skills and supporting long-term understanding in a supportive learning environment.

Final Answer: Use the incorrect answer as a learning opportunity by asking follow-up questions to trace the student's underlying thought process

Answer: (B)

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Q17.

Solution

Concept: Bloom's Revised Taxonomy classifies cognitive tasks into six distinct vertical levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Higher-Order Thinking Skills (HOTS) require students to move beyond recall and actively critique, assess, and synthesize complex ideas.

Solution:

- (a) Prompts that ask students to list constitutional history, recall textbook details, or identify map symbols rely primarily on remembering and understanding factual data.
- (b) These lower-level tasks assess whether a student can retrieve stored information, but they do not challenge them to critique concepts or formulate original solutions.
- (c) Higher-order thinking requires activities that prompt students to judge theories, analyze systemic variables, and develop novel plans for complex problems.
- (d) A prompt that requires evaluating a policy's socioeconomic impacts and designing alternative interventions targets the high-level operational domains of evaluation and creation.
- (e) This approach encourages critical reflection, requiring students to analyze diverse perspectives and defend their conclusions with evidence rather than simply repeating memorized content.

Final Answer: "Critically evaluate the socioeconomic impact of a newly proposed local policy and propose alternative solutions."

Answer: (C)

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Q18.

Solution

Concept: Constructivism, supported by theorists like Piaget and Vygotsky, emphasizes that learners build knowledge through active exploration rather than passively receiving information. This model replaces teacher-centered lectures with experiential learning opportunities.

Solution:

- (a) Copying direct definitions from a board or listening to a textbook read aloud keeps students in a passive role, failing to engage their critical thinking skills.
- (b) Memorizing raw formulas through repetitive verbal drills reflects a traditional behaviorist approach focused on rote recall, which does not guarantee conceptual understanding.
- (c) Offering external tokens or physical points to reinforce correct responses aligns with behaviorist operant conditioning rather than active knowledge construction.
- (d) A constructivist approach encourages students to work collaboratively, test physical variables, document original observations, and derive underlying principles through inquiry.
- (e) This hands-on process helps learners integrate new experiences with their existing mental frameworks, leading to deeper conceptual understanding.

Final Answer: Students work in pairs to explore the floating behavior of different objects in water, write down their observations, and derive underlying principles

Answer: (C)

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Q19.**Solution**

Concept: Emotional intelligence (EI) for educators requires strong self-awareness and self-regulation. Teachers facing high administrative workloads must learn to identify their internal triggers and address emotional fatigue constructively to maintain a supportive learning environment.

Solution:

- (a) Suppressing emotional exhaustion can lead to unexpected stress responses, which can negatively impact an educator's long-term health and well-being.
- (b) Redirecting workplace frustration onto students for minor behavioral issues harms the teacher-student relationship and disrupts classroom management.
- (c) Leaving a position abruptly without communicating with school leadership can create administrative challenges and disrupt instructional continuity.
- (d) Practicing self-awareness allows an educator to acknowledge personal burnout, evaluate emotional triggers, and implement constructive self-care strategies.
- (e) Seeking professional support or adjusting workloads helps teachers manage stress effectively, preserving both their personal well-being and their classroom environment.

Final Answer: Reflect on the triggers, acknowledge the exhaustion, and seek support or implement healthy self-care practices

Answer: (C)

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Q20.

Solution

Concept: Universal Design for Learning (UDL) is an educational framework focused on creating flexible learning environments that accommodate diverse student needs. This approach aims to eliminate learning barriers from the outset rather than relying on retrofitted modifications.

Solution:

- (a) Behaviorist frameworks emphasize standardized, linear instruction driven by explicit teacher control, which rarely accounts for varied student learning profiles.
- (b) Normative, merit-focused assessment models rank performance against fixed criteria, often neglecting the need for flexible instructional delivery methods.
- (c) Separating students into isolated remedial tracks can limit their access to the core curriculum and increase social and academic exclusion.
- (d) Universal Design for Learning ensures accessibility by providing multiple means of representation, engagement, and expression for all learners.
- (e) Integrating audio, visual, and kinesthetic formats into lesson plans allows teachers to support diverse learning styles equitably within a shared classroom environment.

Final Answer: Universal Design for Learning (UDL)

Answer: (A)

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Q21.

Solution

Concept: The National Education Policy (NEP 2020) places significant emphasis on foundational learning as the primary structural cornerstone of all future academic milestones. To systematically address early learning challenges across the nation, the policy introduces a focused target aimed at achieving core literacy and numeracy milestones before students transition out of early primary schooling.

Solution:

- (a) The National Mission on Foundational Literacy and Numeracy (FLN) targets the systemic elimination of learning gaps in early primary education across Indian classrooms.
- (b) Introducing highly advanced, non-standard topics like artificial intelligence or software coding is reserved for the Middle Stage of education starting from Grade 6.
- (c) Replacing standard continuous assessments with high-stakes, purely digital objective testing routines contradicts the student-centered evaluation guidelines highlighted in the policy.
- (d) Standard primary schooling missions aim to establish broad, equitable educational access rather than focusing instructional energy on selective national competition coaching frameworks.
- (e) The foundational objective explicitly states that every school student must build independent reading fluency, writing comprehension, and core numeracy tracking competencies by the completion of Grade 3.

Final Answer: To ensure that every child achieves basic reading, writing, and numeracy skills by the end of Grade 3

Answer: (A)

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Q22.

Solution

Concept: Constructivist learning paths demonstrate that developing comprehensive understanding is rarely a linear process. When discovering novel rules or unlearning intuitive biases, a learner's conceptual metrics often experience temporary performance plateaus or visible drops as they restructure their existing mental frameworks.

Solution:

- (a) The given TikZ performance coordinate chart tracks conceptual processing levels across a baseline time axis, explicitly highlighting an unexpected structural decline followed by a steep positive trajectory.
- (b) Interpreting this drop as a sign of permanent cognitive breakdown or unmanageable stress ignores the psychological realities of active concept discovery and mental growth.
- (c) Attributing this visible trend to an institutional failure of continuous classroom assessment metrics misinterprets a student cognitive milestone as an administrative error.
- (d) Viewing these distinct fluctuations as random, non-pedagogical variations overlooks the systematic patterns that define student cognitive changes during deep conceptual instruction.
- (e) This trend illustrates a cognitive conflict phase where older mental schemas are actively challenged by new data, creating a temporary drop before successful restructuring occurs.

Final Answer: A cognitive conflict or misconception phase followed by successful conceptual restructuring

Answer: (B)

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Q23.

Solution

Concept: Educational leadership styles determine the level of collaboration, collective efficacy, and motivation within a team of teachers. Managing multidisciplinary school projects requires a leadership approach that balances organizational structure with open communication to utilize the diverse expertise of team members.

Solution:

- (a) Autocratic leadership styles rely on top-down instructions and strict control, which can limit collaboration and undervalue the specialized insights of experienced professional teachers.
- (b) Laissez-faire leadership avoids providing necessary guidance, which can lead to coordination issues and a lack of clear direction in multi-departmental school projects.
- (c) Transactional management relies primarily on extrinsic rewards or punitive rules, which can lower internal motivation and limit creative collaboration during project design.
- (d) Coordinating complex projects requires a democratic approach that encourages input from all team members, ensuring diverse ideas are valued during planning.
- (e) A democratic framework helps the lead teacher coordinate project elements, build consensus, and encourage shared accountability, leading to successful project outcomes.

Final Answer: Democratic leadership, where the teacher coordinates ideas and facilitates collaborative decision-making

Answer: (C)

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Q24.

Solution

Concept: Digital pedagogy and online instructional tools allow teachers to collect real-time formative assessment data. In digital learning spaces, utilizing quick, low-stakes feedback tools helps identify student misconceptions immediately without increasing academic anxiety.

Solution:

- (a) Requiring long, asynchronous tasks like full essay drafts after a live session fails to provide the immediate feedback needed to guide instruction.
- (b) Conducting traditional verbal individual testing sequences during live sessions limits active engagement and can cause evaluation anxiety among students.
- (c) Sharing static feedback documents online serves as a one-way notice rather than an interactive tool to assess understanding during a lesson.
- (d) Interactive tools like digital polling platforms allow teachers to gather instant, low-stakes feedback from an entire class simultaneously.
- (e) These digital tools maintain anonymity, encouraging participation while providing the aggregated data needed to address student misconceptions immediately.

Final Answer: Launching an instant interactive digital poll using a platform like DIKSHA or Mentimeter

Answer: (B)

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Q25.

Solution

Concept: Sudden behavioral changes in students often indicate underlying emotional, social, or situational challenges. Strong interpersonal teacher skills prioritize supportive, empathetic communication to identify student needs before implementing formal administrative or disciplinary actions.

Solution:

- (a) Implementing immediate punitive responses, such as making a student stand outside, can increase alienation and fail to address the root cause of behavioral changes.
- (b) Reporting a quiet, withdrawn student for disciplinary non-compliance misinterprets signs of emotional distress as intentional behavioral disruption.
- (c) Moving a student's seat to the front without addressing their underlying emotional state ignores their well-being and can damage the teacher-student relationship.
- (d) Empathy in education requires teachers to look beyond surface-level behavior and notice significant changes in a student's engagement or social interaction patterns.
- (e) Holding a private, supportive conversation allows the teacher to understand the student's situation, build trust, and offer appropriate support within a safe environment.

Final Answer: Speak with the student in private after class to empathetically check on their well-being

Answer: (B)

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Q26.

Solution

Concept: Continuous and Comprehensive Evaluation (CCE) shifts the focus of assessment away from sporadic, high-stakes testing. The model is designed to make evaluation an ongoing part of the instructional cycle while assessing multiple aspects of student development.

Solution:

- (a) Evaluating rote memory retention or measuring writing speed under time pressure reflects traditional testing methods rather than the core goals of a progressive CCE model.
- (b) Organizing assessments through external centralized agencies focuses on institutional ranking rather than supporting continuous, localized student learning.
- (c) Directing evaluation mechanisms toward identifying student performance failures overlooks the primary formative purpose of progressive school assessments.
- (d) The continuous aspect of CCE ensures that evaluations are integrated throughout the academic year, reducing the anxiety associated with single end-of-term exams.
- (e) The comprehensive aspect ensures equal focus on both scholastic subject knowledge and co-scholastic domains, supporting holistic student development.

Final Answer: Continuous evaluation refers to regularity in assessment throughout the learning cycle, while comprehensive evaluation covers both scholastic and co-scholastic aspects

Answer: (B)

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Q27.

Solution

Concept: Learning theories draw a clear distinction between intrinsic motivation, which is driven by internal interest and curiosity, and extrinsic motivation, which relies on external rewards or grades. Constructivist teaching strategies prioritize intrinsic motivation to foster long-term student engagement.

Solution:

- (a) Increasing the frequency of surprise tests or publishing class rankings uses extrinsic pressure and public comparison, which can increase anxiety and lower internal interest.
- (b) Offering external rewards like cash prizes or physical gifts can undermine intrinsic motivation, leading students to focus on the reward rather than the learning process.
- (c) Removing all structured feedback and instruction leaves students without clear direction, which can reduce engagement and lower motivation over time.
- (d) Fostering internal motivation involves connecting lesson content to real-world applications, open-ended questions, and the personal interests of the students.
- (e) Designing lessons around inquiry-based activities encourages natural curiosity, prompting students to engage deeply with topics for the satisfaction of discovery.

Final Answer: Connect lesson topics to students' personal interests, real-world puzzles, and open-ended exploration

Answer: (B)

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Q28.

Solution

Concept: Primary school mathematics instruction relies on structured learning progressions to help students transition from physical objects to abstract reasoning. The Concrete-Representational-Abstract (CRA) sequence provides a framework that aligns with early childhood cognitive development.

Solution:

- (a) Presenting complex, abstract concepts before providing concrete learning experiences can cause confusion and introduce cognitive barriers for early primary learners.
- (b) Relying purely on trial-and-error discovery without structured teacher guidance can lead to persistent misconceptions in foundational math concepts.
- (c) Using token rewards to reinforce rote answer accuracy reflects basic behaviorist conditioning rather than supporting conceptual mathematical understanding.
- (d) The CRA sequence begins with the concrete stage, using physical objects like blocks and beads to introduce mathematical concepts through hands-on interaction.
- (e) Students then move to the representational stage by using visual diagrams, and finally to the abstract stage using mathematical symbols, ensuring a smooth conceptual transition.

Final Answer: Concrete-Representational-Abstract (CRA) instructional sequence

Answer: (B)

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Q29.

Solution

Concept: Classroom management frameworks function most effectively when they use positive discipline strategies rather than punitive measures. Developing shared classroom norms helps students understand behavioral expectations, promoting self-regulation and mutual respect.

Solution:

- (a) Implementing severe punishments, such as automatic suspensions for minor infractions, creates an anxious classroom environment and harms teacher-student relationships.
- (b) Mandating absolute silence at all times ignores the developmental needs of middle school students and limits opportunities for collaborative learning.
- (c) Replacing all interactive group activities with individual copy assignments can reduce student engagement and lower overall motivation levels.
- (d) Positive discipline focuses on teaching self-regulation and accountability by involving students in the creation of classroom guidelines.
- (e) Establishing collaborative expectations for appropriate voice levels during different activities maintains order while respecting the value of student interaction.

Final Answer: Establishing collaborative classroom norms with students regarding acceptable voice levels for different activities

Answer: (B)

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Q30.**Solution**

Concept: The National Education Policy (NEP 2020) restructures the school curriculum from a 10 + 2 layout to a 5 + 3 + 3 + 4 system. This updated structure matches educational stages with key periods of child development to support a more cohesive learning journey.

Solution:

- (a) The Foundational Stage covers five years of learning, focusing on early childhood education and primary school for children from ages 3 to 8.
- (b) The Preparatory Stage spans three years, from ages 8 to 11 (Grades 3 to 5), prioritizing the development of foundational literacy and numeracy skills.
- (c) The Middle Stage spans three years, from ages 11 to 14 (Grades 6 to 8), introducing subject-oriented concepts and cross-disciplinary learning activities.
- (d) The Secondary Stage covers four years of education, from ages 14 to 18 (Grades 9 to 12), focusing on critical thinking, flexibility, and student choice.
- (e) This final stage provides a deeper, more rigorous curriculum designed to prepare students for higher education and future career paths.

Final Answer: Ages 14 to 18 (Grades 9 to 12)

Answer: (C)

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Answer Key

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

