

RIE CEE Teaching Aptitude

Sample Paper – 12

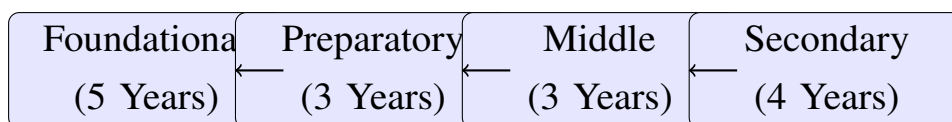
Duration: 45 Minutes

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 National Education Policy (NEP) 2020 replaces the legacy 10 + 2 schooling structure with a new curricular framework. Consider the pedagogical structural progression illustrated below:



Which age group corresponds precisely to the “Middle Stage” indicated in this new structure?

- (A) Ages 3 to 8
- (B) Ages 8 to 11
- (C) Ages 11 to 14
- (D) Ages 14 to 18

Q2. A child in your classroom can arrange a set of blocks in increasing order of size and understands that volume remains the same when water is poured from a



wide beaker into a tall, narrow test tube. However, the child struggles to solve purely abstract algebraic equations without physical tokens. According to Jean Piaget, which stage of cognitive development is this child exhibiting?

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

Q3. During a live classroom discussion, a student raises a controversial question that challenges a deeply rooted socio-cultural tradition. Several classmates become visibly agitated. What is the most appropriate immediate course of action for a professional teacher?

- (A) Reprimand the student for asking a disruptive question and immediately resume the scheduled lesson.
- (B) Utilize the question as a learning opportunity by steering an objective, evidence-based discussion aligned with analytical thinking.
- (C) Instruct the student to meet privately after school to avoid addressing controversial matters in public.
- (D) Ask the class to take a vote to decide whether the question is valid and acceptable to discuss.

Q4. Two high-ability students in your class routinely argue over leadership roles during collaborative science projects, causing group productivity to halt. To resolve this conflict while maintaining empathy, you should:

- (A) Permanently separate them into different project teams to eliminate any possibility of friction.
- (B) Assign leadership roles strictly based on academic rank to minimize subjective arguments.
- (C) Facilitate a dialogue where both express their perspectives, and guide them to co-create a system of shared or rotating responsibilities.



- (D) Strip both students of all leadership roles and appoint a neutral student to command the group.

Q5. A usually bright and interactive student suddenly starts showing signs of extreme withdrawal, emotional outbursts, and falling grades. Upon inquiring, you sense the child is dealing with parental conflict at home. As an emotionally intelligent teacher, your initial response should be to:

- (A) Avoid getting involved in the student's personal matters and focus purely on teaching academic tasks.
- (B) Provide a safe, empathetic space for the student to express their emotions and reassure them of your support.
- (C) Issue a formal warning letter to the parents pointing out the sharp decline in their child's classroom performance.
- (D) Refer the student to a strict disciplinarian counselor to correct their erratic behavior before it spreads.

Q6. Which of the following classroom scenarios best embodies a true Constructivist approach to learning pedagogy?

- (A) Students sit quietly in rows, carefully transcribing verbatim notes dictated by the teacher from a standard textbook.
- (B) The teacher presents a real-world scientific anomaly and guides students to formulate hypotheses, test assumptions, and discuss conclusions.
- (C) The teacher uses a token economy system where students receive star stickers for memorizing and reciting complex definitions.
- (D) Students are given explicit algorithmic steps to solve mathematics problems through continuous drills.

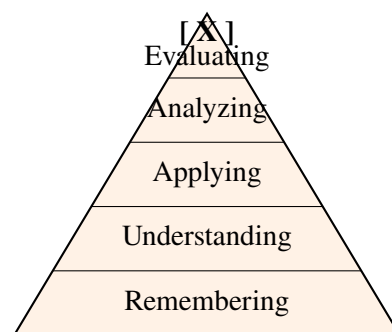
Q7. The National Curriculum Framework for School Education (NCF-SE) 2023 heavily emphasizes Holistic Progress Cards (HPC). What is the central distinguishing feature of the HPC over traditional report cards?

- (A) It grades students purely on high-stakes summative exams conducted at the end of each academic quarter.



- (B) It integrates multi-dimensional assessment, including self-assessment, peer-assessment, and teacher evaluation of competencies and values.
- (C) It eliminates teacher-based evaluations entirely, relying strictly on automated computer-generated test metrics.
- (D) It standardizes assessment criteria across the country, prioritizing rote recall speed over holistic development.

Q8. Consider the cognitive domain hierarchy of Bloom's Revised Taxonomy represented in the structural model below:



Which cognitive skill level correctly fills the placeholder slot labeled [X] at the apex of the revised hierarchy?

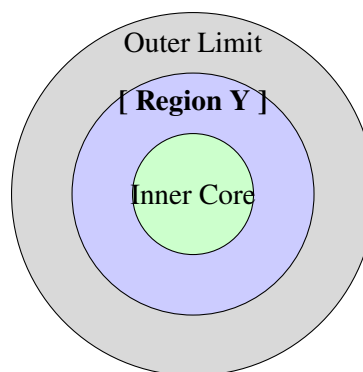
- (A) Creating
- (B) Synthesizing
- (C) Memorizing
- (D) Comprehending

Q9. A teacher wishes to integrate localized digital learning content, interactive worksheets, and QR-coded textbooks into their daily lesson plan. Which Government of India digital infrastructure initiative serves as the primary repository for this specific material?

- (A) SWAYAM
- (B) DIKSHA
- (C) NPTEL
- (D) SAMARTH



- Q10.** An inclusive classroom includes a student with mild cerebral palsy who experiences minor motor coordination issues and writes at a slower pace. During a written formative assessment, how should the teacher accommodate this student?
- (A) Exempt the student from the evaluation altogether and award them average marks.
 - (B) Provide reasonable extra time or allow the use of an assistive speech-to-text system based on individual needs.
 - (C) Demand that the student complete the test within the exact same time frame to ensure absolute fairness to others.
 - (D) Seat the student in an isolated room away from peers to minimize any distraction during writing.
- Q11.** Under NEP 2020, achieving Foundational Literacy and Numeracy (FLN) for all children by the end of which grade is recognized as an urgent, non-negotiable national mission?
- (A) Grade 1
 - (B) Grade 3
 - (C) Grade 5
 - (D) Grade 8
- Q12.** An instructional design framework adapted from Lev Vygotsky's sociocultural theory is mapped in the spatial model below:



The Inner Core represents what a learner can do independently. [**Region Y**] represents the learning zone achievable only with guidance from a More



Knowledgeable Other (MKO) using scaffolding. What is the technical term for [**Region Y**]?

- (A) Schema Assimilation Zone
- (B) Zone of Proximal Development (ZPD)
- (C) Stage of Formal Operations
- (D) Self-Actualization Range

Q13. A teacher notices that despite putting extensive effort into explaining a mathematical concept, more than half of the students have performed poorly on a surprise quiz. The ideal pedagogical reaction is to:

- (A) Conclude that the students lack the fundamental intellectual aptitude for advanced mathematics.
- (B) Reflect on the teaching methodology used, identify gaps, and design alternative interactive strategies to re-teach the concept.
- (C) Continue forward with the syllabus as planned to ensure timely completion before final exams.
- (D) Strongly admonish the class for their poor focus and lack of self-study outside the school hours.

Q14. A student continuously interrupts your lecture by calling out answers without raising their hand or waiting to be recognized. To manage this behavior empathetically while maintaining decorum, you should:

- (A) Publicly shame the student so they understand how frustrating the interruption is to the rest of the class.
- (B) Explicitly ignore their answers, and privately establish a clear rule that only students who raise their hand will be called upon.
- (C) Send the student out of the classroom immediately for showing defiance of authority.
- (D) Award negative internal assessment marks every time an interruption occurs without warning.



- Q15.** When a teacher becomes highly self-aware of their own emotional triggers in a stressful classroom environment, they are better equipped to:
- (A) Eliminate the need for any lesson planning or structural curriculum mapping.
 - (B) Suppress all forms of communication to avoid dealing with challenging students entirely.
 - (C) Regulate their impulses and respond to difficult situations with calculated, proactive guidance rather than reactive anger.
 - (D) Shift structural administrative responsibilities onto students to lower personal stress levels.
- Q16.** B.F. Skinner's Operant Conditioning explains learning through reinforcement mechanisms, whereas Constructivism focuses on cognitive structuring. If a teacher wants to shift from a Behaviorist approach to a Constructivist model, they must shift their role from:
- (A) A passive observer to a strict classroom taskmaster.
 - (B) A primary source of information delivery to a facilitator of inquiry and discovery.
 - (C) An entertainer to a highly rigid formal evaluator.
 - (D) A text narrator to a mechanical computer coordinator.
- Q17.** Which of the following activities best exemplifies Arts-Integrated Pedagogy as envisioned by the NCF-SE 2023 for teaching concepts in history?
- (A) Asking students to copy complex chronological charts repeatedly from a black board.
 - (B) Encouraging students to research, script, and perform short historical role-plays exploring different perspectives of an era.
 - (C) Setting a timed multiple-choice quiz testing memorized dates of historic battles.
 - (D) Assigning a 2000-word essay summarized straight from the chapter overview pages.



- Q18.** A teacher integrates brief, ungraded check-for-understanding questions, peer feedback loops, and self-reflection logs throughout a instructional unit. This form of evaluation is known as:
- (A) Summative Assessment
 - (B) Assessment of Learning
 - (C) Formative Assessment (Assessment for Learning)
 - (D) Prognostic Placement Testing
- Q19.** A school implements a “Flipped Classroom” model for teaching higher-level physics. Under this digital pedagogy arrangement, how are tasks typically distributed?
- (A) Students listen to standard lectures in class and explore digital material during late-night online tests.
 - (B) Initial content exploration happens at home via instructional digital media, while class time is dedicated to active problem-solving and deep discussion.
 - (C) Students use digital tools exclusively inside the school building with absolutely zero external assignments.
 - (D) The entire curriculum is automated by AI algorithms, completely removing human instruction.
- Q20.** Which of the following configurations represents a fundamental principle of creating a barrier-free learning environment for children with special needs (CwSN)?
- (A) Restricting CwSN to customized, segregated wings located away from main school activities.
 - (B) Ensuring physical accessibility via ramps and braille signs alongside digital access via screen readers and tactile aids.
 - (C) Lowering academic standards universally so that challenged students can pass without specialized support.
 - (D) Admitting only those students who do not require physical or structural adjustments.



- Q21.** According to NEP 2020, wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, should be:
- (A) English or a dominant global language to match international job market metrics.
 - (B) Home language, mother tongue, local language, or regional language.
 - (C) Classical Sanskrit or ancient historical scripts exclusively.
 - (D) Any official language chosen arbitrarily by school management without community consensus.
- Q22.** A student follows classroom rules perfectly solely because they fear that if they violate them, they will be given physical chores or sent to the principal's office. According to Lawrence Kohlberg's stages of moral development, this student is operating at the:
- (A) Pre-conventional Level (Obedience and Punishment Orientation)
 - (B) Conventional Level (Good Boy/Nice Girl Orientation)
 - (C) Post-conventional Level (Social Contract Orientation)
 - (D) Universal Ethical Principle Orientation
- Q23.** When a teacher meets a student's parent who continuously criticizes the school's teaching style based on a personal bias, the professional and mature response from the teacher is to:
- (A) Respond with defensive counter-arguments attacking the family's upbringing patterns.
 - (B) Listen patiently, maintain objective neutrality, clarify structural realities calmly, and look for constructive feedback elements.
 - (C) Walk away from the meeting and refuse to interact with the parent in future interactive sessions.
 - (D) Agree blindly with all criticisms to avoid immediate interpersonal friction.
- Q24.** To foster true collaborative interdependence during small-group activities, a teacher should structure the groups such that:



- (A) Every individual receives an isolated grade based entirely on their independent speed.
- (B) Group members share a collective goal while holding individual accountability for specific segments of the project.
- (C) The highest-performing student is made entirely responsible for completing the work of all group members.
- (D) Students are left without any clear project guidelines, benchmarks, or dead-lines.

Q25. A student begins crying intensely during a timed mock test because they cannot solve a challenging analytical question. What should the teacher's immediate action be?

- (A) Order the student to leave the exam hall immediately to avoid distracting other serious test-takers.
- (B) Pause briefly to validate their stress, help them calm down through steady breathing, and quietly encourage them to focus on simpler sections first.
- (C) Tell the student that crying is a sign of weakness and that they should study harder next time.
- (D) Announce the student's breakdown to the class to teach a lesson about handling time pressure.

Q26. Which of the following practices is fundamentally counter-productive to a student-centered classroom environment?

- (A) Encouraging open dialogue and incorporating student choices into projects.
- (B) Designing differentiated learning activities to cater to diverse learning styles.
- (C) Establishing a rigid, teacher-dominated monologue where obedience is valued over inquiry.
- (D) Using peer-assessment feedback loops to build metacognitive skills.

Q27. The integration of vocational education, cross-curricular concepts, and environmental values from early schooling stages under NCF-SE 2023 aims primarily to eliminate what structural barrier?



- (A) The high financial operational costs of standard board examinations.
- (B) The sharp, artificial separation between academic streams, vocational tracks, and co-curricular domains.
- (C) The need for continuous formative assessment cycles by physical instructors.
- (D) The recruitment of subject matter specialists in high school settings.

Q28. In a Continuous and Comprehensive Evaluation framework, the term “Comprehensive” specifically underscores the evaluation of:

- (A) Only the academic and cognitive subjects mapped in core textbooks.
- (B) Both scholastic (cognitive) and co-scholastic (affective and psychomotor) domains of student growth.
- (C) The overall administrative and financial efficiency of the school infrastructure.
- (D) The mastery levels achieved by teachers in utilizing advanced ICT applications.

Q29. When designing an online asynchronous discussion forum for your secondary school students, which policy should be established as a primary priority?

- (A) Encouraging students to share personal contact details and social media profile links openly.
- (B) Restricting the forum access strictly to verified institutional accounts and enforcing strict netiquette and cyber-safety guidelines.
- (C) Grading students purely based on the absolute number of words they type each day.
- (D) Permitting anonymous posts to eliminate student responsibility during heated arguments.

Q30. Which of the following statements regarding the nature of children’s learning pathways is true?

- (A) Learning takes place in a highly linear, uniform fashion across all individuals regardless of social environment.



- (B) Children learn through active exploration, social interactions, trial and error, and mapping connections to their existing schemas.
- (C) True learning occurs only when a tangible, physical reward is offered immediately after a response.
- (D) Children are passive containers who can only absorb information when it is split into non-contextual, abstract atoms.



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

Concept: The National Education Policy (NEP) 2020 introduces a structural curricular transition in school education, fundamentally replacing the old legacy 10 + 2 framework. The new model establishes a 5 + 3 + 3 + 4 pedagogical configuration designed to map more effectively onto critical stages of childhood cognitive development.

Solution:

- (a) The new pedagogical configuration decomposes the developmental timeline of a child into four distinct developmental tiers: Foundational, Preparatory, Middle, and Secondary.
- (b) The Foundational Stage spans 5 years for children aged 3 to 8 years, encompassing 3 years of preschool alongside Grades 1 and 2.
- (c) The Preparatory Stage introduces interactive, discovery-based methodologies over 3 years for children aged 8 to 11 years, covering Grades 3 through 5.
- (d) The Middle Stage spans exactly 3 years of academic instruction, catering specifically to early adolescents within the age cohort of 11 to 14 years.
- (e) This stage comprises Grades 6, 7, and 8, introducing abstract subject-oriented concepts in sciences, mathematics, humanities, and vocational arts.
- (f) The final Secondary Stage extends across 4 years for young adults aged 14 to 18 years, encompassing Grades 9 through 12 with multidisciplinary options.

Final Answer: Ages 11 to 14

Answer: (C)

[Go Back to Question 1](#)



Q2.

Solution

Concept: Jean Piaget's Cognitive Development Theory describes how children build active mental frameworks. Children transition through four distinct, sequential stages characterized by unique logical operations, cognitive limitations, and interaction mechanisms.

Solution:

- (a) The classroom scenario highlights a child who can organize elements based on sequential dimensions and understands that fluid mass is preserved across container geometries.
- (b) Arranging blocks in increasing size demonstrates seriation, while understanding liquid quantities across variable containers demonstrates the acquisition of conservation concepts.
- (c) Seriation and conservation represent foundational cognitive operational milestones achieved during the third phase of Piagetian development, known as the Concrete Operational Stage.
- (d) This phase typically spans ages 7 to 11 years, where thought processes become increasingly logical, systematic, and organized around real situations.
- (e) However, because the child experiences severe cognitive friction when dealing with purely symbolic algebraic equations without tokens, formal abstract reasoning is absent.
- (f) Since logical processing is bound to tangible, physical objects, the student resides completely within the Concrete Operational tier.

Final Answer: Concrete Operational Stage

Answer: (C)

[Go Back to Question 2](#)



Q3.

Solution

Concept: Teaching Aptitude values the constructive conversion of high-stakes classroom friction into collaborative, objective learning opportunities. Professional educators avoid defensive censorship or authoritarian suppression when addressing sensitive ideas.

Solution:

- (a) A professional teacher views unexpected student curiosity regarding controversial, non-traditional ideas as an analytical spark rather than a behavioral disruption.
- (b) Reprimand the student or forcing an immediate halt to the line of inquiry dampens classroom motivation and fosters high intellectual fear.
- (c) Moving the discussion to a private post-school conversation fails to help the rest of the classroom process complex cultural ideas safely.
- (d) Setting a popular student vote polarizes peer viewpoints further, lacks scientific rigor, and compromises the psychological safety of the classroom.
- (e) The most pedagogical approach is utilizing the moment to facilitate objective, evidence-based discourse aligned with analytical critical thinking.

Final Answer: Utilize the question as a learning opportunity by steering an objective, evidence-based discussion aligned with analytical thinking.

Answer: (B)

[Go Back to Question 3](#)



Q4.

Solution

Concept: Classroom leadership and group dynamics demand an empathetic approach to collaborative dispute resolution. Rather than implementing top-down structural restrictions, educators guide students toward self-regulation.

Solution:

- (a) Permanently separating high-ability students avoids the root issue of competition and deprives them of opportunities to build socio-emotional collaborative competencies.
- (b) Distributing project roles based strictly on academic rank institutionalizes rigid classroom hierarchies and fails to address personal friction.
- (c) Stripping leadership away from both individuals acts as a punitive measure that decreases student interest and damages trust.
- (d) An empathetic manager structures an active dialogue where both students are encouraged to share their unique perspectives openly.
- (e) Guiding the peers to co-create a system of shared or rotating responsibilities fosters mutual respect and develops emotional intelligence.
- (f) This approach models real-world conflict management, preserves student agency, and establishes healthy interdependencies during collaborative group tasks.

Final Answer: Facilitate a dialogue where both express their perspectives, and guide them to co-create a system of shared or rotating responsibilities.

Answer: (C)

[Go Back to Question 4](#)



Q5.

Solution

Concept: Emotional Intelligence (EQ) within educational settings prioritizes holistic student safety over narrow academic accountability. Teachers observe, decode behavioral shifts, and provide necessary socio-emotional support systems.

Solution:

- (a) Ignoring sudden behavioral changes to focus solely on curricular instruction leaves a vulnerable student isolated during a personal crisis.
- (b) Sending an official warning letter to the home adds pressure to a volatile domestic situation, worsening the student's emotional distress.
- (c) Referral to a rigid disciplinarian misinterprets an emotional cry for help as an intentional behavioral violation, damaging the student-teacher relationship.
- (d) An emotionally intelligent teacher builds strong relationships by offering a safe, highly empathetic, and non-judgmental space for personal expression.
- (e) Reassuring the student of institutional support helps restore their psychological security, lowering stress before further guidance is provided.
- (f) This response recognizes that emotional stabilization is a prerequisite for cognitive engagement, ensuring student welfare comes first.

Final Answer: Provide a safe, empathetic space for the student to express their emotions and reassure them of your support.

Answer: (B)

[Go Back to Question 5](#)



Q6.

Solution

Concept: The Constructivist learning paradigm posits that knowledge is actively built by learners rather than passively received. This pedagogy shifts classroom activities toward active exploration and experiential discovery.

Solution:

- (a) Transcribing verbatim notes from a textbook is characteristic of traditional, passive lecturing models that restrict independent thought.
- (b) Using a token economy with stickers is a Behaviorist approach that relies on external stimuli rather than internal cognitive growth.
- (c) Rote algorithmic drills prioritize mechanical repetition and memorization over authentic conceptual understanding.
- (d) A constructivist approach presents real-world scientific anomalies to prompt independent student discovery, hypothesis testing, and collaborative data discussion.
- (e) The educator acts as an instructional facilitator, guiding students as they connect new observations to their existing internal mental schemas.
- (f) This active inquiry approach develops critical thinking, satisfies constructivist goals, and transforms students into active knowledge creators.

Final Answer: The teacher presents a real-world scientific anomaly and guides students to formulate hypotheses, test assumptions, and discuss conclusions.

Answer: (B)

[Go Back to Question 6](#)



Q7.

Solution

Concept: The National Curriculum Framework for School Education (NCF-SE) 2023 replaces traditional exam-centric metrics with holistic evaluation methods. This structural shift captures student development across all behavioral domains.

Solution:

- (a) Traditional progress reports rely on single-point high-stakes summative exams, which evaluate rote memory rather than comprehensive understanding.
- (b) Relying strictly on automated computer test metrics removes qualitative human insight, missing social and emotional development markers.
- (c) Standardizing criteria for speed rewards fast recall over deep, creative analysis and individual learner differences.
- (d) The Holistic Progress Card (HPC) design captures continuous development across diverse competencies through self-assessment, peer-assessment, and teacher input.
- (e) This system gathers feedback from multiple viewpoints, mapping a 360-degree view of a child's values, life skills, and academic abilities.
- (f) By tracking formative milestones, the HPC moves from competitive ranking toward personalized, holistic growth and learner development.

Final Answer: It integrates multi-dimensional assessment, including self-assessment, peer-assessment, and teacher evaluation of competencies and values.

Answer: (B)

[Go Back to Question 7](#)



Q8.

Solution

Concept: Bloom's Revised Taxonomy organizes cognitive domain objectives into a clear hierarchy of complexity. This taxonomy guides instructional design by sequencing skills from basic recall to complex production.

Solution:

- (a) The lower levels of the cognitive pyramid are built on Remembering and Understanding, which involve retrieving and explaining information.
- (b) Applying and Analyzing follow next, enabling learners to use concepts in new settings and break down complex ideas.
- (c) Evaluating sits below the peak in the revised model, involving critiquing and checking judgments based on standards.
- (d) Lorin Anderson and David Krathwohl updated Benjamin Bloom's original 1956 model in 2001 to reflect active cognitive processing.
- (e) The revised framework shifts the taxonomy from nouns to verbs and places Creating at the very top of the hierarchy.
- (f) The placeholder [X] at the apex represents the highest cognitive ability: assembling elements to form a functional, original whole.

Final Answer: Creating

Answer: (A)

[Go Back to Question 8](#)



Q9.**Solution**

Concept: Digital Pedagogy utilizes central infrastructure initiatives to provide equal access to academic materials. The Ministry of Education hosts platforms tailored for distinct educational tiers.

Solution:

- (a) SWAYAM is designed to host Massive Open Online Courses (MOOCs) for higher education and professional certifications, rather than school lesson assets.
- (b) NPTEL focus areas center on advanced engineering and core scientific curriculum lectures for university levels.
- (c) SAMARTH serves as an institutional ERP system intended for university administrative data management rather than school learning content.
- (d) DIKSHA (Digital Infrastructure for Knowledge Sharing) is the national platform for school education across states and central boards.
- (e) It hosts millions of localized lesson plans, interactive worksheets, and NCERT textbooks embedded with scan-able QR codes.
- (f) This makes DIKSHA the primary repository for teachers looking to enrich daily lessons with interactive digital resources.

Final Answer: DIKSHA

Answer: (B)

[Go Back to Question 9](#)



Q10.**Solution**

Concept: Inclusive Education focuses on equity, resource access, and removing systemic barriers. It ensures that students with special needs (CwSN) receive reasonable accommodations to demonstrate their learning without compromising academic validity.

Solution:

- (a) Exempting the student from evaluation entirely lowers expectations and excludes them from participating in the classroom's learning cycle.
- (b) Enforcing identical rigid time limits fails to account for physical limitations, confusing structural uniformity with true fairness.
- (c) Isolating the student in a separate room increases social stigma and runs counter to the principles of inclusive learning.
- (d) Providing extra time or integration tools directly addresses the physical challenges of cerebral palsy without lowering learning standards.
- (e) Assistive tech, like speech-to-text tools, removes writing barriers, allowing the student to demonstrate conceptual knowledge on equal terms.
- (f) This accommodation creates a supportive, barrier-free environment that respects individual learner needs and dignity.

Final Answer: Provide reasonable extra time or allow the use of an assistive speech-to-text system based on individual needs.

Answer: (B)

[Go Back to Question 10](#)



Q11.

Solution

Concept: The National Education Policy (NEP) 2020 introduces critical structural interventions to reform primary school outcomes across India. Among these reforms, Foundational Literacy and Numeracy (FLN) is prioritized as the single most urgent milestone necessary for supporting subsequent student cognitive advancement.

Solution:

- (a) The policy notes that a massive share of primary students currently lacks basic reading, writing, and arithmetic skills.
- (b) This critical deficit limits a child's ability to engage with more advanced, subject-oriented concepts as they move higher up the academic framework.
- (c) To address this issue, the National Education Policy 2020 launched a national mission called NIPUN Bharat.
- (d) This targeted program requires that every single student across the country reaches core reading, writing, and basic math competencies.
- (e) The policy explicitly states that achieving these essential milestones must be completed by the conclusion of Grade 3.
- (f) Setting this clear deadline establishes a mandatory foundation, allowing early learners to successfully transition into the Preparatory Stage.

Final Answer: Grade 3

Answer: (B)

[Go Back to Question 11](#)



Q12.

Solution

Concept: Lev Vygotsky's Sociocultural Theory explains how social interactions, cultural tools, and collaborative communication drive cognitive development. Learning is viewed as a social activity occurring within fluid relational spaces.

Solution:

- (a) Vygotsky separates a student's cognitive capabilities into three primary overlapping zones to guide effective teaching strategies.
- (b) The lower boundary represents a child's independent mastery level, which includes tasks they can complete without external support.
- (c) The outer limit contains complex concepts that the learner cannot manage yet, even with direct teacher guidance.
- (d) The intermediate space, labeled Region Y, defines the distance between actual independent problem-solving and potential guided development.
- (e) This critical area is technically known as the Zone of Proximal Development, or ZPD.
- (f) Within the ZPD, an educator or More Knowledgeable Other provides temporary scaffolding structures to help students master new skills.

Final Answer: Zone of Proximal Development (ZPD)

Answer: (B)

[Go Back to Question 12](#)



Q13.

Solution

Concept: Professional Teaching Aptitude requires a strong commitment to reflective practice and continuous instructional improvement. Professional educators use poor student assessment outcomes as diagnostic feedback to adjust their own teaching methods.

Solution:

- (a) When more than half of a class fails a surprise quiz, a professional teacher treats this outcome as a systemic diagnostic signal.
- (b) Blaming the students' natural intelligence ignores individual learning needs and goes against the values of an inclusive classroom.
- (c) Moving forward blindly with the syllabus just to finish on time leaves struggling students behind, worsening long-term learning gaps.
- (d) Publicly scolding the class damages emotional safety, increases anxiety, and reduces student motivation for self-directed study.
- (e) The ideal response is for the teacher to reflect on their own teaching methods and identify gaps in delivery.
- (f) The teacher should then design alternate interactive strategies, such as visual aids or peer group work, to re-teach the concept effectively.

Final Answer: Reflect on the teaching methodology used, identify gaps, and design alternative interactive strategies to re-teach the concept.

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

Q14.**Solution**

Concept: Classroom management requires a balanced approach that maintains instructional decorum while protecting student dignity. Empathetic discipline focuses on reinforcing clear rules rather than using punitive or emotional reactions.

Solution:

- (a) Public shaming damages a student's self-esteem, causes social anxiety, and harms the overall student-teacher relationship.
- (b) Sending the student out of the room immediately is an overreaction that disrupts their learning time and models poor conflict resolution.
- (c) Lowering internal assessment marks as a punishment disconnects behavioral discipline from actual academic evaluation criteria.
- (d) The most empathetic and effective strategy is to ignore the shouted answers and handle the behavior through a private conversation.
- (e) During this private discussion, the teacher reinforces the rule that only students who raise their hands will be called upon.
- (f) This approach protects the student's dignity, prevents attention-seeking behaviors, and maintains a respectful, structured classroom environment.

Final Answer: Explicitly ignore their answers, and privately establish a clear rule that only students who raise their hand will be called upon.

Answer: (B)

[Go Back to Question 14](#)



Q15.

Solution

Concept: Emotional Intelligence (EQ) enables teachers to manage high-stress classroom situations effectively. Self-awareness helps educators separate personal emotional reactions from professional pedagogical choices.

Solution:

- (a) High self-awareness does not replace the need for careful lesson planning or curriculum mapping, which remain essential for structured teaching.
- (b) Shutting down communication to avoid difficult students leaves issues unresolved and undermines the teacher's role as a guide.
- (c) Shifting administrative tasks to students to reduce personal stress avoids professional duties and ignores student learning needs.
- (d) A self-aware teacher recognizes their personal emotional triggers, allowing them to pause before reacting to disruptive behaviors.
- (e) This self-regulation shifts the teacher's response from reactive anger to thoughtful, proactive guidance.
- (f) By modeling emotional control, the teacher de-escalates classroom tension and keeps the focus on learning.

Final Answer: Regulate their impulses and respond to difficult situations with calculated, proactive guidance rather than reactive anger.

Answer: (C)

[Go Back to Question 15](#)



Q16.

Solution

Concept: Shifting from a Behaviorist framework to a Constructivist model changes the core dynamics of classroom instruction. This transition alters how knowledge is shared, how activities are structured, and the role of the teacher.

Solution:

- (a) Behaviorist methods rely on direct instruction, mechanical drills, and external rewards to shape student behavior.
- (b) In this traditional model, the teacher acts as the primary source of knowledge, delivering facts to passive students.
- (c) Moving to a constructivist model changes the teacher's role into a facilitator of active inquiry and discovery.
- (d) Instead of simply giving answers, the teacher designs complex, real-world problems that challenge students to think critically.
- (e) Students are encouraged to explore ideas, test assumptions, and build their own understanding by connecting new facts to prior knowledge.
- (f) This shift turns the classroom into an active environment where students take charge of their own learning.

Final Answer: A primary source of information delivery to a facilitator of inquiry and discovery.

Answer: (B)

[Go Back to Question 16](#)



Q17.

Solution

Concept: The National Curriculum Framework for School Education (NCF-SE) 2023 champions Arts-Integrated Pedagogy as a cross-curricular teaching method. This approach uses creative expression to deepen student understanding of abstract academic concepts.

Solution:

- (a) Having students copy timelines repeatedly relies on rote learning and misses the creative goals of arts integration.
- (b) Timed multiple-choice tests focus primarily on memorizing dates rather than exploring the human experiences behind historical events.
- (c) Assigning standard textbook summaries limits independent analysis and keeps students in a passive learning role.
- (d) Arts-integrated history lessons encourage students to research, write, and perform short role-plays about different historical perspectives.
- (e) This active approach combines historical facts with theatrical expression, helping students build deep empathy for people of past eras.
- (f) By interacting with history creatively, students develop stronger critical thinking skills and a deeper connection to the curriculum.

Final Answer: Encouraging students to research, script, and perform short historical role-plays exploring different perspectives of an era.

Answer: (B)

[Go Back to Question 17](#)



Q18.**Solution**

Concept: Educational evaluation uses formative and summative assessments to serve different purposes within the instructional loop. Formative methods track student progress during lessons to guide ongoing teaching adjustments.

Solution:

- (a) Summative assessments are high-stakes evaluations administered at the end of an instructional unit to assign final grades.
- (b) Assessment of learning is another term for summative evaluation, focusing on measuring final student achievement against benchmarks.
- (c) Prognostic testing is used primarily for placement purposes to check if a student has the prerequisite skills before a course begins.
- (d) Using ungraded checks, peer feedback loops, and self-reflection logs during a unit defines Formative Assessment.
- (e) These low-stakes strategies give both teachers and students immediate feedback on areas that need improvement.
- (f) This continuous approach helps catch and correct misunderstandings early, supporting ongoing student growth.

Final Answer: Formative Assessment (Assessment for Learning)

Answer: (C)

[Go Back to Question 18](#)



Q19.**Solution**

Concept: The Flipped Classroom is an innovative blended-learning model that restructures how instructional time is used. It reverses traditional teaching structures by moving direct instruction outside the classroom.

Solution:

- (a) In a traditional classroom, teachers use class time for lecturing, leaving students to tackle complex practice problems alone at home.
- (b) This traditional arrangement often causes frustration when students get stuck on homework without support.
- (c) The flipped model resolves this issue by having students explore instructional videos and digital content independently at home.
- (d) This structural shift frees up valuable face-to-face class time for collaborative activities and active problem-solving.
- (e) The teacher is then free to act as a guide, helping students apply concepts to challenging physics problems in real time.
- (f) This approach maximizes peer interaction, ensures teacher support during difficult tasks, and improves overall conceptual learning.

Final Answer: Initial content exploration happens at home via instructional digital media, while class time is dedicated to active problem-solving and deep discussion.

Answer: (B)

[Go Back to Question 19](#)



Q20.**Solution**

Concept: Inclusive Education focuses on creating barrier-free learning environments for children with special needs (CwSN). True equity requires making physical, digital, and pedagogical adjustments to ensure equal access to school life.

Solution:

- (a) Placing students with special needs in separate, isolated wings causes social exclusion and runs counter to the core goals of inclusive schools.
- (b) Universally lowering academic standards reduces expectations for everyone instead of providing targeted support tools.
- (c) Limiting enrollment to students who do not require physical or structural changes is discriminatory and avoids inclusive practices entirely.
- (d) A barrier-free environment uses physical adaptations like ramps and braille signs alongside digital tools like screen readers.
- (e) These structural and technical adjustments ensure that students with physical challenges can fully access classrooms and learning materials.

Final Answer: Ensuring physical accessibility via ramps and braille signs alongside digital access via screen readers and tactile aids.

Answer: (B)

[Go Back to Question 20](#)



Q21.

Solution

Concept: The National Education Policy (NEP) 2020 introduces language policy rules designed to promote multilingualism and cultural preservation in early schooling. This model emphasizes structural adjustments to facilitate cognitive development in native linguistic environments.

Solution:

- (a) The educational framework notes that children understand complex concepts more quickly when taught in their native linguistic environments.
- (b) Teaching in a foreign language early on introduces linguistic friction, hindering basic literacy skills.
- (c) To fix this issue, the National Education Policy 2020 changes early childhood instruction models.
- (d) The strategy states that schools should use local languages to teach core content.
- (e) This approach remains mandatory until at least Grade 5, and should ideally continue through Grade 8.
- (f) This policy standardizes instructional methods to use the home language, mother tongue, local language, or regional language.

Final Answer: Home language, mother tongue, local language, or regional language.

Answer: (B)

[Go Back to Question 21](#)



Q22.

Solution

Concept: Lawrence Kohlberg's Moral Development Theory maps how children build systems of ethical reasoning. This model breaks moral progression down into three main levels, each containing two distinct orientations.

Solution:

- (a) The scenario describes a student who follows classroom guidelines strictly out of fear of punishment or assignments.
- (b) The student's primary focus is avoiding negative physical consequences from an authoritative figure like a principal.
- (c) This focus shows that the student has not yet internalized standard societal rules or ethical concepts.
- (d) This type of basic moral reasoning matches the earliest stage of Kohlberg's developmental model.
- (e) This stage is known as the Pre-conventional Level, specifically the Obedience and Punishment Orientation.
- (f) At this stage, actions are judged as right or wrong based only on the immediate consequences they bring.

Final Answer: Pre-conventional Level (Obedience and Punishment Orientation)

Answer: (A)

[Go Back to Question 22](#)



Q23.

Solution

Concept: Professional Teaching Aptitude requires maintaining objective neutrality and communication during difficult parent-teacher meetings. Educators avoid defensive arguments when dealing with biased complaints about school methods.

Solution:

- (a) Responding with personal attacks hurts professional boundaries and increases conflict between families and the school.
- (b) Walking away from meetings closes off communication and stops parents from staying involved with their child's education.
- (c) Agreeing blindly with biased complaints compromises the school's standards and avoids solving the underlying issues.
- (d) A professional teacher handles critiques by listening calmly and maintaining complete objective neutrality.
- (e) The teacher explains school policies clearly while looking for constructive feedback in the parent's concerns.
- (f) This balanced approach resolves misunderstandings, builds institutional trust, and ensures the meeting focuses on student support.

Final Answer: Listen patiently, maintain objective neutrality, clarify structural realities calmly, and look for constructive feedback elements.

Answer: (B)

[Go Back to Question 23](#)



Q24.

Solution

Concept: Classroom leadership models require structuring small-group activities to build true collaborative interdependence. Teachers design peer tasks so that group success depends on the combined efforts of all members.

Solution:

- (a) Grading students entirely on individual speed runs counter to teamwork and encourages unhealthy peer competition.
- (b) Making the highest-performing student complete all the work causes resentment and keeps others from learning.
- (c) Leaving groups without project guidelines or deadlines creates confusion and reduces productivity.
- (d) True interdependence requires group members to share a single, collective project goal.
- (e) The teacher structures tasks so that each student is personally accountable for a specific segment.

Final Answer: Group members share a collective goal while holding individual accountability for specific segments of the project.

Answer: (B)

[Go Back to Question 24](#)



Q25.

Solution

Concept: Emotional Intelligence (EQ) in classroom management prioritizes immediate empathy and emotional support during stressful moments. Teachers manage student anxiety by helping them calm down without using public discipline.

Solution:

- (a) Ordering an anxious student out of the test hall increases their distress and adds to their sense of failure.
- (b) Telling a student that crying is a sign of weakness ignores their feelings and lowers self-esteem.
- (c) Publicly highlighting a student's breakdown humiliates them and damages classroom psychological safety.
- (d) An emotionally intelligent teacher pauses briefly to validate the student's testing stress.
- (e) The teacher guides the student to calm down through steady, relaxed breathing exercises.
- (f) The educator then quietly encourages them to focus on simpler question sections first to rebuild confidence.

Final Answer: Pause briefly to validate their stress, help them calm down through steady breathing, and quietly encourage them to focus on simpler sections first.

Answer: (B)

[Go Back to Question 25](#)



Q26.

Solution

Concept: Student-centered classrooms prioritize student agency, active dialogue, and varied instructional strategies. Pedagogy focuses on supporting independent critical thinking over traditional, teacher-dominated instruction.

Solution:

- (a) Encouraging open dialogue and incorporating choices supports student agency and builds creative problem-solving skills.
- (b) Designing differentiated learning activities respects student differences and ensures equal access to the curriculum.
- (c) Using peer-assessment feedback loops helps students build strong metacognitive skills and take charge of learning.
- (d) Establishing a rigid, teacher-dominated monologue where obedience is valued over inquiry stops independent thinking.
- (e) This authoritarian model keeps students passive and goes against the principles of student-centered learning.

Final Answer: Establishing a rigid, teacher-dominated monologue where obedience is valued over inquiry.

Answer: (C)

[Go Back to Question 26](#)



Q27.

Solution

Concept: The National Curriculum Framework for School Education (NCF-SE) 2023 aims to remove traditional separations in secondary education. This structure ensures all learning fields receive equal value.

Solution:

- (a) The policy notes that dividing subjects into rigid categories limits career paths and paths for personal growth.
- (b) Traditional school structures often separate academic subjects from vocational courses and co-curricular projects.
- (c) This separation lowers the status of vocational choices and restricts multidisciplinary development.
- (d) To fix this issue, the NCF-SE 2023 integrates vocational skills and environmental concepts early on.
- (e) This framework removes the sharp, artificial separation between academic streams, vocational tracks, and co-curricular domains.

Final Answer: The sharp, artificial separation between academic streams, vocational tracks, and co-curricular domains.

Answer: (B)

[Go Back to Question 27](#)



Q28.

Solution

Concept: The Continuous and Comprehensive Evaluation (CCE) framework shifts school assessment away from purely academic testing. The term comprehensive means evaluating all parts of a child's growth.

Solution:

- (a) Focusing only on academic subjects ignores critical physical and emotional growth areas.
- (b) Assessing school administrative or financial efficiency relates to management, not student tracking.
- (c) Measuring how well teachers use ICT applications checks teacher training, not student learning.
- (d) In this system, comprehensive means evaluating both scholastic and co-scholastic domains.
- (e) This approach covers cognitive growth alongside affective skills, values, and physical development.

Final Answer: Both scholastic (cognitive) and co-scholastic (affective and psychomotor) domains of student growth.

Answer: (B)

[Go Back to Question 28](#)



Q29.**Solution**

Concept: Digital Pedagogy requires setting up clear safety rules when using online learning tools. When creating online discussion spaces, teachers must protect student data and guide ethical behavior.

Solution:

- (a) Encouraging students to share personal contact links openly compromises privacy and exposes them to digital risks.
- (b) Grading students based only on word counts encourages low-quality posts and misses actual thinking.
- (c) Allowing anonymous posting often leads to cyberbullying and removes student accountability during discussions.
- (d) Secure systems restrict forum access strictly to verified institutional accounts.
- (e) Teachers enforce clear netiquette and cyber-safety rules to keep online interactions respectful.

Final Answer: Restricting the forum access strictly to verified institutional accounts and enforcing strict netiquette and cyber-safety guidelines.

Answer: (B)

[Go Back to Question 29](#)



Q30.**Solution**

Concept: Educational Psychology views learning as an active process of building meaning. Children develop skills by interacting with people, exploring materials, and connecting new observations to their current schemas.

Solution:

- (a) Assuming learning is completely linear ignores different background settings and individual development paces.
- (b) Stating that true learning requires immediate physical rewards overlooks internal motivation and deep understanding.
- (c) Viewing children as passive containers misses their natural curiosity and ability to solve problems independently.
- (d) Modern psychology shows that children learn best through active exploration and social interactions.
- (e) They use trial and error to test assumptions and link new experiences to their existing schemas.

Final Answer: Children learn through active exploration, social interactions, trial and error, and mapping connections to their existing schemas.

Answer: (B)

[Go Back to Question 30](#)



Answer Key

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

