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Education

Code:9

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(Education and Culture; Contribution of Thinkers; National Values of Constitution with Reference to Education)



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Unit -1: Sub Unit: 1

Contribution of Indian Schools of Philosophy

1.1.1: Philosophy:

- The word 'Philosophy' can be traced to the Greek word "Philosophia" which is made up of two words i.e.
 - i) philo/phileo – Love
 - ii) Sophia – wisdom

Therefore, the literal meaning of Philosophy is 'love of wisdom'.
- Philosophy is a search for reality and truth, based on enquiry, dynamic and living force, arts as well as science, intellectual attempt to interpret and understand a guide to way of life.
- Plato is the *first view* of philosophy, its origin in wonder of curiosity in the mind of man. *Second view* (Descartes) its origin in the feeling of scepticism in the mind of man (Proof to confirm his doubts). *Third view*, human mind is restless and always active in the search of truth or realities find the ways and means to solve these problems. *Fourth view*, thus guided principles what is right or wrong, proper or improper heaven or hell, can lead a man to a right direction.

1.1.2: Subject matter of Philosophy

A Roman scholar Cicero (106-43 B.C) called philosophy is the mother of all arts and the true medicine of mind. Another English philosopher regarded philosophy as the great mother of the Sciences.

I) Metaphysic (Problems of reality) - It inquiries into the nature and ultimate significance of the universe.

Question form- What is soul? Living being? Relationship between body and soul?

Branches – i) Theology- It deals with nature and existence of God his wish power.

ii) Cosmology – The creation of cosmos and other living and non-living things.

iii) Creation –How this universe has been created and how will it come to an end.

iv) Universe-Its origin and end mortal and immortal.

v) Concept of soul- Existence of soul and its relation to the mortal body.

II) Epistemology (Problems of knowledge)- It investigates the nature of knowledge and the process of knowing.

Question form- What is truth? Doubt sources of acquiring technology?

Study of- Human intelligence, capacity to acquiring knowledge, nature and verification of evidence and knowledge.

Method of knowledge acquisition– Revelation, Authority, Intuition, Reason, Senses, experimentation.

III) Axiology (Problems of Value)- It is the third area of philosophy which studies values philosophically.

Questions form- what is truth, good and beauty?

Branches of-

- i) Logic (truth)-Nature of logical thinking, inductive, deductive, imagination and reasoning domination.

- ii) Ethics (good)-It is known as moral philosophy. It deals with judgment of rightness and wrongness, goodness and badness, virtues and vices.
- iii) Aesthetics (beauty) – It discusses the nature and criteria of beauty.

1.1.3 Educational Philosophy:

1) Metaphysics in Education:

- a) This has a close bearing upon the aims and ideals of education.
- b) It has provided the attitude the educationists.
- c) Development of character and self.
- d) Moral, Religious education.

Ex. Metaphysic influences are Idealism, Realism, Naturalism, Pragmatism.

2) Epistemology in Education:

[Induction, deduction, Synthesis, Analysis]

- *Agnosticism* – Relativity of human knowledge.
- *Scepticism* – Limited of knowledge.
- *Mysticism* – spiritual experiences is the field of Religious.
- *Intuitionism* – intellect and intuition are complementary.
- *Criticism* – is neither a priori nor posteriori.

3) Axiology in education:

- a) *Logic* – logic is the science of reasoning and Argument. It is studies various intellectual process such as thinking, reasoning, judgment. Teacher must know logic in order to have successful communication.
- b) *Ethics* – (Ethos – character) / Moral philosophy. It is the Science of character, habits of actively or behavior of human being.
 - Moral – Mores – conventions / Practice.
 - Ethics is the Science of human conduct.
 - The mirror of character.
 - Character is manifested in determinations. Determination is the activated from of character.
 - It is a normative Science.
 - Man meaning and character-building education.
 - It also helps is the application of moral principles is actual life.
 - Ethics includes the conclusion of other Science and arts.
 - Human personality.
- c) *Aesthetics*: the science of beauty. It is the basis of all literary and artistic criticism. That literature and art.

True (Logic)/ thinking.
 Good (Ethics) / character.
 Beauty (Aesthetics) / literature and art.

Axiology

1.1.4 Relationship of education & Philosophy:

- Philosophy is in Reality the theory of education.
- Education is the dynamic side of philosophy. (Application of the fundamental principles of philosophy)
- Philosophy is wisdom, education transmit that one generation to the other.

Ross – Phil and Edu are two sides of a coin.

Adam – Edu is the dynamic sides of philo.

Spence – Only a true philoshopen may give a practical shape of education.

- i) Philo and aims of education.

- ii) Cuniculum / Method teaching, teaching, Educational Administration, School, discipline and evaluation.

Education - (Latin):

Educatio – Bring up / A breeding/ A Rearing

Educo = E + duco (E - from / duco - out of)

Education = E + Catum

Educare - nourish / bring up.

Educare - draw out / lead out.

Educatum - to train.

Educo - to lead out.

1.1.5 Indian Philosophy:

Indian philosophy shares numerous thoughts like this dharma, karma, samsara, reincarnation, dukkha, renunciation, meditation, with just about all of them focusing on the extreme goal of liberation of the individual through diverse range of spiritual practices. They differ in their audacity about the temperament of the path to the ultimate liberation, resulting in many schools that disapproved with each other. Their ancient theory spans the diverse reach of philosophies set in other ancient cultures.

History of Indian Philosophies is as follows-

The Vedic period (1500-600BC)

The Epic period (600-200BC)

The Sutra period (200-1700AD)

The Scholastic period (Sutra – 17th Century)

Classification of Indian Schools of Philosophy:

Vedas are the primitive attainable Indian literature on document. There were nine schools of rumitation in Indian philosophy. It is difficult to establish the chronological sequence of upliftment of schools of Indian philosophy. Indian philosophical schools are serial into HETERODOX (nastika) schools and ORTHODOX (astika) schools. Nastika schools reject the authority of the Vedas. Astika schools that do not reject the authority of the Vedas.

SIX ORTHODOX:(Sad-darsana)

Samkhya ---- Kapila

Yoga---- Patanjali

Nyaya---- Gautama

Vaisheshika--- Kanada

Purva Mimamsa-- Jaminin

Uttar Mimamsa/ Vedanta – Shankara

HETERODOX/ UORTHODOX:

Charvak— Charvaka

Jainism--- Vardhaman Mahavira

Buddhism—Gautam Buddha

1.1.6 Sankhya:

The Sankhya philosophy is emerged by the Sage Kapila who is mentioned to have flourished about the 7th century BC. It is the oldest philosophy. According to this philosophy, soul is immortal. The Atman pervades all and is indestructible. Only the physical bodies end.

a) Metaphysic

- i. Prakrati- The unmanifested matrix whatever is manifested in the Universe.

- ii. Purusha- It is transcendental self and absolute, independent.
- iii. Duality- Prakrati and purusha.
- iv. Satkaryavada- preexistence of the effect in the cause.
- v. Ultimate reality- Brahman or self.
- vi. Three Gunas(qualities)-
 - Sattva-Pose, fineness, lightness, illumination, joy or goodness.
 - Rajas-Activity, excitation, immortal.
 - Tamas-Inertia, coarseness, heaviness, sloth or darkness.
- vii. There are twenty-five basic principles.
- viii. Prakrati -> Purusha -> Ahankar -> Mahat/Budhi.

b) Epistemology:

- Prataykshya- Indeterminate (nirvikalp) & Determinate (savikalpa).
- Anuman- logical inference.
- Sabd- verbal testimony.

c) Axiology:

According to sankhya, pain and suffering are due to non-discrimination between purusha and prakriti . the supreme good is the realization of the perfection of purusha and all ethical activity leads to this end. Virtuous behavior and the practice of Yoga are recommended as the means to salvation. According to Sankhya, independence of God and individual souls is difficult to maintain.

Educational Implication:

- i. Aims of Education- The ultimate aims as attaining the perfection of Purusha through discrimination, leading to its salvation. To create discerning individuals capable of attaining the perfection that exists with them.
- ii. Methods of Teaching- Through study of authorities but keeping an open mind and using reason to validate their theories. Maximum involvement of the senses. Enabling the development of observation and logical reasoning and activity based learning include projects, practical work, etc.
- iii. Curriculum- To the study of all disciplines with stress on the natural sciences, physical science and yoga will also form part of the curriculum.
- iv. Discipline- High degree of discipline self- impose.
- v. Teacher's Roles- A facilitator, develop of the innate potentiality of the child.

1.1.7 Yoga: Yoga philosophy is one of the six main orthodox schools of philosophy. It is closely related to the Samkhya school of Philosophy. According to sage Patanjali, the author of an ancient book 'Yoga Sastra'. Yoga is a method of controlling the propensity of mind. The aim of yoga is to control one's desires and aspirations.

a) Metaphysics- The metaphysics of Yoga school is form of dualism. It considers consciousness and matter, self or soul and body as two different realities. The Purusha is deliberated as the conscious principle, a passive enjoyer(bhokta) and the Prakriti is the enjoyed (bhogya).

Yoga philosophy believes that the Purusha cannot retrograded as the source of phlegmatic world, because an intelligent principle cannot metamorphosis itself into the unconscious world.

b) Epistemology- The theory of knowledge according to Yoga school is similar to that of Sankhya theory.

I. *Pratyaksa (Drstam)-*

Direct sense perception. It is of two types: external and internal. External perception is described as that arising from the interaction of five senses and worldly objects, while internal perception is described by this school as that of inner sense, the mind.

- II. *Anumana(Inference)*- It is described as reaching a new conclusion and truth from one or more observations and previous truths by applying reason. Ex: Observing smoke and inferring fire is an example of Anumana. This is a cogent and useful means to knowledge. Three procedure of inference Pratijna(hypothesis), Hetu(a reason), and Drshtanta(examples).
- III. *Sabda(Aptavacana)*- It means relying on word, testimony of past or present reliable experts. The schools of philosophy which repute it epistemically valid suggest that a human being needs to know many facts, and with the narrow time and energy procurable, he can learn only a fragment of those facts and truths straight away.
- d) **Axiology:** The Yoga school of Philosophy include both a theory of values through the observances of positive values and avoidance of negative, as well as an aesthetic theory on bliss from intrinsic and extrinsic perspectives. The values to be observed are mentioned niyamas, while those to be avoided are prescribe in the Yamas in Yoga.

Unit – 2: History, Politics and Economics of Education

Sub-Unit-1: Committees and Commission on Education

2.1.1 Committees and Commissions contribution to teacher education
secondary education commission

2.1.1.1 Commission

2.1.1.2 Committee

2.1.2 Secondary Education Commission (1953)

2.1.3 Kothari Education Commission (1964-66)

2.1.4 National Policy of Education (1986)

2.1.5 National Policy of Education (1992)

2.1.6 National Commission on Teachers (1999)

2.1.7 National Curriculum Framework (2005)

2.1.8 National Knowledge Commission (2007)

2.1.9 Yashpal Committee Report (2009)

2.1.10 National Curriculum Framework for Teacher Education (2009)

2.1.11 Justice Verma Committee Report (2012)

Sub-Unit-2: Education and Educational Politics

2.2.1 Introduction of Educational Politics

2.2.2 Relationship between politics and education

2.2.3 Linkage between educational policy and national development

2.2.4 Determinants of educational policy

2.2.5 Process of policy formulation

2.2.6 Analysis of the existing education policy

2.2.7 Generation of policy options

2.2.8 Evaluation of policy options

2.2.9 Making the policy options

2.2.10 Planning of policy implementation

- 2.2.11 Policy impact assessment
- 2.2.12 Subsequent policy cycle

Sub-Unit-3: Economics of Education

- 2.3.1 Concepts of economics of education
- 2.3.2 Cost benefit analysis
- 2.3.3 Cost effective analysis
 - 2.3.3.1 Cost benefit analysis vs. cost effective analysis in education
- 2.3.4 Higher education signaling theory
- 2.3.5 Human capital theory
- 2.3.6 Difference between signaling theory and human capital theory
- 2.3.7 Concept of educational finance
 - 2.3.7.1 Principles of educational finance
- 2.3.8 Educational finance at micro level in India
- 2.3.9 Educational finance at macro level in India
 - 2.3.9.1 Difference between Micro Finance and Macro Finance
- 2.3.10 Concept of Budgeting
 - 2.3.10.1 Characteristics
 - 2.3.10.2 Advantages
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Sub-Unit-4: Politics and Education

- 2.4.1 Relationship between politics and education
- 2.4.2 Perspectives of politics of education
 - 2.4.2.1 Liberal view of education
 - 2.4.2.2 Conservatives view of education
 - 2.4.2.3 Critical Perspectives
- 2.4.3 Approaches to understand politics
 - 2.4.3.1 Behaviouralism
 - 2.4.3.2 Theory of system analysis
 - 2.4.3.3 Theory of Rational Choice
- 2.4.4 Education for political development
- 2.4.5 Political Socialization

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Unit – 2: Sub-unit-1

Committees and Commission on Education

2.1.1 Committees and commissions contribution to Teacher Education Secondary Education Commission

2.1.1.1 Commission

- Commission is generally engaged by Government.
- Its body member is not generally selected rather than appointed.
- Both temporary & permanent in nature depends on motive of appointment.

2.1.1.2 Committee

- Subgroups of the original body.
- They are made for a particular purpose.
- May government or any other can appoint.

2.1.2 Secondary Education Commission (1953):

The Government of India, the Secondary education commission by Resolution dated 23rd September, 1952 under the Chairmanship of Dr. A Lakshmanaswami Mudaliar (the Vice-Chancellor of the Madras University). This commission is also known as Mudaliar Commission. The commission was appointed on 6th October, 1952. It presented its report on June, 1953.

• Aims of Secondary Education Commission

- ✓ To produce ideal citizens
- ✓ To improve capacity for earning money
- ✓ Quality of leadership
- ✓ To promote human virtues

• Important Recommendations

- ✓ First recommendation is Vocationalisation of education in India.
- ✓ There should be two years course for non-graduates and one-year training course for graduates.
- ✓ The teachers should be trained in one or two extra-curricular actions.
- ✓ Training colleges should lead research work.
- ✓ Special part-time courses were advised for untrained teachers.
- ✓ Trained graduates with at least three years teaching experience should be admitted to M. Ed course.
- ✓ Teacher trainees should accept training in one or more of several extra-curricular functions.
- ✓ The training institutions should advocate processes and training that are practicable and realistic.
- ✓ There should be only two types of institutions for teacher training.
- ✓ Training colleges should organise refresher course, begin intensive courses in special subjects, practical training in workshops.

2.1.3 Kothari Education Commission (1964-66)

Kothari Commission by Resolution dated on 14th July, 1964 under the Chairmanship of Dr. D.S. Kothari, University Grants Commission, formed of sixteen members, eleven being Indians and five foreign experts. It marked out major weakness in the subsisting process of professional education in India.

According to this commission, “Destiny of India is being shaped in her classroom.”

- **Important Recommendations**

- ✓ Transferring separation of teacher training from the main academic life.
- ✓ Making suitable provision for continuing professional education of all teachers.
- ✓ Continuation of teacher training facilities.
- ✓ Rising the number of working days.
- ✓ Abolishing fees, offer scholarships and loans to learner teacher.
- ✓ To develop the quality of teacher training organization.
- ✓ To forming particular courses for graduates, entering in primary teaching.
- ✓ Schools of education should begin in the universities.
- ✓ Making adequate agencies for the protect of standards, both of the centres and the states.
- ✓ Integrated courses of general and professional education should be initiated.
- ✓ Demonstration school should set up. That’s why, pupil-teacher can get an opportunity to work as a teacher.

2.1.4 National Policy of Education (1986):

The new policy of education, 1986 was approved by parliament in May 1986, when the National Policy of Education was formulated for developing the educational scenario in our country. The first NPE was developed by Indira Gandhi in 1968 and the second by Rajiv Gandhi in 1986.

The new National Policy of education known as “special emphasis on the removal of disparities and to equalise educational opportunity” specially for Indian women, schedule caste and schedule tribe. The National Policy on education was obtained by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. The documents comprise nearly 10000 words spread over 29 pages and is divided into 12 parts with 157 articles.

- **Recommendations –**

- To update elected secondary teacher training institutions.
- Teacher education process should be a continuous process.
- To emphasis on pre-service and in-service teacher education programme.
- To update the selected teacher training colleges.
- To make the National Council for Teacher Education at the National level, which will have the power to accredit institutions of teacher education give guidance concerning curriculum and methods.
- To establish District Institutes of Education and Training (DIET) with the ability to form pre-service and in-service courses for elementary school teachers.
- Networking systems should be made between institutions of teacher education and university education’s department.

- **Key Highlights of NPE**

- Promote the new institutions for all.
- Give housing and services facilities.
- Develop adult education all over India.
- Spread scholarships to all category.

- Provide incentives for poor families to send their children to school.
- Applying more teachers from the Sc and St categories.
- 'Child centred approach' and 'operation blackboard' were launched to extend primary schools.
- The policy was acknowledged as 'Rural University Model' based on the philosophy of Mahatma Gandhi. It inspires economic and social development at the grassroot levels in rural India.

2.1.5 National Policy of Education (1992)

A committee was established under the chairmanship of Acharya Ramamurti in May, 1990 to review National Policy of Education & to form recommendations for its alternations. The central Advisory Board of Education, a committee was established in July 1991 under the chairmanship of Shri N. Janardhana Reddy, chief minister of Andhra Pradesh, to think modifications in NPE, taking into consider the Report of the Rammurti Committee and other related developments having a bearing on the Policy. This Committee submitted its report in January 1992, that is known as National programme of action, 1992.

Highlights of NPE (1992)

- Special provisions were formed for the students from weaker sections in the form of mid-day-meal, stationary, books and free education.
- Forming availability of non-formal education for the girl child specially from the age group of 15-35 years.
- Efforts were formed to make them self-dependent by giving education through National Literacy Mission.
- Linking to Early Childhood Care and education, provisions were formed for set up the Anganwadis and Balwadis.
- To provide constitutional status to NCTE, to set up DIETs, CTEs, and IASE.
- To decentralize education and to provide the NGOs to participate in this area.
- Emphasizing quality improvement in Navodaya Vidyalaya schools and setting a role model for all other schools.
- Provision were formed for the enhancement of quality education with the improvement of secondary school education till +2 level.
- Provision were formed in vocational education to meet the requirements of industry and employment.
- Suggestions were formed to set up All India Council of Technical Education (AICTE).
- Suggestions were provided to inspire students to participate in the NCC and NSS.
- Provision was formed to delink job with degree. More focus was provided to realise skill & competencies for youth.

2.1.6 National Commission on Teachers (1999)

The commission, in particular, notes the necessary for teacher education to be, "...brought into the mainstream of the academic life of the Universities on the one hand and of school life and educational developments on the other". It is actually a matter of concern that teacher education institutes continue to subsist as insular organisations even within the university where they are situated. The National Commission on teachers made under the chairmanship of Prof. D.P. Chattopadhyay.

- **Recommendations**

- The report addresses that the quality development in teacher education by being in par with improvements in science and technology but keeping the cultural identity of the process in India to be whole.
- The improvement of special courses and programmes & revision & development of curricula was marked.
- The report insisted that the expected teachers need courses that will assist them to create accurate aspects of life.
- The report noticed that “what obtains in the majority of our Teaching Colleges and Training Institutes is inadequate” and thus, “if teacher education is to be formed incidental to the roles and responsibilities of the new teacher, the minimum length of training for a secondary teacher should be five years following the completion of class xii.”
- It states “if school teachers are to bring about a revolution in their approach to teaching that same revolution must lead and find a place in the colleges of education.”
- To revolve Kothari Commission, vitalization of professional studies & to root the total curriculum in Indian conditions was also recommended.
- Accepting that the subsisting teacher education programmes are broadly divorced from the realities of schools, it recommended reorientation of subject knowledge.

2.1.7 National Curriculum Framework (2005)

The framework gives suggestions about the changing syllabi, textbook & teaching practices within the school education programmes in India. It has formed the suggestion on the basis of earlier government's report on education as learning without burden. The main aim of NCF is to bring about reconstructs in the education system by introducing a curriculum that is child centric, has a flexible system & preparing teachers role as a facilitator who supports & inspire the students.

Objectives

- Transferring learning from rote learning.
- Linking knowledge to life, outside the school.
- Forming examinations more flexible & integrated into life.
- Nurturing an over-riding identity informed by caring concerns within democratic polity of the country

The main focus of NCF are:

- Confirming that impartial of caste, creed, religion and sex, all are given with a standard curriculum.
- Assuring quality education for all children
- Decreasing the curriculum load based on insights provided in ‘learning without burden’.
- Improving a child centred approach which would develop universal enrolment.
- Creating commitment to democratic values of justice, equality, secularism & freedom.
- Developing national identity among learners which would assist to re-evaluate the new generation.

The draft of NCF was translated into 22 languages listed in the viii schedule of the constitution. The NCF was approved by Central Advisory on

Education in September, 2005. NCF gives guidelines on several perspectives of education. Earlier NCFs were based on Behaviourist Psychology but NCF (2005) is based on Constructivist Theory.

2.1.8 National Knowledge Commission (2007)

The National Knowledge Commission (NKC) was constituted on 13th June, 2005 by the Prime Minister of India, Dr. Manmohan Singh. The commission introduced policy linked to education, research institutes & reconstructs that formed India competitive in the field of education. Sam Pitroda was the chairman. Members of the commission are Dr. Ashok Sekhar Ganguly, Nandan Nilekani, Dr. Deepak Nayyar, Dr. Jayati Ghosh, Dr. Sujatha Ramdorai, Dr. Padmanabhan Balaram & Prof. Amitabh Mattoo.

Objectives of the Commission

- To develop creation of knowledge in science & technology laboratories.
- To create quality in the educational system.
- To develop knowledge applications in agriculture & industry.
- To enhance the management of institutions set in intellectual property rights.
- Device procedures for exchange & interaction between knowledge systems in the global arena.

Recommendations

- **Portals-** The source of web portals to organise, aggregate, necessary content in local languages & personalised way for different key areas linked to primary human needs. Interactive applications and e-learning content must be formed in local languages.
- **National Knowledge Network-** The establishment of a high-end national knowledge network linking all our knowledge institutions in different areas & at different locations throughout the country, through an electronic digital broadband network with gigabit receptivity.
- **Enhancing quality of life-** The setting up of Panchayat Gyan Kendras throughout the country which would confirm proficient effectuation of NREGA & would improve into resource centres to demonstrate best practices, evolve local solutions.
- **Health Information Network-** NKC confides that the country needs to improve a web-based network, linking all health care establishments, in both private & public sectors, medical education, cost control, disaster management & improved patient care.
- **Legal Education-** The vision of legal education is to give justice-oriented education inevitable to the realisation of values enshrined in the Constitution of India. It consisted a working group of experts, to indicate essential measures to develop the quality of education in India.
- **Management education-** The NKC consisted a working group of experts from academia and industry & some rules like grading institutions, regulatory framework, faculty improvement etc.
- **Medical education-** The quality, the quantity distribution & availability of human resources for the health area in India at present, need to be developed substantially to pay care driven, rural oriented & health services.
- **E-governance-** To promote the efficacy of delivery of services by the Government. A step towards re-thinking our systems and procedures to promote greater proficiency in government services. It is one of the ways in

which citizens can be empowered to enhance transparency of government functioning.

2.1.9 Yashpal Committee Report (2009)

Yashpal Committee was chaired by Prof. Yashpal & other great scholars gave suggestions on 'Renovation and Rejuvenation of Higher Education'. It promotes the quality of higher education and to revise the fault that has crept into the process.

Objectives:

- All vocational institutions must also be a part of universities.
- Universities must take steps to decrease gender, class & caste asymmetries
- It should be mandatory for all universities to have undergraduate programmes. All teachers in universities teach at the undergraduate level.
- All professional institutions must be a part of wide university in a complete administrative & academic sense.
- Need to expose learners at the undergraduate level to several disciplines like humanities, social sciences, aesthetics, impartial of the discipline.
- Teacher training for all levels of school education must be complete by institutions of higher education.
- All research bodies link with universities in their proximity & build teaching facilities for their researchers.

Recommendations:

- Universities to be self-regulatory bodies to be helped by clear regulatory systems.
- Undergraduate programmes to be reformed to qualify learners to have facilities to access all curricular areas with fair degree of mobility.
- Universities to be formed responsible concerning the academic content of professional courses.
- All universities to have the full range of knowledge fields. No single discipline to be built.
- Institutions like the IIT & IIM s to be changed into full-fledged universities.

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Unit -3: Learner and Learning Process

Sub Unit-1 (Growth and Development)

- 3.1.1 Concept of Growth and Development.
- 3.1.2 Cognitive Processes.
- 3.1.3 Personality.
- 3.1.4 Mental Health.
- 3.1.5 Mental Hygiene.

Sub Unit-2 (Approaches to Intelligence and Problem-Solving)

- 3.2.1 Intelligence.
- 3.2.2 Problem- Solving.
- 3.2.3 Critical Thinking
- 3.2.4 Metacognition.
- 3.2.5 Creativity.

Sub Unit-3 (Principles and Theories of Learning)

- 3.3.1 Learning.
- 3.3.2 Social Competence.
- 3.3.3 Social Cognition.
- 3.3.4 Society and Social Relationship.
- 3.3.5 Socialization.

Sub Unit-4 (Guidance and Counselling)

- 3.4.1 Guidance.
- 3.4.2 Counseling.
- 3.4.3 Approaches Counselling.
- 3.4.4 Theories of Counselling.

We think, the weightage of text is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of 1250 previous years questions and 1000 model questions (unit and subunit wise) with proper explanation, on-line MOCK test series, last minute suggestions and daily updates because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinns.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

Unit – 3: Sub Unit - 1 (Growth and Development)

3.1.1 Concept of Growth and Development

The human being is never static. You must have noticed that from birth onwards something is always happening during an individual's lifetime and he or she keeps on changing. This change is constantly taking place in physical and different psychologically capacities. This unit shall try to familiarize about the different aspects of human development, i.e., physical, social, emotional, intellectual, moral and language. It attempts to explain the characteristics of developmental changes during different domains of life.

3.1.1.1 GROWTH:

- a. Growth refers to structural and physiological changes.
- b. Growth is change in size, in proportion, disappearance of old features and acquisition of new ones.
- c. It is largely attributed to multiplication of cells and increase in the intracellular substance.
- d. It can be measured or quantified easily, I.e., growth in height, weight, etc.
- e. It is mainly related with physical development of an organism.

3.1.1.2 DEVELOPMENT:

- i. The term development means a progressive series of changes that occur in orderly, predictable pattern as a result of maturation and experience.
- ii. Development is a complex process of integrating many structures and functions.
- iii. It notices to a process of change in growth and capability over time, as function of both maturation and interaction with the environment.
- iv. Development cannot be considered on terms of the mind alone but rather in terms of the individual as whole in relationship with his experience with others.
- v. Development is a product of maturation and learning.
- vi. Development specifies maturation of functions.

3.1.1.3 Difference between Growth and Development:

Growth	Development
1) The term is used in purely physical sense. It generally refers to increase in size, length.	1) Development implies overall change in shape, form or structure resulting in improved working or functioning.
2) Changes in the quantitative aspects come into the domain of Growth.	2) Changes in the quality or character rather than the quantitative aspects comes in this domain.
3) It is a part of developmental process. Development in its quantitative aspect is termed as growth.	3) It is a comprehensive and wider term and refers to overall changes in the individual.
4) Growth does not continue through life. It stops when maturity has been attained.	4) It is a wider and comprehensive term and refers to overall changes in

	the individual. It continues throughout life and is progressive.
5) Growth involves body changes.	5) It involves changes of and orderly, coherent types tending towards the foal of maturity.
6) The changes produced by growth are the subject of measurement. They may be quantified.	6) It implies improvement in functioning and behavior and hence brings qualitative changes which are difficult to be measured directly.
7) The changes produced by growth can be subject to measurement and can be quantified.	7) It implies improvement in functioning and behaviors and hence brings qualitative changes that are difficult to measure directly.

3.1.1.4 Relationship of between Growth and Development:

- Human growth deals with only the physical aspects of development.
- Human development covers human growth, but also takes into consideration the psychological aspects of development.
- The relationship between growth and development in human biology is that growth is structural and ultimate in measure, while development is functional and co-ordinate with various systems of the body through age.
- Both are processes usual to all organisms and intimately linked with each other in time and space but practically independent of each other.
- Both are interrelated with genetic and environmental factors and modifications.

3.1.1.5 Principles of Growth and Development:

- I. Development is a continuous process from conception to maturity.
- II. Development depends on the maturation and myelination of nervous system.
- III. The sequence of the development is the same for all children, but the rate of development varies from child to child.
- IV. Certain primitive reflexes anticipate corresponding voluntary movement and have to be lost before the voluntary movement develops.
- V. Development follows a direction and uniform pattern.
- VI. Generalized mass activity given way to specific individual response.
- VII. Principle of hierarchical integration.
- VIII. Development lacks uniformity of rate.
- IX. Development proceeds from general to specific responses.
- X. Principle of independence of systems and most traits of development are correlated.
- XI. It is cumulative in nature.
- XII. Development is a result of interaction of Maturation and Learning.
- XIII. Development is a product of contribution of Heredity and Environment.

3.1.2 Cognitive processes and stages of Cognitive Development:

The term cognition is executed from the Latin word “cognoscer” which means -to know or to recognize or to conceptualize. It refers to the mental processes by an organism learns, remembers, understands, perceives, solves problems and

thinks about a body of information. Cognition Progresses in stages with rising levels of complexity and hence the phrase “cognitive development” which is the stages a child goes by conceptualizing the world at various age levels. Cognition refers to all activity, processes, and products of the mind.

3.1.2.1 Cognitive processes:

The process of organization of these structural units' takes place by three different activities-

1. **Assimilation:** The process of taking in new information into our previously existing schemas is known as assimilation. This is using an existing Schema to deal with a new 'object or situation.' Ex.: A child sees a 'Donkey' for the first time and immediately calls it a 'Horse'. Thus, the child has assimilated into his schema that this animal is a 'Horse'.
2. **Accommodation:** It involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this manner. (Ex.: The boy who had assimilated the Donkey as a Horse will eventually accommodate more information and thus realize the different characteristics between a Horse and a Donkey. The child will learn that the Donkey is not a Donkey but a Horse, an accommodated ability.)
3. **Adaptation:** Assimilation and accommodation are the two sides of adaption. It is the ability of the person to adjust to the environment and to interact with it. It's a system that takes place via direct interaction with the environment. Adaptation occurs as a result of two complementary processes, Assimilation and Accommodation.

N.B.-

[Schemas- are the primary structural units of human mind. They constitute patterns of behavior that an individual uses in dealing with objects in his environment. A schema is a set of linked mental representations of the world, which we use both to understand and to respond to situations.]

Equilibration- is optimal level of intellectual functioning that takes place when there is a balance between assimilation and accommodation. This process of maintaining this balance is termed as equilibration. The cognitive structure changes from one stage to another by the process of equilibration, maintaining child and his changing environment.]

3.1.2.2 Cognitive Development:

The term cognitive development refers to the process of growth and change in intellectual or mental abilities such as thinking, reasoning and understanding. Cognitive development is an area of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning and other perspectives of brain development. It is the construction of thought processes including - remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.

• Stages of Cognitive Development:

J. Piaget's cognitive stages mention four different stages each of which is more advanced than the anterior stage because it subsumes new reasoning and thinking abilities. Piaget believed that all people go through the same four cognitive stages; he acknowledged that they may go through the stages at different rates.

At every stage, the child will make more complex motor skills and cognitive abilities. Although different behaviors characterize different stages, the transition between stages is gradual and a child moves between stages of subtly that he may not be aware of new perspectives gained.

i.Stage 1. Sensori-motor stage (Birth to 2 Years)

- Intelligence is demonstrated through motor activity.
- Knowledge of the world is limited, physical interactions and experiences.
- Some symbolic abilities are developed at the end of this stage.
- Modification of reflexes.
- Primary circular reaction through stimulus and responding.
- Explore objects' potential.
- During this stage, children begin to make sense of the world by using their sensing impressions and motor actions.
- The ability of the child to know that an object still exists even when out of sight. (Object permanence).

ii.Stage 2. Pre-operational Stage (2 to 7years)

- Symbolic function.
- Ego centric thinking predominates.
- Memory and imagination are developed.
- Semiotic function.
- Limited social cognition.
- Semi logical reasoning.
- Animism.
- Transductive Reasoning.
- Centration and Irreversibility.

iii.Stage3. Concrete-operational stage (7 to 11 years)

- The ability of the child to think logically but only in terms of concrete objects.
- Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects.
- The ability of the child to perceive the different features of object and situations.
- The child can now follow that certain operations can be done in reverse.
- The ability to know that the certain properties of objects do not change even if there is a change in appearance.
- The ability to order or arrange things in a series.
- Operational thinking develops.

iv.Stage Formal Operational Stage (11 to 15 years)

- Intelligence is demonstrated through the logical use of symbols related to abstract concepts.
- There could be a return to egocentric thought early in the period.
- Many people do not think formally during adulthood.
- Many people do not make it to this stage.
- Children formulate hypothesis by taking concrete operations and generate hypothesis about logical relations.
- Analogical reasoning and Deductive reasoning.

3.1.3 Personality :

The term personality is often refers in terms of social attractiveness. A good personality is deliberated to be one who influence other people and who has the ability to get on well with others. Those who do not possess that ability are said to have relatively poor personality. However if one reflect personality from a scientific point of view, being fascinating to others is not a true concept of personality.

The term personality is executed from the Latin word 'Persona', which means the mask worn by the Roman actors. In this affection, personality means the individual as seen by others. Some of the important definitions given below may throw light on the meaning of the term personality.

3.1.3.1 Definition of Personality:

- ❖ **G.W.Allport** in his book, *Personality: A Psychological Interpretation*(1937)-“Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment.”
- ❖ **Holly, E. Brisbane and Andrey Palm Riker**(1965)-“Personality is the sum total of specific traits that are noticeably consistent in an individual's behavior .”
- ❖ **W.Brown**(1946) was of the view, “Personality is the total differentiation which the individual makes by incorporating the inherited and acquired powers to stimulate and to activate the imagination of others in art, science and public affairs and also to live in and partake of a super-individual and super temporal world of values.
- ❖ **J. W. McDougall**(1914)defined personality as “A synthetic unity of all mental features and functions in their interplay.”
- ❖ **J.P.Guikford**(1967),”An individual's personality then, is his unique pattern of traits-a trait is any distinguishable, relatively enduring way in which one individual differs from another.”
- ❖ **R.B.Cattel**(1967),”Personality is that which permits a prediction of what a person will do in a given situation.”
- ❖ **William Healy** (1930) described personality as “ An integrated system of habitual adjustment to the environment particularly of the social environment.”
- ❖ **J B Watson**(1924),”The sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information.”

3.1.3.2 Theories of Personality:

The search for the nature of personality will be tather incomplete if we do not mention some important theories regarding it. This helps us in classifying the people into categories according to their personality characteristics and gives a base for the assessment of their personality. The theories of personality, in general, can be classified in to four broad categories according to their modes of approach.

- i. Type theory
- ii. Trait theory
- iii. Psychoanalytic theory
- iv. Phenomenological theories
- v. Learning theory of Personality,

- vi. Social behavior theory
- vii. Rotter's Expectancy –reinforcement model.

3.1.3.3 Freud Personality theory(Psycho-analytic):

Sigmund Freud (6th may 1856 -23rd September 1939) born in Vienna was an Austrian neurologist who become known as the founding father of psychoanalysis. Psychoanalytic theory has three major parts:

a. Structure of personality- Freud thought of personality as being based upon a structure of three parts. The Id, The Ego, The Super Ego.

- **The Id:** Id instinctual drives present at birth. It does not distinguish between reality and fantasy and operates according to the pleasure principle. Operates on the pleasure principle. Is present from birth.
- **The Ego:** Ego develops out of the id in infancy. It understands reality, logic and mediator between id and superego. Follows the reality principle.
- **The Super Ego:** Super Ego internalization of society's and parental moral standards. One's conscience focuses on what the person 'should' do. Can be harshly punitive using feelings of guilt.

b. Levels of Consciousness-

❖ **Consciousness level:** Which relates to the awareness of an individual to his environment. It function when the individual is awake and it is concerned with thought, feelings m sensations, memory IQ. Only elements in pre conscious enter consciousness. Conscious part of mind is aware of here and now as it relates individual and his environment.

❖ **Pre-Conscious level:** Which is described as that part of mind in which ideas and reactions are stored and partially forgotten. It also acts as a watchman because it prevents certain painful unpleasant, unacceptable, distributing unconscious memories from reaching the conscious mind. It is associate with mental activity secondary process of thinking. Aims of secondary thinking are to avoid unpleasantness and delaying instinctual discharge.

Unit-4: Teacher Education

Sub Unit-1: Introduction to Teacher Education

- 4.1.1 Meaning of Teacher Education
- 4.1.2 Nature of Teacher Education
- 4.1.3 Scope of Teacher Education
- 4.1.4 Types of Teacher Education Programs
 - 4.1.4.1 Pre service Training
 - 4.1.4.2 In-service Training
 - 4.1.4.3 Distance Learning
- 4.1.5 Structure & vision of Teacher Education Curriculum
 - 4.1.5.1 Teacher Education at Elementary Stage
 - 4.1.5.2 Teacher Education at Secondary stage
 - 4.1.5.3 Teacher Education at Higher Secondary stage
- 4.1.6 Organization of components of pre-service teacher education
- 4.1.7 Transactional Approaches
 - 4.1.7.1 Expository Method
- 4.1.8 Collaborative Learning

4.1.9 Experiential Learning

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- 4.2.1 Introduction of Model of Teacher Education
- 4.2.2 Schulman
- 4.2.3 Deng & Luke
- 4.2.4 Habermas
- 4.2.5 Reflective Teaching
 - 4.2.5.1 Meaning of Reflective Teaching
 - 4.2.5.2 Strategies for promoting reflective teaching
- 4.2.6 Behavioristic Model
- 4.2.7 Competency Based Model
- 4.2.8 Inquiry oriented model

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- 4.3.1 Concept of In-service Teacher Education
- 4.3.2 Needs of In-service Teacher Education
- 4.3.3 Purpose of In-service Teacher Education
- 4.3.4 Scope of Teacher Education
- 4.3.5 Organization & Models of In-service Teacher Education
- 4.3.6 Agencies & Institutions of In-service Teacher Education
 - 4.3.6.1 Agencies at District Level
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 - 4.3.6.3 Agencies at National Level
- 4.3.7 Preliminary consideration in planning in-service teacher education programme

Sub Unit-4: Teaching as a Profession

- 4.4.1 Concept of Profession
- 4.4.2 Concept of Professionalism
- 4.4.3 Teaching as a Profession
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- 4.4.5 Personal & Contextual factors affecting teacher development
 - 4.4.5.1 Personal Factors
 - 4.4.5.2 Contextual Factors
- 4.4.6 ICT Integration
- 4.4.7 Quality enhancement for professionalization of teacher education
- 4.4.8 Innovation in teacher education

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Unit- 4: Sub-unit-1

Introduction to Teacher Education

4.1.1 Meaning of Teacher Education:

The quality and extent of student's achievement are discerned basically by teacher competency, sensibility and teacher motivation. According to NCTE, Teacher education as a programme of education, research and training of persons to instruct from pre-primary to higher education level. Teacher education means to the policies and procedures planned to expected teachers with the knowledge, behaviours, conducts & proficiency they require to fulfil their tasks successfully in the classroom, school & society.

According to UNESCO (2005), Teacher Education as an environmental, communal & economic contexts to build locally pertinent and culturally suitable teacher education programmes for both pre-service and in-service teachers.

Teacher education commonly includes- a) the general educational background of the trainee teachers b) increasing their knowledge and realizing of the subjects c) pedagogy and feeling of children & learning & d) the improvement of practical skills and competence.

Teacher education institutions have the potential to get changes within educational process that will shape the knowledge & efficiency of prior generations. Teacher Education organizations distribute as key change agents in transforming education and society, that's why a future is endurable.

4.1.2 Nature of Teacher Education

- Teacher education is wide and comprehensive in nature. It comprises pre-service, in-service & other extension activities like that community engagement programmes, adult education programmes and other non-formal education activities.
- Teacher education is dynamic & ever-evolving. The role of teachers in the tenth century was totally segregated from that of a teacher in the twenty-first century in terms of mode, method, process & goals.
- Teacher education programmes are continuous in nature, that refers it begins with orientation pursued by practice session & lastly, upgradation of the skills displayed as part of the training programme.
- Teacher education is founded on the theory that teachers are made not born, in inverse to the assumption that teachers are made and not born.
- Teacher education has good designed curriculum, structure organization & transaction modes. These components are the problem of teacher education.
- Teacher education is both an art and science. Teacher education shapes expected gifted teachers through scientific form of professional training programmes. That's, why, teacher education programmes are considered both an art & science.
- Teacher education is now parted into stage specific programmes. That means the knowledge base is separated across several stages which could be exhibited successfully to make entrant teachers to fulfil their duties as awaited.

4.1.3 Scope of Teacher Education

Scope of teacher education refers an opportunity & application of the subject. Teacher education should itself variation to meet these challenges & cause us to carry away the old traditional methods of teacher education at several levels.

The scope of teacher education as follows:

- ❖ It grows the practice of excellent caring practices in teachers to look after future learner generations of the country.
- ❖ It makes teachers in facilitating the physical, social, moral, mental, ethical, aesthetic & linguistic improvement of the child by imparting them with the knowledge of child psychology.
- ❖ It develops creativity, motivation & self-reflection in student community.
- ❖ It helps authorize learner teachers towards building learning readiness among young learners.
- ❖ As a teaching learning process, communication skills are one of the essential skills of a teacher.
- ❖ It helps rise up with innovative techniques to develop the teaching quality.
- ❖ It helps to set up reciprocal supportive linkages with society, institutions, instructors & other agencies which have indirect role in learning.
- ❖ It helps to improve the skills of guidance & counselling.
- ❖ It helps to prepare them to achieve competencies related with to stage specific pedagogy, curriculum improvement & its evaluation.
- ❖ It makes teachers to master skills and techniques to handle learners at several level such as pre-primary, primary, elementary, secondary, higher secondary & education of special children needs.
- ❖ Teacher education programme should be implemented with the highlighted on professional competencies.

4.2.4 Types of Teacher Education Programs

Teacher education programme is divided widely into three categories.

4.1.4.1 Pre-service Training

Pre-service training of a teacher begins before their teaching job. After completed the pre-service training, a student teacher becomes the teacher. The primary need to pre-service training is that the student teacher must realize the role of teacher. Inclusive education is a large part of pre-service training.

Objectives of Pre-service Training

- To provide teacher with accurate understanding concerning the aims & objectives of education.
- To improve in expected teachers an accurate realizing of the primary principles of child growth, development & method by which student learn.
- It will develop the interest, sense of purpose & a realizing method of student's growth.
- It will promote all round development of children & also develop understanding, interest, attitude & skill.
- To make teachers in terms of the requirements of demand-supply analysis

4.1.4.2 In-service Training

It is primarily for teachers who are working. The training can be done by group of teachers from various schools.

Objectives of In-service training

- To give professional training and qualification to untrained working teachers.
- To update the qualification of serving teachers.
- To fix up refresher courses to familiarize teachers with modern practices being motivated in school.
- To develop the quality of teacher education & force on the necessary for continuous training of teacher education.
- To deepen the subject knowledge

4.1.4.3 Distance Learning

In distance education the learner is isolated from the teacher. This isolation is fused with the help of DVDs, podcasts & online lectures.

Distance learning has its advantages:

- Suitable methods are used
- Regular teacher-learner interactions are present
- The learners are given with suitable feedback

Objectives

- To give an efficient alternative way to broader opportunities in education of particularly in higher education.
- To provide an effective & less valuable in education
- To provide educational opportunities to all qualified person who cannot attend regular university
- To provide an educational facility to educated citizens, who are intending to improve their knowledge
- To make teacher with an eye on the shortage of teachers in the for flung areas

4.1.5 Structure & vision of Teacher Education Curriculum

According to NCERT, the structure and vision of teacher education curriculum give a realizing of problems relating to students learning, the nature of knowledge. NCERT is an apex educational body combats to acquire the aim of improving school education and teacher education.

Another statutory council i.e. National Council for Teacher Education (NCTE) by an act of Parliament in 1993 is committed to begin appropriate measures to build teacher education reactive to several levels of development & change. NCTE is to cure & minimize the subsisting deficiencies of teacher education. Rationalization in the demand and supply situation in the country. Curriculum of teacher education at several levels has been upgraded are occurred. It focused on reflective practices.

Vision for Teacher Education

- Teacher education should fuse academic knowledge & professional learning into a significant whole.
- According to NCTE, teacher education become more delicate to the emerging needs from the school system.
- Teacher education should assign teachers with the curriculum, syllabus & textbooks to critically test them
- Teachers need to be trained in constructing learner-centered, discussion, activity oriented, dialogue, observation, visit & fusing academic learning with productive work.

- Teacher education programmes necessary to widen the curriculum to comprise variety traditions of knowledge & teachers to link with community knowledge.

4.1.5.1 Teacher Education at Elementary Stage

- Teacher reflect knowledge of the language, math & the topic connected to social & natural science.
- Teacher have the ability to know, select & learning experiences.
- Teacher should have theoretical & practical knowledge of child physical & creational activities, health, art & music.
- Teacher learn major psychological principles connected to growth & development of pupil.
- Teacher must know theoretical & practical knowledge in favor of childhood education.
- Teacher must realize the role of teacher in changing society.
- Teacher must realize major principles of learning in formal & informal situation.
- Teacher concern of the objectives, nature & issues of an elementary education & also teacher should realize the nature and maturity of the children.
- Teacher must improve all round development of children & also solves the issues of life.
- Improvement of competencies for addressing diverse learner's needs, a sense of national identity.

4.1.5.2 Teacher Education at Secondary Stage

Teacher education formed of teaching specialized subjects at secondary stage.

- Depth of realizing to the thought of fixed discipline
- Know the paths through the adolescence learn
- Realize the concept of action & experience and also possess the skill to teach
- Understands the idea of personality & personality development
- Realize the formation & operating of several body system
- It acts as communication & social skills to interact with the students
- It will help the holistic growth of the child & also improve skill, attitude & interest
- Recognize the role of games, physical education & entertainment activities for good health of adolescent
- Promoting professional competencies and content mastery

4.1.5.3 Teacher Education at Higher Secondary Stage

- Capable to lead the students and make them for independent learning, self-study, self-evaluation & critical thinking
- Able to cohere abstract & complicated thoughts in simple terms
- Improve the patriotism and national sensation among the students
- Awake the learner about HIV/AIDS & understanding huge issues related to healthy life

4.1.6 Organization of Components of Pre-service Teacher Education

Organization refers to get the plan into existence. It is directly linked with planning & endeavors of the people.

Components of pre-service teacher education are below:

1. Determining objectives: According to the psychology of students & necessities of school and society, the teacher determines the teaching objectives. Teacher tries to realize how learners learn as their social & cognitive development.

2. Subject content knowledge: High quality teaching rests on teacher realizing, the contexts they are teaching, learning the structure & concepts, improving factual knowledge and guiding the learners in several ways.

3. Pedagogic Content Knowledge: Teacher use their context knowledge base for decisions making. Sound teacher subject content knowledge surely affects judgements to alternate pedagogical technique on measurement & implementation of curriculum development.

4. Teaching Practice: It is an advantage for teachers to experience doing with learners in real classrooms & achieving professional competence. It is an applied experience for the student-teacher as use educational purposes.

4.1.7 Transactional Approaches

The most critical perspective of the proposed teacher education curriculum is its transaction. Teaching is a profession and teacher education as a process of professional preparation of teachers. Systematic evaluation of all facets of the professional training -knowledge and realizing of educational theory, applied field skills, competencies, teaching and professional attitudes and values. Teachers helps the learner in making of knowledge rather than spending the knowledge.

As a foundation courses, three types of transactional approaches such as :

4.1.7.1 Expository Method: an extensive subject matter is explained. The instructor instructs the discussion & guides the text. It is more important because it is more skilled and takes less time than discovery learning.

Application:

- When an essential information is necessary to form the class realize.
- A concept or the principle can be learned by interpreting.
- When preceding knowledge of the students is lacking, time can be saved by teacher.
- Induction may take too long time & its difficulty may outweigh its value.

4.1.8 Collaborative Learning: It is an educational access to teaching & learning that includes groups of students working together to solve a problem, complete a task. Collaborative learning is an umbrella term for a different perspective in education that include rational effort by learners.

Advantages:

- It improves higher level thinking skills
- It develops student-faculty interaction
- It enhances student retention
- It creates self-esteem in learners

- It improves social interaction skills & oral communication skills
- It motivates diversity realizing & pupil responsibility for learning
- It fosters student assessment strategies & interpersonal relationship
- It creates more positive heterogeneous relationships
- It increases self-management skills & also establishes with co-operation atmosphere
- It develops innovation in teaching & classroom strategies
- It develops social & academic relationship well beyond the classroom & personal course

Limitations:

- Generally, there is not adequate time for true collaboration
 - Teacher may not be able to monitor troupe successfully
 - These activities which are applicable for meeting objectives is often hard
- Issues may result if group members cannot agree or will not compromise

4.1.9 Experiential Learning: It based on experience & observation. It is natural pathway of learning. Experiential learning is a popular model in training, education & institutional development. Learning institution and school attachment motivates experiential learning. Experiential education is successfully used in schools, higher education, therapy & other areas for personal development and skills creating. The concept of experiential learning was first pursued by John Dewey, Kurt Hahn, Kurt Lewin & Jean Piaget etc. It was made popular by David A Kolb.

Importance:

- It fosters improvement of self & institution
- It gets change in behavior & better realizing of people's attitude
- It gives competitive opportunity for survival & progress
- It simplifies institutional change & development
- It brings about repletion in the job performance
- It helps in adopting new technology & also helps in meeting challenges faced by the institution
- It provides in keep up better relations with suppliers & customers

Unit-5: Curriculum Studies

Sub-Unit: 1 Concept & Foundation of curriculum planning

- 5.1.1 Concept of curriculum
- 5.1.1.2 Characteristics of curriculum
- 5.1.2 Principles of curriculum
- 5.1.3 Strategies of curriculum development
- 5.1.4 Stages in the process of curriculum development
- 5.1.5 Foundation of curriculum planning
 - 5.1.5.1 Philosophical bases of curriculum planning
 - 5.1.5.2 Sociological bases of curriculum planning
 - 5.1.5.3 Psychological bases of curriculum planning
- 5.1.6 Benchmarking
 - 5.1.6.1 Types of benchmarking

5.1.7 Role of National level of statutory bodies

5.1.7.1 UGC

5.1.7.2 NCTE

5.1.7.3 University of curriculum development

Sub-Unit: 2 Models of curriculum design

5.2.1 Introduction of models of curriculum design

5.2.1.1 Different bases of models of curriculum design

5.2.1.1.1 Taba's Grassroot model

5.2.1.1.2 Tyler's model

5.2.1.1.3 Wheeler's model

5.2.1.1.4 Saylor's & Alexander model

5.2.1.1.5 Good Lad's model

5.2.1.1.6 Open classroom model

5.2.1.1.7 Kaufman Roger's Interpersonal model

5.2.1.1.8 CIPP model

5.2.2 Competency-based model

5.2.2.1 Characteristics

5.2.2.2 Advantages

5.2.2.3 Disadvantages

5.2.3 Activity model

5.2.3.1 Requirement

5.2.3.2 Advantages

5.2.3.3 Disadvantages

5.2.4 Intervention model

Sub-Unit-3 Approaches to curriculum & Instruction

5.3.1 Instructional system

5.3.2 Instructional media

5.3.2.1 Advantages

5.3.3 Instructional techniques

5.3.4 Instructional material

5.3.5 Curriculum evaluation approaches

5.3.6 Models of curriculum evaluation

5.3.6.1 Tyler's model

5.3.6.2 Contingency model

5.3.6.3 Scriven's Goal free model

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Sub-Unit-4 Curriculum change

5.4.1 Meaning of curriculum change

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- 5.4.3 Factors of curriculum change
- 5.4.4 Approaches of curriculum change
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- 5.4.6 Role of teachers
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- 5.4.8 Concept of curriculum research
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Unit – 5: Sub unit - 1

Concept & Foundation of curriculum planning

5.1.1 Concepts of Curriculum:

Etymologically, the term curriculum is originated from the Latin word “currere” that means run or run-way or a running process. Thus, curriculum means a course to be run for arriving a certain goal. Entirely of planned learning experiences demonstrated in a formal educational setup & curriculum is documented by written form. Curriculum forms overall the situations which the school may select and knowingly be established for the purpose of developing the personality of its students and for working behaviour shifting in them. A curriculum maker is interested in designing a functional curriculum would necessity an understanding of educational philosophy, psychological principles & pedagogical procedures.

According to Tanner and Tanner (1995), “A curriculum is a plan or program of all experiences which the learner encounters under the direction of a school.”

According to modern concept of curriculum, it does not build only the academic subjects, traditionally taught in schools but it includes the net total of experiences that pupil acceptance through the various activities that go on in the classroom, school, library, workshop, playgrounds and in the many informal concretion between teachers and students. In that way, curriculum concerns the life of the students at all dots and supports in the evolution of an equabled personality. The core curriculum does not accent problem solving. An administrative model of curriculum is to highlights on staff's hierarchy.

The curriculum is thought as a combined whole including the teacher, learner, teaching and learning methodologies, expected and unexpected experiences, outputs and outcomes possible into a learning foundation.

5.1.1.2 Characteristics:

- It must be always expressing from one period to another. It must adjust its educational services and activities to fit the needs of modern and dynamic

community.

- It is established on the needs of the people.
- It forms of complex details as it involves health services, guidance and counselling, projects and also supplies the proper instructional requirements that are frequently most conducive to learning.
- It complements and associates with other programs of the community. That's why, curriculum is understanding to imperative of the community.

5.1.2 Principles of curriculum:

- ❖ Principle of child- centric education
- ❖ Principle of concerned with life
- ❖ Principle of utilizing creating & formative powers
- ❖ Principle of interaction of play & work activities
- ❖ Principle of knowledge of culture and civilization
- ❖ Principle of sum total of experiences
- ❖ Principle of whole behavior pattern
- ❖ Principle of utility
- ❖ Principle of future based
- ❖ Principle of diversity and flexibility
- ❖ Principle of ubiquitous of all activities
- ❖ Principle of development of democratic substance
- ❖ Principle of correlation
- ❖ Principle of conservation
- ❖ Principles of creativity
- ❖ Principle of LPG (Liberalization, Privatization and Globalization)
- ❖ Principles of value

5.1.3 Strategies of curriculum development:

There are few strategies that acts a role in the curriculum development and they are described below:

- 1. Problem identification:** The problem areas are used to be consolidated to fit the needs of the curriculum as it will associates to develop the content formation. It is an essential strategy in curriculum development as it focuses the issues of concern that needs alteration for an effective curriculum.
- 2. Needs assessment of learners:** Curriculum development should include the intended outcomes of the role of an assessment, a high-quality program, the latest status of student's achievements and actual program content. An effective curriculum development process usually expresses a structured needs assessment to accumulate information and to conductor the curriculum development process.
- 3. Goals and objectives:** Curriculum goals are general and wide statements that conduct towards long-term outcomes. Goals are always for arriving the objectives and are usually grounded on the ideas that they conduct students towards being capable to be productive members of the society.

- 4 **Educational strategies and implementation:** An innovative and productive approach will assist the students to accumulate relevant information from the sources provided by their teacher. Proper implementation of an educational strategies will get maximum output in the process of curriculum development.
- 5 **Feedback and evaluation:** The trifles review and analysis of quantitative and qualitative information of the programmes, impact and on people's perceptions of its strengths and weaknesses modes the basement for the next round of curriculum development and improvement. Feedback assists the teacher to progress and changes the framework of curriculum as it provides an explanation of performance.

5.1.4 Stages in the process of curriculum development:

There are four stages in the process of curriculum development that are discussed below:

1. **Planning:** The curriculum planning reflects the vision, mission and goals. Philosophy of strong education belief of the school is also included the curriculum planning. Planning be translated to classrooms desired learning outcomes for the learners. The planning stage maintains the foundation for sum of the curriculum development steps that are pick out the needs according to the curriculum and to lead assessment and analysis.
2. **Curriculum designing:** It is the way in which curriculum is conceptualized to involve the selection and organization of the content, the selection and organization of learning experiences as well as the selection of an assessment procedure to dimension acquired learning outcomes. A curriculum design will also involve the resources to be fulfilled and the statement of the desired learning outcomes.
3. **Curriculum implementing:** Action the plan that is based on the curriculum design in the learning environment. The teacher is the facilitator of learning and simultaneously with the learners uses the curriculum as to design to what will come out in the classroom with the end in view of acquiring the intended learning outcomes. Curriculum implementation is where action takes place.
4. **Evaluation:** It determined the extent to which the intended outcomes have been acquired. This procedure is continuous in finding out the progress of learning. An evaluation will determine the factors that have supported the implementation. It will help in making improvements and taking corrective measures. The result of an evaluation is very important for curriculum planners and implementers.

5.1.5 Foundations of Curriculum Planning:

The foundation of curriculum sets an external boundary of the knowledge of curriculum and defines what constitutes valid source of information from which are accepted theories, principles and an idea relevant in the field of curriculum.

5.1.5.1 Philosophical bases of curriculum planning:

Philosophy=Love of Wisdom

It helps to ordain the driving motive of education as well as the roles of several participants. Philosophy presents the system of thinking from which those objectives are built. Philosophies alter in perception of truth ranging from ultimate to comparative & from moralistic to scientific.

Different perspectives of curriculum in Philosophy:

Idealism and curriculum: The idealists access the issue of curriculum from the domain of ideas and ideals. Idealistic curriculum gives for the training and cultivation of the moral, intellectual & aesthetic activities. For the intellectual improvement of the child, languages, literature, social studies, social science & mathematics are involved in the curriculum. For moral development of the child, religion, ethics, metaphysics etc. are included in the curriculum. For aesthetic development of the child, arts, poetry etc. are included on the curriculum.

Realism and curriculum: The real situations, conditions & circumstances of the present-day life of human beings, realists' accent to provide prime place to nature, science & vocational subjects whereas secondary place to arts, literature & languages. Realism maintains that education should be closely linked with the actual realities of life.

Pragmatism and curriculum: It is a practical and utilitarian school of philosophy. It has impacted the educational curriculum to the maximum extent. It enables the child to solve his daily issues. And it also led a better and happier life by building new values.

Existentialism and curriculum: Existentialists stress that education should always be child- centred approving full freedom to learners for his natural development on the basis of the interest, ability & needs. That's why, the learners must select his own curriculum linked to the economic, social, political & other issues which he will have to face during his lifetime. Action and choice instead curriculum & explanation-based curriculum are also included in these types of curriculum.

Naturalism and curriculum: According to Naturalists, curriculum should build of subjects and items that reflects such as natural activities, natural interests, individual differences & sexual issues of children; therefore, they improve their individuality naturally and normally. That's why, curriculum contain sports, physical culture, biology, physics, language, geography, history & other allied subjects.

5.1.5.2 Sociological bases of curriculum planning:

Sociology=Science of society

Education is the process that occurs in society, for society & by society. The changing nature of the cultural perspectives has its influence on education. Education has to adjust itself to the alternative situation. That's why, curriculum should be according to the alternatives & should improve desirable changes in students.

The social re-constructionists are displeased with the political, social & economic order of society. They advocate a curriculum which provides visibility of an ideal society and assure reconstruction of current society on the basis of that vision. The students will improve deep realizing of the society & they will combat for better social order.

5.1.5.3 Psychological bases of curriculum planning:

Psychology means the science of soul. It forms of the accumulated knowledge that exhibits the learning process and allows the teacher, who is acting the curriculum to make intelligent decisions concerning the behaviour of the learner.

Selection of curriculum content and its organization are founded on several theories of psychology such as laws of learning, theories of interest and attention, transfer of learning, growth and development, creativity and personality development. It is accepted by sum that curriculum should be made on theories of learning and motivation and on the aptitude and ability of the learner. It is grounded on some theories of learning such as:

Behaviourists Theories- It includes with an aspect of stimulus i.e. response and reinforcement scheme.

Cognitive Theories- They observe the learner in relationship with total environment. **Phenomenology Theories-** They accent an affective domain of learning.

5.1.6 Benchmarking:

It is a tool for developing performance by comparing the performance or standards. It can be strategic or cyclical.

The goal of benchmarking is to give key personnel, grievance of processes, with an external standard for metering the quality and cost of internal activities. It also assisting to know where an opportunity for development may be situated.

According to Kemper, "Benchmarking is a continuous, systematic process for measuring and comparing the work process of an institution to those of another, by bringing an external focus to internal activities, actions or performances."

5.1.6.1 Types of Benchmarking:

Benchmarking as a process, is both complicated and expansive in terms of what type and for what purpose it can be used. In the past, it was frequently used for compare data only. But it is used as a more explorative, research informed process & is accomplishment inspiration in the higher education sector and it also used for decision-making processes at an institution level.

It can also be characterized as

Quantitative- Where the highlights are on quantifiable outputs of data.

Qualitative- which finds at the systems and processes that releases the result & benchmarks are commonly attributes of good practices.

The various types of benchmarking are follows:

1. **Internal-** The work processes are compared between division, department & other internal university sectors. Merits of that benchmarking are the comfort of data collection and the explanation of areas for incoming external investigation.
2. **Competitive-** An institutions achievement is measured against its peers & competitors. In this benchmarking, a third party rather than an institution itself, mostly gathers and resolution the data because of its property nature.
3. **Functional-** In this type of benchmarking is a benefit for breakthrough developments by analysing high execution processes across a form of students.
4. **Generic-** In this type of benchmarking makes the widest use of data collection from various kinds of organizations.

5.1.7 Role of National level of Statutory Bodies:

5.1.7.1 UGC (University Grants Commission):

University Grants Commission established in 1953. Later, it was formed a statutory body under the University Grants Commission Act of 1956. It refers standards for infra structural facilities, curricula and qualification of teachers, salary of teachers and other factors necessary for fulfilling the quality of higher education.

Role of UGC:

- Its roles as updates of curriculum which is the emergent ingredient of its academic system
- It coordinated with other related bodies unto curriculum development like NCTE.
- For curriculum development, the committees for each subject is participated
- It updates the curricula in several subjects at the UG/PG levels.
- It incorporates training programmes, workshops, seminars and conferences
- It prescribes the central government and state governments on the measures

for the reformation of university education

- It allows to give fellowships and scholarships to students

So, UGC plays an effective role in the curriculum development process.

5.1.7.2 NCTE (National Council for Teacher Education):

The NCTE as a statutory body came into the NCTE Act, 1993 on 17th August, 1995. It has headquarters at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneswar and Jaipur.

UNIT – 6: Research in Education

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- 6.1.2 Educational Research
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We think, the weightage of text is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of 1250 previous years questions and 1000 model questions (unit and subunit wise) with proper explanation, on-line MOCK test series, last minute suggestions and daily updates because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinnns.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

Unit – 6: Sub Unit – 1

6.1.1 Research: Concept

The word ‘research’ means the systematic and scientific investigation into the phenomenon and study of materials and sources in order to establish facts and reach new conclusion.

The term ‘Research’ consists of two words –

Research = Re + Search

‘Re’ means again and again and ‘Search’ means to find out/search for something new. Research is a process in which a person observes the phenomena again and again and collects the data and on the basis of collected data he/she draws some conclusions.

Definitions of Research

According to **J. W. Best**, Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and report of results or conclusions.

6.1.2 Educational Research

Meaning:

Educational research refers to a systematic attempt to gain a better understanding of the

educational process, generally with a view in improving its efficiency.

It is a systematic application of scientific method for solving educational problems, which attempts towards purification of educative process and generates new knowledge.

Definitions of Educational Research

According to **Good**, Educational research is the study and investigation in the field of education.

According to **Mulay**, Any systematic study designed to promote the development of education as a science can be considered educational research.

According to **W. M. Traverse**, Educational research is that activity which is directed towards the development of science of behavior in educational situations.

According to **Crawford**, Educational research is a systematic and refined technique of thinking, using special tools in order to obtain a mere adequate solution of a problem.

Thus, we can conclude that Educational Research is a systematic and scientific approach to solve educational problem in a logical, progressive way and also to understand, explain, predict and control human behavior.

6.1.3 Educational Research Characterizes as follows :

- Educational Research is highly purposeful.
- It is purely objective, systematic, scientific and critical process of investigation into a phenomenon which aims at interpreting and explaining the phenomenon.
- Educational Research is based on empirical evidences and observable experience.
- It attempts to organize quantitative and qualitative data to arrive at statistical inferences.
- It discovers new facts in new perspective.
- It is based on some philosophic principle.
- It generates new knowledge.
- It depends on the researcher's ability, ingenuity, expertise and experience for its interpretation and conclusions.
- It follows interdisciplinary approach for solving educational problem.
- It results towards generalized principles or theories.
- It involves subjective interpretation and deductive reasoning in some cases.

6.1.4 Principles of Educational Research:

Modern research is expected to comply with certain standards, in order to make more generalized and acceptable findings.

- Precision: Effort should be made to measure phenomenon accurately.
- Replication: Other independent researchers should be able to reflect similar findings.
- Validity: measurement is supposed to be valid and authentic.
- Reliability: Measuring instruments and procedure should produce consistent/stable results.
- Objectivity: Research should be conducted without bias, prejudice. Data should be presented as it is.
- Ethics: Ethical considerations should be adhered to in the research process.

6.1.5 Scope of Educational Research:

- Education has strong roots in the fields like philosophy, psychology, sociology, history, economics etc.
- Because of the changing concept of education, there is a need for educational research in this field. In the report of The International Commission on the Development of Education, named "Learning to Be" (UNESCO 1972, p. 143) emphasized the following:

'Education from now-on can no longer be defined in relation to a fixed content ... through his various experiences and increasingly – all the time – to fulfil

himself. It has strong roots, not only in economics and sociology but also in the findings from psychological research ... If this is so, then education takes place at all ages of life, in all situations and circumstances of existence. It returns to its true nature, ... and transcends the limits of institutions, programmes and methods imposed on it down the centuries.'

In the context of above nature of education, the limits of educational research have to be extended from the conventional modes of education to the innovative systems based on ecological and cybernetic models.

Again, in 1975 the following problems on scope of education were highlighted in an N.C.E.R.T book named "Educational research and innovation".

- To solve the problem of imparting education to the poor students.
- Interdisciplinary research.
- Hunt of talent and problem related to their development.
- Compulsory and free education up to 14 year-children whose provision in Indian constitution section 45, study related to that problem.
- Education related problem's study of schedule caste and schedule tribes' children.

The fields of educational research contain a vast area. As it is a scientific and systematic study of educational process, it involves individuals (Student, teachers, educational experts, parents, mentors.) and institutions (Schools, colleges, universities, research – institutes). It discovers facts and relationship in order to make educational process more effective, more fruitful. It relates social sciences like education, history, philosophy etc. It includes process like investigation, planning (design), data collecting, processing of data, their analysis, interpretation and drawing inferences or conclusions. It covers areas from formal and non-formal education as well. Some fields are classified in terms of following content areas:

- Comparative Education
- Curriculum construction and Textbooks
- Economics of Education
- Educational Psychology
- Educational Technology
- Guidance and counselling
- Philosophy of Education
- Sociology of Education
- Educational Administration
- Educational Measurement and Test development
- Teacher education and teaching behaviour
- Education and politics
- Moral education
- Leadership in education
- Education and social change
- Education and law
- Philosophy of Education
- Sociology of Education

- Educational Measurement and Evaluation

As the education is self-motivated and changing in nature, its related problems are also dynamic in nature. We can conduct study in every field that are related to education.

Areas of educational research according to fifth survey of Educational research are as follows:

1. Philosophy of Education.

2. Sociology of Education.

3. History of Education.

4. Economics of Education.

5. Psychology of Education.

6. Mental Health.

7. Cognitive Processes.

8. Social Processes.

9. Motivation.

10. Creativity and Innovations.

11. Guidance and Counseling.

12. Curriculum Development.

13. Pre-Primary Education.

14. Primary Education.

15. Secondary Education.

16. Higher Education.

17. Social Science Education.

18. Science Education.

19. Mathematics Education.

20. Physical and Health Education.

21. Moral, Art and Aesthetic Education.

22. Educational Technology.

23. Teaching Strategies.

24. Teacher Education – Pre-service and In-service.

25. Vocational and Technical Education.

26. Special Education.

27. Open and Distance Education.
28. Adult, Continuing and Non-Formal Education.
29. Education of Tribes and Minorities.
30. Education of Girls and Women.
31. Demographic studies in Education and population Education.
32. Ecological and Environmental studies in Education.
33. Comparative Education.
34. Educational Assessment and Evaluation.
35. Educational Planning and Policy Research.
36. Organization, Administration and Management of Education.
37. Correlates of Achievement.

6.1.6 Meaning of Scientific Method:

Bacon's inductive method or Aristotle's deductive method contributes to human knowledge. It is difficult to solve many problems through inductive or deductive method. So Charles Darwin, in his scientific method, seeks happy blending of inductive and deductive method. In this method, knowledge gained from previous knowledge, experience, reflective thinking and observation is unorganized. Later on, it proceeds inductively through part to whole and particular to general and ultimately to meaningful hypothesis. Thereafter, it proceeds deductively through the process of whole to part, general to particular and hypothesis to logical conclusion.

Scientific enquiry/Scientific method is happy blending of Inductive and deductive methods. At first, it proceeds from part to whole to state meaningful hypothesis. After that, it proceeds from whole to part and hypothesis to logical conclusion.

6.1.6.1 Steps of Scientific Method:

Scientific method follows five steps as under:

1. Problem Identification and definition of the problem: The researcher states the identified problem in such a manner that it can be solved through experimentation or observation.
2. Formulation of hypothesis: It allows to have an intelligent guess for the solution of the problem.
3. Implication of hypothesis through deductive reasoning: Here, the researcher deduces the implications of suggested hypothesis, which may be true.

4. Collection and analysis of evidence: The researcher is expected here to test the deduced implications of the hypothesis by collecting concerned evidence related to them through experimentation and observation.
5. Verification of the hypothesis: Later on the researcher verifies whether the evidence support hypothesis. If the result is yes, then the hypothesis is accepted, if it doesn't the hypothesis is not accepted and later on it is modified if it is necessary.

A peculiar feature of this method is not to prove the hypothesis as an absolute truth but to conclude that the evidence does or doesn't support the hypothesis.

6.1.6.2 Characteristics of scientific method:

Replicability: It means research must be replicable or repeated. It is possible when an independent group of researchers can copy the same process and arrive at the results as same as the original study. When replicability is not found in a study, it suggests that there is a lack of knowledge and understanding in the study or our methods of testing are insufficient.

Precision: It refers to theoretical concepts, which are often hard to measure. These must be defined with such precision that others can use those definitions to measure those concepts and test that theory.

Falsifiability: It means a theory must be stated in a way that it can be disproven. Theories that can't be tested or falsified are not scientific theories. And any such knowledge is not scientific knowledge. For a hypothesis to be proved false, it must be logically possible to make an observation or do a physical experiment that would show that there is no support for the hypothesis. When a hypothesis can't be shown to be false, that does not necessarily mean it is not valid. Further testing may disprove the hypothesis. To determine whether a hypothesis is supported or not, psychological researchers must conduct hypothesis testing by using statistical measures.

Parsimony: When there are numerous explanations of a particular phenomenon, scientist must always accept the simplest one. Phenomena should be explained in as economic and easy way as possible. Needless complexity must be avoided. Scientists must aim to achieve the most elegant and simple theories. It prevents one from pursuing excessively complex theories with endless number of concepts. It also prevents one from relationships that may explain a little bit of everything but nothing in particular.

6.1.7 Types of scientific method:

Exploratory Research:

- It is generally done in the beginning of a research. It is undertaken to explore an area where little is known or to investigate the possibilities of undertaking a particular research study and is akin to feasibility study or pilot study.

- It attempts to clarify ‘why’ and ‘how’ there a relationship is between two or more aspects of a same situation or phenomenon.
- The purpose of exploratory research is to gain background information, to define terms, to clarify the problems, to develop hypothesis, to establish research priorities and objectives, and to develop questions to be answered.

Explanatory Research:

- Explanatory Research is conducted for a problem which was not well researched before in a particular field. It demands priorities, generates operational definitions and provides a better-researched model.
- It is basically a type of research design which focuses on explaining the aspects of your study in a detailed manner.
- Here the researcher begins with a general idea and uses research as a tool which could lead to the subjects that would be dealt with in the coming future.
- It is meant for providing details where a small amount of information exists for a certain product in mind of that researcher.
- It is conducted in order to help us find the problem that was not studied before in-depth.
- It is not used to give us some conclusive evidence but helps us in understanding the problem more efficiently. When conducting the research, the researcher should be able to adapt himself/herself to the new data and the new insight that he discovers as he/she studies the subject.

Descriptive Research:

- Descriptive research may be quantitative or qualitative and use research methods accordingly. It aims to describe what is, by describing, recording, analysing, interpreting conditions that exists.
- It is generally used to describe characteristics of a population or phenomenon being studied.
- Descriptive research does not answer questions about ‘how’, ‘when’, ‘why’ the characteristics occurred. Rather it addresses the ‘what’ type questions (what are the characteristics of the population or situation being studied?). The characteristics which are used to describe or explain the situation or population are usually some kind of descriptive categories.
- Descriptive research cannot be used as the basis of a causal relationship (situation where one variable affects another). This kind of research can be said to have a low requirement for internal validity.
- The description is used for averages, frequencies and other statistical calculations. Often the best approach is to conduct a survey investigation, prior to writing descriptive research. Qualitative research often aims at description or explanation of a phenomena and researchers may follow-up with examinations of why the observations exist and what are the implications of the findings.

UNIT-7: Pedagogy, Andragogy and Assessment

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- 7.1.2 Pedagogical Analysis: Concept
 - 7.1.2.1 Components of Pedagogical Analysis
 - 7.1.2.2 Steps of Pedagogical analysis
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 - 7.3.7.3 How to use rubrics effectively
- 7.3.8 Competency Based Evaluation
- 7.3.9 Assessment of Teacher Prepared ICT Resources

Sub Unit: 4 Assessment in Andragogy of Education

- 7.4.1 Interaction Analysis:
- 7.4.2 Flanders Interaction Analysis Category System (FIACS):
 - 7.4.2.1 Basic Assumptions of Flanders's System:
 - 7.4.2.2 Flanders's Interaction Analysis Categories (FIAC)
 - 7.4.2.3 Flander's 10 Category Analysis:
 - 7.4.2.4 Rules for Observation:
 - 7.4.2.5 MERITS OF FLANDER'S INTERACTION ANALYSIS SYSTEM
 - 7.4.2.6 DEMERITS OF FLANDER'S INTERACTION TECHNIQUE
- 7.4.3 Charles Galloway's system of Interaction Analysis
 - 7.4.3.1 Procedure for Recording of Classroom Event:
 - 7.4.3.2 Category wise Verbal and Non-Verbal Behaviors:
 - 7.4.3.3 Ground Rules for encoding of behavior
 - 7.4.3.4 Procedure for Preparation of Matrix
 - 7.4.3.5 Analysis of Results through Matrix
 - 7.4.3.6 Assumptions of Charles Galloway System:
 - 7.4.3.7 Advantages of Charles Galloway System:
 - 7.4.3.8 Limitations of Charles Galloway System:
- 7.4.4 Criteria for teacher evaluation
- 7.4.5 Rubrics for assessment:

We think, the weightage of **text** is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of **1250 previous years questions** and **1000 model questions** (unit and subunit wise) with proper explanation, **on-line MOCK test series**, **last minute suggestions** and **daily updates** because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinns.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

Unit – 7: Sub Unit-1

7.1.1 Pedagogy: Concept:

Generally speaking, pedagogy is the art and science of how something is taught and how students learn it. Specifically, it is an instructional theory. Pedagogy includes how teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.

7.1.1.2 Etymological meaning:

The word pedagogy comes from the Greek ‘paidagogeō’, [Latin ‘pedagogia’] in which ‘paidos’ means “child” and ‘agogos’ means “lead”; literally means “to lead the child” or “child leading”.

7.1.1.3 Historical overview:

In ancient Greece, a slave- pedagogos (often foreigners and the ‘spoils of war’) – was assigned to a wealthy master’s son, to take him to school, supervise him while in school, and carrying his books, bags, musical instruments etc. This could still be found in more recent systems of slavery such as that found in the US- as Booker T Washington recounted in his autobiography “Up from Slavery” (1963).

7.1.1.4 Modern Pedagogy:

Modern Pedagogy has been strongly influenced by the cognitivism of Piaget; the social-interactionist theories of Bruner and the social and cultural theories of Vygotsky. These theories have laid a foundation for pedagogy where sequential development of individual mental process, such as Remember, Understand, Apply, Analyze, Evaluate, Create are scaffolded along the Knowledge Dimension in relation to, as per the revised Bloom’s Taxonomy, Factual Knowledge (FK), Conceptual Knowledge (CK), Procedural Knowledge (PK) and Metacognitive Knowledge (MK). The students’ needs assistance to integrate prior knowledge with new knowledge (Schema Theory). They must also develop metacognition- the ability to learn ‘how to learn’.

Thus, **Modern Pedagogy** explains-

- The art of teaching- the responsive, creative, intuitive part
- The craft of teaching- skills and practices
- The science of teaching- research oriented decision making and the theoretical understanding.

7.1.1.5 Principles of pedagogy:

- It recognizes the importance of prior experience and learning
- It requires scaffolding
- It needs continuous assessment of learning
- It promotes active engagement of the learners
- It promotes individual and social processes and outcomes
- It recognizes the importance of informal learning
- It demands consistent policy frameworks.

7.1.2 Pedagogical Analysis: Concept:

The term 'pedagogical analysis' is a combination of two words pedagogy and analysis. In the above we discuss what is pedagogy. Analysis, in learning process, stands for a process of breaking or separating a teaching unit into sub units, topics or single concepts etc. through the process of unit analysis. One can break the prescribed course content in a subject into – major and minor sections, sub-sections, units and sub-units, major concept and minor concepts, topics etc through the process of content analysis.

7.1.2.1 Components of Pedagogical Analysis:

- 1) Content analysis of the unit/topic/single concept.
- 2) Writing instructional objectives of the content material of the topic in specific behavioural terms.
- 3) Suggesting methods, techniques, teaching learning activities, aids and equipment's helpful for the teaching learning of the topic relating to the instructional objectives.
- 4) Suggesting appropriate evaluation devices (oral, written or practical activities and test questions etc) for evaluating the learning outcomes of the students on the topic.

7.1.2.2 Steps of Pedagogical analysis:

Pedagogical analysis mainly consists of four steps: Content analysis, Objective formulation, Selection of appropriate teaching methods and teaching materials, Selection of evaluation devices. A detail explanation of it is given below:

- 1) At first divide the contents of the selected unit into sub-units and arrange the selected sub-units in to a number of periods required.
- 2) Then briefly write the essence or summary of the content of the selected sub-unit.
- 3) Then focus on writing appropriate previous knowledge required for the sub-unit.
- 4) After that select instructional objectives for the sub-unit.
- 5) Select appropriate teaching strategies for the sub-unit.
 - Mention the methods applicable for the teaching of the selected sub-unit.
 - Mention the teaching aids required for the teaching of the selected sub-unit.
 - Illustrate Briefly the necessary demonstration and/or experimentation required for the teaching of the selected sub-unit.
 - Mention necessary board work required for the same.
 - Prepare a list of probing questions related to the sub-unit and write appropriate answers for them.
 - Prepare a work sheet for the sub unit.
- 6) Give suitable examples or illustration for the sub-unit.
- 7) Prepare a table of specification for the sub-unit.

(Write at least six criterion referenced test-items, each with specific criteria for the sub-unit)

7.1.3 Critical Pedagogy: Concept:

Critical Pedagogy, best known as CP, is concerned with transforming relations of power which are oppressive and which lead to the oppression of people. It is most associated with the Brazilian educator and activist Paulo Freire using the

principals of critical theory of the Frankfurt school as its main source. It is to be noted that the prominent members of this critical theory are Adorno, Marcuse and Habermas. Critical Pedagogy tries to humanize and empower learners. Major authors associated with CP include Paulo Freire, Wolfgang Klafki, Michale Apple, Peter McLaren, Ira Shor and Henry Giroux, etc.

The purpose of critical pedagogy, according to Paulo Freire, is to enable the learner to become aware of, conscious of, the conditions in his life, in society and to have the necessary skills, knowledge and resources, to be able to plan and create change accordingly. It is a process of conscious raising. He said that “teaching that does not emerge from the experience of learning cannot be learned by anyone”.

7.1.3.1 The central ideas of critical pedagogy are:

- Dialogue is the centre of the teaching learning process,
- It should be connected to the regional knowledge and social context of the student,
- It should foster the critical thinking ability of the student,
- It should reflect the regional disparities, contradictions that are prevailing in the society,
- It should help the student to confront and interact to the diverse issues they faced in the classroom and day to day life,
- It should be based on the democratic principles.
- The teaching learning process of critical pedagogy based on the process of problem posing.

CP lesson plan should have to use the authentic materials such as TV, commercials, video movie, etc to generate discussion on a concerned theme/issue.

7.1.3.2 Features of Critical Pedagogy:

- 1) Critical theory is concerned with the idea of a just society in which people have political, economic, and cultural control of their lives.
- 2) The major concern of CP is with criticizing the schooling in capitalist societies.
- 3) The major goals of CP are awareness raising and rejection of violation and discrimination against people.
- 4) It focuses on the students. Students should act in a way that enables them to transform their societies which is best achieved through emancipatory education.
- 5) It proceeds through problem posing education and questioning the problematic issues in learners' lives.
- 6) Students can think critically and develop a critical consciousness which help them to improve their life conditions and to take necessary actions to build a more just and equitable society.
- 7) CP challenges any form of domination, oppression and subordination with the goal of emancipating oppressed or marginalized people.
- 8) It is the theory and practice of helping students to achieve critical consciousness.

7.1.3.3 Principles of critical pedagogy:

The general Principles and concerns of Critical Pedagogy are:

- 1) All education is inherently political and all pedagogy must be aware of this condition. So curriculum should not be treated as a sacred text rather it should be developed as part of an ongoing engagement with a variety of narratives and traditions that can be re-read and re-formulated in politically different terms.
- 2) Critical pedagogy needs to create new forms of knowledge through its emphasis on breaking down disciplinary boundaries and creating new spaces where knowledge can be produced.
- 3) It focuses on the teachers as transformative intellectuals who occupy specific political and social responsibilities.
- 4) Education must promote both emancipatory change and the cultivation of the intellect – these goals should never be in conflict; they should be synergistic.
- 5) Education often reflects the interests and needs of new modes of colonialism and empire. Such dynamics must be exposed, understood, and acted upon as part of critical transformative praxis.

7.1.3.4 Critical Pedagogy and Levels of Consciousness:

Paulo Freire (1973) distinguished three stages or levels of consciousness namely, **intransitive**, **semi transitive**, and **critical consciousness**.

In the lowest level or intransitive, the individuals accept their lives as they are and the change that might happen in their lives seems to be the result of magic or miracles. They do not make any attempt to change their life conditions and injustices done to them.

The next level or stage of consciousness is semi transitive consciousness which is above the previous level. People with this kind of consciousness are aware of their problems and can learn to change one thing at a moment. They cannot make any connection with outside world and they consider their problems as something normal or accidental. Actions that are taken with this kind of consciousness are often short-sighted.

The third level is critical consciousness or critical transitivity which is the highest level of consciousness. People with this kind of consciousness view their problems as structural problems. They can make connections between their problems and the social context in which these problems are embedded. People with this consciousness can interpret the problems and analyse reality. To gain this sort of consciousness, learners must reject passivity and practice dialogue exchange. He also believed that critical consciousness is the result of collective struggle and praxis not individual or intellectual effort.

7.1.3.5 Critical Pedagogy and the Role of Teacher and Student:

- 1) According to Paulo Freire (1998), classroom experiences, with the help of the teachers will enable the learner to become aware of, conscious of, the conditions in his life, in society and to have the necessary skills, knowledge and resources, to be able to plan and create change accordingly. It is a process of conscious raising. He said that “teaching that does not emerge from the experience of learning cannot be learned by anyone”.
- 2) A critical teacher should focus on student opinions about program structure and curriculum, involved the students in dialogic interaction, and be a creator and manager of interactive class room situations.

3) A critical teacher should create an open and equal school environment, must engage in deep self-reflection about their position and the effects of their authority in the classroom.

- **Self-reflection** is “the form of questioning one’s motives, purpose, ideology, and pedagogy as informed by theory and habit”. Self-reflection enables teachers to make their classes *student-cantered* by accepting unsuccessful educational ideas and oppressive forms in their own educational practices (Higgins, 1996). Degener (2001) states that a critical educator helps students to understand the reasons behind the facts.

4) Teachers in CP communicate with students about the society and culture to help them reflect critically on various aspects of the culture they are studying about and preparing to enter into it. This way, students through reflection can determine and take the necessary actions in order to improve the life conditions of the oppressed groups.

5) According to Lipman (1988), Students are active participants in that together with the teacher, they correct the curricula and that they share their ideas and learn to challenge assumptions.

6) According to Degener (2001), students contribute to curricular decisions and determine areas of study and the associated reading materials.

7) Critical learners, as Moore and Parker (1986) maintain, are those who can accept, reject or suspend judgment about a claim.

8) They can also offer good reasons for their ideas and can correct their own and others’ procedures (Lipman, 1988).

9) They should engage in social criticism in order to create a public sphere in which citizens can exercise power over their own lives and learning (Giroux, 1992).

10) Degener (2001) believes that by enabling students to reflect on their common sense knowledge, they learn how to transform their lives.

This is a shift, in Freire’s term, from naive consciousness to critical consciousness.

11) To help students engage in critical consciousness, educators should empower students to reflect on their own worlds and to self-assess in fact.

12) Guthrie (2003) views both teachers and students as co-agents. Teacher’s authority directs the class but this authority differs from that in the traditional pedagogy. This is in line with what Freire (1970) proposed in that there is a fluid relationship between teachers and students, that is, teachers are learners and learners are teachers. Therefore, learners are not recipients of knowledge rather they become creators.

13) Freire also states that “no one teaches another, nor is anyone self-taught, men teach each other, mediated by the teacher”.

14) Guthrie (2003) also says that teachers are in a hierarchical position above the students with regard to the existing knowledge and institutional authority.

15) However, Dheram (2007) believes that by turning verbal and nonverbal means of education into effective instruments of self-affirmation, students and teachers will understand their roles as subjects of research and agents of change.

7.1.4 Organizing Teaching:

There are three identifiable levels of teaching and learning activities: Memory level, understanding level and Reflective level. Morris L. Biggie (1976) has added one more level under the rubric 'autonomous development'.

The memory level is that where simple processes of recall and recognition are insisted. The understanding level is one where seeing of relationship or insight is stressed and the reflective level is that where critical thinking or problem solving is the chief concern.

7.1.4.1 Herbart's Model of memory level of teaching:

STEPS:

- 1) **Focus:** emphasis on cramming of facts and development of following capacities;
 - a) Training of mental aspects.
 - b) Providing knowledge facts.
 - c) Retaining the learnt facts.
 - d) Recalling the learnt facts.
- 2) **Syntax:** Herbart has divided understanding level of teaching in to 6 steps;
 - a) Preparation: questions are asked to test the previous knowledge.
 - b) Statement of Aim: to acquaint the name of the topic.
 - c) Presentation: stimulating the mental activity, the pupils are provided with opportunities for self-learning.
 - d) Association: Mutual relationship is established among facts, events, and excepts by comparison.
 - e) Generalization: principles and laws are formulated for the future life situations.
 - f) Application: new learnt knowledge is used in new situations.
- 3) **Social system:** a) Pupil b) teacher.
- 4) **Support system:** oral, written and essay type examination is used

7.1.4.2 Morrison's Model of understanding level of teaching:

STEPS:

- 1) **Focus:** mastery of the content.
- 2) **Syntax:** Morrison has divided understanding level of teaching in to 5 steps;
 - a) Exploration: testing previous knowledge, analysing the content.
 - b) Presentation: content is presented, diagnosis, and recapitulation till the students understand.
 - c) Assimilation: generalization, individual activities, working in laboratory and library, test of content.
 - d) Organization: pupils are provided with the occasions for representation.
 - e) Recitation: pupil presents the content orally.
- 3) **Social system:** teacher control the behaviour of the pupil, pupil and teacher remain active in assimilation; pupil works with full involvement.
- 4) **Support system:** pupil pass exam in presentation to enter into assimilation, to enter into organization and recitation, at the end written test is taken. Similarly, recitation is followed by the oral test. Essay and objective type Qs are asked.

7.1.4.3 Hunt's Model of Reflective level of teaching:

STEPS:

- 1) **Focus:** objective to – To develop problem solving, critical and constructive, independent, original thinking.
- 2) **Syntax:** Hunt has divided understanding level of teaching in to 5 steps;
 - a) Creating a problematic situation.
 - b) Formulation of the hypothesis.

- c) Verify hypothesis
- d) Collection of data.
- e) Testing of hypothesis.
- 3) **Social system:** pupil occupies the primary place and teacher secondary place.
- 4) **Support system:** Objective type test is not used but essay type test is used. Attitude, beliefs and involvement is evaluated.

7.1.5. Concept of Andragogy in Education:

Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to the adult education. According Malcolm Knowles, andragogy is the art and science of adult learning. The word ‘andragogy’ comes from the Greek word ‘andra’ meaning ‘man’ and ‘agogos’ meaning ‘leader of’ or ‘to lead’. Thus, in Greek, andragogy means ‘man-leading’. The term andragogy is equivalent to the term pedagogy. Andragogy in Greek means the man-leading whereas pedagogy in Greek means child-leading.

7.1.5.1 Knowles’ 5 Assumptions of Adult Learners:

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption.

- 1) Self-Concept – As adults are at a mature stage, they have a more concentrated self-concept than children. They can easily attain self-directed learning.
- 2) Past Learning Experience – Adults have a vast array of experiences to draw on as they learn, as opposed to children.
- 3) Readiness to Learn – Adults are physically, mentally, emotionally more matured and conscious than children to realize the value of education and are ready to be serious about and focused on learning.
- 4) Practical Reasons to Learn – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field of work.
- 5) While many children are driven by external motivators – such as punishment, reward, praise etc. – adults are more internally motivated (Knowles 1984).

Knowles’ 4 Principles of Andragogy:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Since adults are looking for practical learning, content should focus on issues related to their work or personal life.
4. Adult learning is problem-centered rather than content-oriented (memorizing content).

7.1.5.2 Knowles’ 4 Principles of Andragogy:

Based on these assumptions about adult learners, Knowles (1984) discussed four principles that educators should consider when teaching adults.

1. Adults need to be involved in the planning and evaluation of their instruction. In other words, since adults are self-directed, they should have a say in the content and process of their learning.
2. Experience (including mistakes) provides the basis for the learning activities.

3. Since adults are looking for practical learning, content should focus on issues related to their work or personal life.
4. Adult learning is problem-centred rather than content-oriented (memorizing content).

Unit -8: Technology in/for Education

Sub Unit-1 Concept of Educational Technology (ET) as a discipline

- 8.1.1 Information Technology (IT)
- 8.1.2 Communication Technology (CT)
- 8.1.3 Information Communication Technology (ICT)
- 8.1.4 Instruction Technology
- 8.1.5 Applications of Educational Technology
- 8.1.6 Overview of Behaviorists, Cognitive and Constructivist Theories and their Implications to Instructional Design
- 8.1.7 Relation between Learning Theory and Instructional Design
- 8.1.8 Instructional Strategies

Sub Unit-2 Systemic Approach to Instruction Design

- 8.2.1 Systemic Approach to Instruction Design
- 8.2.2 Models of Development of Instructional Design
- 8.2.3 Gagne's Nine Events of Instruction
- 8.2.4 Five E's of Constructivism
- 8.2.5 Nine Elements of Constructivist Instructional Design.
- 8.2.6 Application of Computers in Education
- 8.2.7 ODLM
- 8.2.8 e- learning.

Sub Unit-3 Emerging Trends in e learning

- 8.3.1 e-learning in Social learning
- 8.3.2 Open Education Resources
- 8.3.3 e- inclusion
- 8.3.4 Application of Assistive technology in e-learning
- 8.3.5 Quality of e learning
- 8.3.6 Ethical Issues of e learning and teaching.

Sub Unit-4 Use of ICT in Evaluation, Administration and Research

- 8.4.1 E-portfolios
- 8.4.2 ICT for Research
- 8.4.3 Online and Offline assessment tools

We think, the weightage of text is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of 1250 previous years questions and 1000 model questions (unit and subunit wise) with proper explanation, on-line MOCK test series, last minute suggestions and daily updates because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinns.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

Unit – 8: Sub Unit-1

Concept of Educational Technology (ET) as a discipline

Technology- Technical’ term of ‘machine’ or machine-related suffixes people usually associate with. But it is not necessary that the ‘technical’ should only be used in a machine or machinery. This means that any experimental work, in which scientific knowledge or principles should be used. It derives from the Greek word ‘Technikos’ which means—art. This is the synonym of the Latin language word ‘Texere’ which means for weaving or construction. According to Dr. Das -Any system of interrelated parts which are organized in a scientific manner as to attain some desired objective could be called technology.

Educational Technology- Educational Technology is an applied or practical study which aims at maximizing educational effect by controlling such relevant facts as educational purposes educational environment, conduct of student, behaviour of instructors and interrelations between students and instructors. Educational Technology is the application of scientific knowledge about learning to practical learning circumstance.

- It is a system of 5Ms- Machines, Materials, Men, Media, and Methods.
- E. E. Hadden’s definition is said to be functional. It includes both the fundamental and practical aspects of educational technology.

1. The basis of educational technology is science.
 2. Educational technology is the effect of science and technology upon education.
 3. Practical aspects are important in educational technology.
 4. Educational technology is a continuous progressive method.
 5. Its goal is to improve the learning technique.
 6. In the field of educational technology, psychology, engineering etc. are used.
 7. In educational technology, systematic approach plays the main role.
 8. Teacher, pupils and technical approaches are included in it.
- Lumsdane has categorized educational technology into three approaches —
 - (1) Hardware Approach or Educational Technology I (ET-1)
 - (2) Software Approach or Educational Technology II (ET-2)
 - (3) System Analysis or Educational Technology III (ET-3)

8.1.1 Concept of Educational Technology (ET) as a discipline-

The scope of educational technology is conceived by different individuals differently for example, persons dealing with audio-visual aids, while who are working in mass media emphasise the importance of hardware, software and communication technology. Educational Technology exists in a fragmented way not only in India but also globally, there is a significant diversification in terms of objectives, topics and coverage of contents. However, a uniform concept and meaning of Educational Technology is being developed at the global level. Various disciplines of Educational Technology in details-

8.1.1.1 Information Technology:

- Information technology (IT) is a technology which uses computers to gather, process, store, protect, and transfer information. Today, it is common to use the term Information and communications technology (ICT) because it is unimaginable Information technology (IT) is the use of any computers,

storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all type of electronic data.

- The term information technology was coined by the *Harvard Business Review*, in order to make a distinction between purpose-built machines designed to perform a limited scope of functions and general-purpose computing machines that could be programmed for different tasks. As the IT industry developed from the mid- 20th century, computing capability advanced while instrument cost and energy consumption fell lower.
- Information Technology (IT): describes an organization's computing and telecommunications hardware and software technologies that provide automatic means of handling and communicating information. From the above definition, two possible divisions of IT could be described – Computer (an electronic device that can process and store information) vs. telecommunications (transmission of information between devices in different locations). – Hardware (the physical equipment) vs. software (the instructions) is the second categorization that will be used for further exploration of IT below, together with exploring the data that is handled by IT.
- The objectives of IT: The objectives of IT are to provide better means of information of data messages in the form of written or printed records, electric, audio or video signals by using wires, cables and telecommunication techniques, IT plays a vital disposition in information handling due to developments such as reduction in computing time, capabilities of files on video discs, use of T.V as readymade information screen, telecommunication and satellite communication facilities etc. The objectives of IT in ICLs can be categorized into the following four groups.
 - (i) Supporting technical functions attached with acquisitions, technical processing, serial control, SDI/CAS, OPAC and convention work.
 - (ii) Supporting information storage, retrieval and dissemination systems.
 - (iii) Supporting management information distribution for libraries, especially analysing library statistics.
 - (iv) It can best be used in service and orientation courses for practicing librarians, continuing education programs for faculty teachers of library and information science, correspondence education and library extension services.

8.1.2 Communication Technology (CT):

Communications technology, also known as information technology, refers to all aspects and programs that are used to process and communicate information. Professionals in the communication technology area specialize in the development, installation, and service of these hardware and software systems. Individuals who enter these bounds develop an understanding in the conceptions, production, evaluation, and distribution of communication technology devices.

- Communication Technology is also comprised of two words like —Communication & Technology. This technology is the science of the application of knowledge to practical purposes. You also know that information means any communication or representation of knowledge in any formation.
- Communication technology involves a range of technologies used for gathering, storing, retrieving, processing, analysing, and transmitting

information. Comprise communication systems and the technologies behind them- how they are designed, constructed and maintained.

- Communication Technology is the electronic systems used for communication between individuals or groups. It facilitates communication between individuals or groups. Who are not physically present at the same location? Systems for example telephone, telex, Fax, radio, T.V. and Video are included, as well as more recent computer-based technologies, including electronic data interchange and e-mail.
- **Technology in Communication:**
 - I. Telecommunication
 - II. Invention of Radio
 - III. Invention of Television
 - IV. Invention of Computer.
 - V. Internet
 - VI. Wireless technology.
- **Important of CT:**
 - a. Speed and efficiency
 - b. Professional appearance and flavour
 - c. Vividness and greater appeal
 - d. Plenty of resources for data
 - e. Lot of facilities for revising, editing and formatting.

8.1.3 Information Communication Technology (ICT):

ICT stand for information and communication technologies and is defined, as a - diverse set of technological instrument and resources used to communicate, and to generate, disseminate, store, and conduct information. ICT means the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for an extensive range of teaching - learning processes in addition to personal use.

- "These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.
- "ICT is that technology which uses the information to meet human need or purposes including processing and exchanging."
- Information and communication Technology are a field that has a wide coverage. It thoroughly deals with communication technology and how it impacts on other fields of human exertion. It is the fastest flowing academic fields of study and a viable source of livelihood. It is the convergence of telephone and computer networking through a single cabling system either ease of data storage, manipulation, management, and retrieval. It is concerned with database management, computer programming, and software development. Web designing, mobile application development, project management & development, security networking analysis, media equipment's, computer engineering, computer studies, the internet, intranet, internet protocol (IP), system software, application software, signal technology, base station management.
- **Important of ICT:**
 - It creates an analytical mind of students the help them study and proffer solutions to problems emanating from all related fields that employ it as a learning tool.
 - Being an emerging academic field of study.

- Enhances computer networking globally known today as internet and intranet.
- It makes comprehension of other subjects easy.
- Virtually all fields of learning are amenable to ICT such as the application of projector for teaching in the classroom.
- The basis for e learning and online library.
- The exchange of ideas and inventions among information technology scholars locally and internationally.
- It accelerates economic development nationally.

8.1.4 Instruction Technology:

A systematic measure of designing, execution, and evaluating the total process of learning and teaching in terms of inelastic objectives, founded on research in human learning and communication, and employing a combination of human and nonhuman resources to bring about more effective instruction. IT consists of both synchronous and asynchronous technologies. Synchronous technologies allow learners and educators to interact at the same time virtually, while asynchronous technologies allow learners to engage in educational activities at their preferred time based on the requirements of the course

➤ Instructional technology (IT) has been defined as the ability to share information using media-based technology (audio, text, video, image, etc.) to facilitate enhanced interaction between educators and targeted learners (Jedlicka, Brown, Bunch, & Jaffe, 2002).

➤ IT consists of both synchronous and asynchronous technologies. Synchronous technologies allow learners and educators to interact at the same time virtually, while asynchronous technologies allow learners to engage in educational activities at their preferred time based on the requirements of the course (Bastable, Gramet, Jacobs, & Sopczyk, 2010).

➤ **Characteristics of Instructional technology (described by James Finn (1969):**

- An intellectual technique
- An application of that technique
- A long period of training
- An association of members
- Enforced standards and a statement of ethics
- A body of intellectual theory (p. 232)

➤ **The basic elements of instructional design include:**

1. *Analyse* - This phase involves analyzing the characteristics or profile of students, tasks to be learnt by students, the environment in which it is to be taught, and the goal to be achieved.
2. *Design* - In this phase a teacher is required to develop instructional/learning objectives, choose the teaching strategy including the methods to be followed, keep on the selection of technology tools and resources, and choose tools to assess the effect which could be a questionnaire, check list, interview schedule.
3. *Develop* - Once the learning objectives and teaching strategy are decided in the context of the environment and student profile, the next phase will be to develop materials to be used, including the learning activities, and check for its appropriateness and feasibility by formative evaluation.

4. *Implement* - In this phase the instruction is delivered to the intended target group, that is, the students using the materials and activities developed in the previous stage.
5. *Evaluate* - This last phase assesses the outcome of the instruction and whether the intended instructional/learning objectives are achieved using the assessment tools developed. If the objectives are not achieved, then one may have to re-examine all the previous.

8.1.5 Applications of Educational Technology:

Educational technology enhances the teaching-learning process and makes it more than effective and process oriented as well. Electronic and mechanical gadget which a reduction man possesses can be used for educational requirement. Educational technology has not only maintained the standard of educational but also improved the edgeways of teaching by giving teaching aids and programmed instructional material.

- The main force of development of the theories of teaching and instruction is providing by educational technology.
- It provides practice and strategies for reducing individual differences or strategies and practices.
- New innovation of system analysis in the field of educational technology.
- Structure as well as nature of teaching can be developed and enriched with the help of educational technology.
- Mechanism of feedback devices for modification of teaching learning behavior can produce effective teachers in training schools.
- Television, radio, tape-recorder and programmed instruction can also do wonders in the field of distance and correspondence education.

8.1.5.1 Applications of Educational Technology in Formal Education:

- Function- Technology is used to aid in visual representation in the classroom and can be used as a teaching tool in conjunction with software programs and the Internet. Technology can be used to test student skills.
- Visual Technology Aid-Smart Boards are a technologically advanced type of chalkboard. Special markers are used to write on the plank to display. Interactive media can display website pages and software programs so the class can see the program's application.
- Computer Technology Aid- Computer technology allows students to work on programs that enhance learning. There are a variety of programs that help students practice skills and test pacific skills.
- Internet Technology Aid- the Internet can provide resources and websites for practicing skills and monitoring student progress. It also has resources for teachers pertaining to student management and lesson plans.
- Technology used in the classroom are-
 - i. Protectors
 - ii. Smart Technologies
 - iii. Interactive whiteboards/ Mimio Boards
 - iv. Classroom PCs
 - v. Technology Education for Teachers

8.1.5.2 Applications of Educational Technology in informal Education:

Informal education in generally covers every prospect of learning that doesn't take place in a normal school building. Home-schooling, or uncoiling, is one of the most common types of informal education. Going to far-flung areas where the youth can't go to school is a common mode to practice informal education in abundant third world countries. But for this article, we'll be tackling a type of informal education that's not conferred that much thought.

Self-learning is something any individual afford without needing direct help from teachers. With the advent of technology in recent years, it's even more possible for anyone with a computer. Learning extensively about Physics and Biochemistry is made practical practicable to all the resources provided by technology. Devouring books in local libraries is no longer the only option to expand your knowledge. Technology offers more options on how you can analyze and break the boundaries of human learning.

- *Download e-books.*

Isn't it frustrating when you want to read a book so much but it's in a library a thousand miles away from you, and it's too costly to purchase? Well, save yourself from scavenging in second-hand bookstores, because all of the books you can fancy of can be downloaded online.

- *Visit educational YouTube channels.*

Home of logging and viral internet videos, YouTube has more to offer than you can imagine. There's a bunch of channels that navel on educational videos.

- *Enroll in online courses.*

If you miss the standard ordination of education, there are online courses easily obtainable online. What's even better is that most of them are free. Be it self-paced learning, webinars, or group studies, every field of knowledge are covered in the numerous open education websites.

- *Communicate with other learners.*

Distance learning gives students a possibility to explore options to learn from someone other than their teachers. If you're learning a new language, it's best to talk to someone who speaks the language.

We think, the weightage of **text** is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of **1250 previous years questions** and **1000 model questions** (unit and subunit wise) with proper explanation, **on-line MOCK test series**, **last minute suggestions** and **daily updates** because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinns.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

Unit 9: Educational Management, Administration and Leadership

Sub Unit – 1

- 9.1.1. Educational Management (Meaning, Principles, Functions and importance)
- 9.1.2. Educational Administration (Meaning, Principles, Functions and importance)
- 9.1.3. Institutional building
- 9.1.4. POSDCORB
- 9.1.5. CPM
- 9.1.6. PERT
- 9.1.7. Management as a system
- 9.1.8. SWOT analysis
- 9.1.9. Taylorism
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- 9.3.3. Evolution of Quality: Inspection
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- 9.4.1. Change Management: Meaning
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- 9.4.6. Cost of Quality: Appraisal Costs, Failure costs and Preventable costs
- 9.4.7. Cost Benefit Analysis
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- 9.4.9. Quality Assurance Agency: NAAC
- 9.4.10. Performance Indicators
- 9.4.11. Quality Council of India [QCI]
- 9.4.12. International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Unit – 9: Sub Unit – 1

9.1.1. Educational Management

Meaning:

Management is an academic discipline. It is a social science whose object of study is the social organization. It is an art, a science, an organisation, a discipline, or a process. Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human resources (like children, parents, teachers, other employees) and material resources (money, building, grounds etc) so as to effectively and efficiently accomplish functions of teaching, extension work and research. Thus Educational Management is a comprehensive effort intended to achieve some specific educational objectives. It is the dynamic side of education.

Principles:

Henry Fayol's 14 Principles of Educational Management are the following:

Division of work

1. Authority
2. Discipline
3. Unity of command
4. Unity of direction
5. Subordination of individual interests
6. Remuneration
7. Centralisation
8. Scalar chain
9. Material and social order
10. Equity
11. Stability
12. Initiative
13. Esprit de corps

Functions:

1. Planning: Planning is the process of setting objectives and determining the actions in order to achieve them. It is anticipatory in nature and sets priorities. It is proactive rather than passive.

Planning asks the following questions: What? When? Where? By whom? How? while following a series of steps:

Defining Objectives (setting objectives or goals)

↓

Determining the current status with respect to the objectives (being aware of opportunities)

↓

Determining planning premises (analysing the situation for external factors and forecasting future trends; generation of future scenarios)

↓

Identifying alternative (best alternative to accomplish the objectives)

↓

Choosing an alternative (selecting the course of action to be pursued)

↓

Formulating support plans (arranging for human and material resources)

↓

Implementing the plan (action stage which also involves evaluation)

2. Organising: Organising is the process of combining the work which individuals or groups have to perform with facilities necessary for its execution. So that the duties performed must provide the best channels for systematic, efficient, positive and co-ordinated application of available effort.

3. Directing: Directing is the art or process of influencing people. So that they willingly strive to achieve the proposed goals. It focuses on the development of willingness to work with confidence, provides adequate guidelines to complete the task, and motivates individuals to achieve goals in a coordinated and supportive manner. It also focuses on exercising leadership while determining responsibility and accountability.

4. Controlling: Controlling involves measuring and monitoring performance in accordance with plans and taking corrective action when required. It establishes performance standards based on the objectives, measures and reports actual performance compares the two and takes corrective or preventive action as necessary.

5. Evaluating: Evaluating is the process of measuring and assessing the achievement of objectives while providing an insight into strengths and weaknesses. It is the planning for future endeavours.

It helps to determine the effectiveness of plans for both administrators and other stakeholders (like teachers, staff, students and parents), as also the extended community. It seeks to document the objectives that have been met and to provide information to all concerned.

Thus it focuses upon Process (how is the plan being carried out), Outcome (achievement of objectives), and Impact (effect of the plans initiated).

Importance:

Educational Management focuses on the following:

- The study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.
- Planning of curricular and co-curricular activities, curriculum and academic calendar
- Maintenance of school records, evaluation of students' achievement

- The study of educational planning at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level.
- Decision making, problem solving, communication, information management and effective team building.
- Effective allocation of financial resources and the planning of the budgets of institutions.

9.1.2. Educational Administration:

Meaning:

Educational administration plays a vital role in making management of every educational programme grand success. It is a specialized set of organisational functions. Its primary purpose is to ensure the effective and efficient delivery of relevant educational services. It also focuses on the implementation of legislative policies through planning, decision making and leadership behaviour. Graham Balfore: Educational Administration is to enable the right pupils to receive the right educational administration is to enable the right teacher at a cost within the means of the state under conditions which will enable the pupils best to profit by their training.

J.B. Sears: Educational Administration contains much that we mean by the word government and is closely related in content to such words as supervision, planning, oversight, direction, organisation, control, guidance and regulation.

Principles:

Functions:

1. To delegate authority and responsibility.
2. To strengthen local initiative and local control.
3. To determine policies and implement them.
4. To utilise special capacities of personnel and material resources.
5. To secure the greatest return from the money spent.
6. To secure the goodwill of personnel, public education department and other social agencies and institutions.
7. To implement a democratically determined programme.

Importance:

Educational Administration involves the following aspects associated with an institution:

Planning: Planning results in

1. Recognition of goals
2. Optimal use of resources
3. Prevention of wastage, duplication of effort and unhealthy practices
4. Orderly execution of plans

Educational planning in our country is carried out at the central level, the state level, the local level and at the school level.

Budgeting: Budgeting is an essential facet of a successful organisation and administration. It calls for an estimated account of revenues and expenditure with scope to embrace contingencies when required.

Organising: Organisation focuses on two main aspects: material equipment (infrastructure) and human equipment (stakeholders) with the main aim of maintaining efficiency, productivity, effectiveness and utility in the teaching-learning environment.

Educational Administration further influences the following:

- The preparation of curriculum for different classes according to their diverse abilities and aptitudes.
- The organisation and functioning of guidance and counselling cells on the campus
- The organisation of community reach programmes
- The provision of auxiliary services like midday meals, school uniforms, books medical checkups etc
- The time table and academic calendar
- The co-curricular programmes
- Organisation and distribution of work
- Establishment and working of infrastructure
- The organisation and conduct of examinations

9.1.3. Institutional building:

It simply refers to any structure that fulfils a role related to education, recreation, healthcare, public works. The term has been used both in relation to the process of internal development of an institution, as well as to its capacity to promote its impact on the society. Institutional buildings are often grand in design and subject to a lot of public scrutiny and input during their design process. These often have public accessible spaces and private staff spaces.

Every institutional building is unique. There is no true 'one size fits all' approach. These are civic buildings that can be publicly or privately funded.

Government institutional building: it generally includes court houses, judicial centers, city halls, detention facilities, police headquarters, military camps, educational buildings, transportation terminals like air ports, railway stations, bus stands etc.

Private institutional buildings: it includes all types of public buildings funded by NGOs, other private supports, community funds etc. For example public art galleries, cultural centres etc.

9.1.4. POSDCORB:

Luther Gulick, classical theorist, coined the term POSDCORB that refers to seven functions of management. These functions are planning, organizing, staffing, directing, coordinating, reporting and budgeting.

- **Planning:** It involves developing an outline of things that must be accomplished, and methods for accomplishing them.
- **Organizing:** it establishes the formal structure through which work divisions are arranged and coordinated to implement the plan.
- **Staffing:** it involves the function of selecting and training the staff, maintaining the favorable and congenial conditions for the enhancement of professional efficiency of staff.
- **Directing:** it includes continuous task of making, communicating and implementing decisions.
- **Coordinating:** it includes all efforts that are needed to bind together the organization in order to achieve a common goal.
- **Reporting:** it includes verification of progress through records, research and inspection. It insures that things happen according to the planning.
- **Budgeting:** it involves all the activities that accompany budgeting, including fiscal planning, accounting and control.

9.1.5. CPM:

Critical Path Method (CPM) is based on mathematical calculations and it is used for scheduling project activities. This method was first introduced in 1950s as a joint venture between Remington Rand Corporation and DuPont Corporation. The initial critical path method was used for managing plant maintenance projects. Although the original method was developed for construction work, this method can be used for any project where there are interdependent activities. Critical path is the sequential activities from start to the end of a project.

Key Steps in Critical Path Method:

Step 1: Activity specification

In activity specification, only the higher-level activities are selected for critical path method.

When detailed activities are used, the critical path method may become too complex to manage and maintain.

Step 2: Activity sequence establishment

In this step, the correct activity sequence is established.

Which tasks should take place before this task happens.

Which tasks should be completed at the same time as this task.

Which tasks should happen immediately after this task.

Step 3: Network diagram

Once the activity sequence is correctly identified, the network diagram can be drawn (refer to the sample diagram above).

Although the early diagrams were drawn on paper. But today there are a number of computer software, such as Primavera, for this purpose.

Step 4: Estimates for each activity

This could be a direct input from the WBS based estimation sheet. Most of the companies use 3-point estimation method or COCOMO based (function points based) estimation methods for tasks estimation.

Step 5: Identification of the critical path

Earliest start time (ES) - The earliest time an activity can start once the previous dependent activities are over.

Earliest finish time (EF) - $ES + \text{activity duration}$.

Latest finish time (LF) - The latest time an activity can finish without delaying the project.

Latest start time (LS) - $LF - \text{activity duration}$.

The float time for an activity is the time between the earliest (ES) and the latest (LS) start time or between the earliest (EF) and latest (LF) finish times.

During the float time, an activity can be delayed without delaying the project finish date.

The critical path is the longest path of the network diagram. The activities in the critical path have an effect on the deadline of the project. If an activity of this path is delayed, the project will be delayed. In case if the project management needs to accelerate the project, the times for critical path activities should be reduced.

Step 6: Critical path diagram to show project progress

Critical path diagram is a live artefact. Therefore, this diagram should be updated with actual values once the task is completed.

This gives more realistic figure for the deadline and the project management can know whether they are on track regarding the deliverables.

Advantages of Critical Path Method:

1. It offers a visual representation of the project activities.
2. Presents the time to complete the tasks and the overall project.
3. Tracking of critical activities.

9.1.6. PERT:

Program (Project) Evaluation and Review Technique (PERT) is a project management tool used to schedule, organize, and coordinate tasks within a project. PERT is basically a method to analyze the tasks involved in completing a given project, especially the time needed to complete each task, and to identify the minimum time needed to complete the total project.

The main objective of PERT is to facilitate decision making and to reduce both the time and cost required to complete a project. PERT is intended for very large-scale, one-time, non-routine, complex projects with a high degree of inter-task dependency, projects which require a series of activities, some of which must be performed sequentially and others that can be performed in parallel with other activities.

PERT planning involves the following steps:

- Identify the specific activities and milestones.
- Determine the proper sequence of the activities.
- Construct a network diagram.
- Estimate the time required for each activity. For each activity, the model usually includes three time estimates:
 - a. Optimistic time – generally the shortest time in which the activity can be completed. It is common practice to specify optimistic time to be three standard deviations from the mean so that there is a approximately a 1% chance that the activity will be completed within the optimistic time.
 - b. Most likely time – the completion time having the highest probability. Note that this time is different from the expected time.
 - c. Pessimistic time – the longest time that an activity might require. Three standard deviations from the mean is commonly used for the pessimistic time.

PERT assumes a beta probability distribution for the time estimates. For a beta distribution, the expected time for each activity can be approximated using the following weighted average:

$$\text{Expected time} = (\text{Optimistic} + 4 \times \text{Most likely} + \text{Pessimistic}) / 6$$

This expected time may be displayed on the network diagram.

To calculate the variance for each activity completion time, if three standard deviation times were selected for the optimistic and pessimistic times, then there are six standard deviations between them, so the variance is given by: $[(\text{Pessimistic} - \text{Optimistic}) / 6]^2$

- Determine the critical path. If the critical path is not immediately obvious, it may be helpful to determine the following four quantities for each activity:
 - ES – Earliest Start time
 - EF – Earliest Finish time
 - LS – Latest Start time
 - LF – Latest Finish time.

These times are calculated using the expected time for the relevant activities.

- Update the PERT chart as the project progresses.

Advantages of PERT:

1. It compels managers to plan their projects critically and analyse all factors affecting the progress of the plan. The process of the network analysis requires that the project planning be conducted on considerable detail from the start to the finish.
2. It provides the management a tool for forecasting the impact of schedule changes and be prepared to correct such situations.
3. A lot of data can be presented in a highly ordered fashion.
4. The PERT time (T_e) is based upon 3-way estimate.
5. It results in improved communication.

Limitations of PERT:

1. Uncertainty about the estimate of time and resources. These must be assumed and the results can only be as good as the assumptions.
2. The costs may be higher than the conventional methods of planning and control.
3. It is not suitable for relatively simple and repetitive processes such as assembly line work which are fixed-sequence jobs.

Unit -10: Inclusive Education

Sub Unit-1 Inclusive Education

10.1 .1 Inclusive Education

10.1.2. Target Groups

10.1.3 Evaluation of the Philosophy of Inclusive Education

10.1.4 Legal Provisions: Policies and Legislations

Sub Unit-2 Concept of Impairment, Disability and Handicap

10.2.1 Concept of Impairment, Disability and Handicap

10.2.2 Classification of Disabilities based on ICF Model

10.2.3 Intellectual Disabilities

10.2.4 Physical Disabilities

10.2.5 Multiple Disabilities

Sub Unit-3 Planning and Management of Inclusive Classrooms

10.3.1 Planning and Management of Inclusive Classrooms

10.3.2 Curriculum and Curricular Adaptations for Diverse Learners

10.3.3 Assistive and Adaptive Technology for Diverse Learners

10.3.4 Parent-Professional Partnership

Sub Unit-4 Planning and Management of Inclusive Classrooms

10.4.1 Barriers and Facilitators in Inclusive Education

10.4.2 Current Status of Inclusive Education in India

10.4.3 Ethical Issues of Inclusive Education in India

10.4.4 Research Trends of Inclusive Education in India

We think, the weightage of text is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of 1250 previous years questions and 1000 model questions (unit and subunit wise) with proper explanation, on-line MOCK test series, last minute suggestions and daily updates because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinn.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

Unit – 10: Sub Unit-1 Inclusive Education

10.1 1 Inclusive Educations:

10.1.1.1. Concept:

Inclusive education has been defined at various ways that addresses the learning needs of the differently baled children. The endeavor of the Government of India over the last five decades has been towards take measures comprehensive range of services towards education of children with disabilities. In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools and facilitate their retention. The government persuasive in the area of inclusive education can be described back to National Educational Policy, 1986, which recommended, as a goal, 'to integrate the handicapped with the general community at all levels as equal partners, to read them for normal growth and to enable them to face life with bravery and confidence'. The World Declaration on Education for All adopted in 1990 gave further boost to the various processes already set in the country. The Rehabilitation Council of India Act 1992 initiated a training programmed for the development of professionals to respond to the needs of students with disabilities. The National Policy for Persons with Disability, 2006, which endeavor to clarify the framework under which the state, civil society and private sector must operate in order to ensure a dignified life for persons with disability and support for their caretakers.

- According to *UNESCO* the concept of Inclusive Education is that, "... it involves the admission of children with special educational needs in 'ordinary' or 'regular' schools and may be described as 'pedagogic integration'. This may be imperative under legislation, or it may take the form of assertion of policy which aim to encourage such integration"

10.1.1.2 Principles:

IE is about undisturbed access to quality education for all students by practically assembly their diverse needs in a way that is reactive, accepting, worshipful and supportive. Students engage in the education program in a normal learning environment with confirmation to diminish and solve barriers and hindrance that may lead to exclusion.

1. Teaching All Students students learn in various ways. For example, few students learn best when represent to information visually, while others learn best via hearing information, working in groups or activity-based projects. By using various different approaches to the same material within the same lesson or activity, information can become exceeding interesting and tangible to a greater number of students. Some ways to accomplish this are:
 - Think of three different ways to teach a lesson..
 - Ask other teachers how they have taught or would teach a lesson how they have taught or would teach a lesson.
 - Share with your colleagues
 - Listen carefully to student's questions and comments
 - Expect student's backgrounds and abilities to be different.

2. **Exploring Multiple Identities** Building confidence and affirming identity for students supports their learning. Students who are impatient about themselves and other people, and who are inquisitive about the world around them will more easily learn to be charitable and understanding of people who are different from them. They are less likely to hold negative feelings about others, if they are comfortable with themselves and also with those who are different. Here are some ways to affirm and encourage student's identities:

- Create activities
- Engage students in projects
- Encourage all aspects of each student's individuality.
- Create an environment
- Discuss all areas in which a student may find opportunities for success
- Help students understand
- Maintain a respectful environment among the students among the students

3. *Preventing Prejudice*

All of us are influenced by the legacy of institutionalized inequalities that norms history as well as the inelastic ideas and images we appointment every day. The best way for an educator to address preconceived stereotypes and to prevent them from escalating into feelings of prejudice and bias is to create awareness. This can be done by discussing students' stereotypes in both large and small groups.

- Teach explicitly about histories of unfairness, or institutionalized inequality.
- Talk about all of the student's sense and attitudes.
- Set clear line and rules about behaviors that are based on prejudices, such as teasing, scolding or excluding.
- Introduce key words to students that can alert them to the presence of a stereotype.
- Help students to identify prejudicial behavior (as opposed to making generalizations).
- Don't be afraid to talk about stereotypes
- Train students to discern fact from fiction, especially when it comes to stereotype ally when it comes to stereotypes.
- Develop dialogue and reflection Develop dialogue and reflection.

4. *Promoting Social Justice*

Young people are good judges of what is or is not fair. Talk to students about problem of fairness, and of justice or injustice in period of equality for all. Here are some ways to promote social justice in your classroom:

- Make comparisons.
- Develop a worldview.
- Engage in critical thinking. Ask
- Explore power dynamics. Ask
- Foster students to develop a idea of civic responsibility.
- Bring these discussions into all subject areas.
- Service learning and action planning on.

5. *Choosing Appropriate Materials*

It is significant to choose books and materials that reflect exact images of diverse peoples. Books, magazines, movies, web-based media and handouts can be instruction for behavior and ideas, but they also have the dynamic to perpetuate some stereotypes. Read over all equipment you are planning to use with students and decide if they flourish a positive and appropriate embodiment of people and

themes. The following are a number of things to keep in mind when choosing what you present to the students:

- Be diverse.
- Let groups speak for themselves.
- Experts are everywhere.
- Use primary sources.
- Show pasted present images of different group's images of different groups.

6. *Teaching and Learning about Cultures and Religions*

It is significant that students learn about other cultures and religions in a positive and satisfied manner. This includes learning about the cultural and religious differences among their peers – as well as other cultures and religions that are more remote from their experiences. Some ways to do this are:

- Teach students the value of asking questions.
- Narrate appropriate measure to ask questions about identity, religion, culture and race.
- Provide anonymous ways for students to ask questions
- Emphasize that culture is not a fixed or permanent condition.
- Allow opportunities for students to learn about the ever changing cultures of the world.
- Help students see a range of nuanced views and make connections within and between cultures.

7. *Adapting and Integrating Lessons Appropriately.*

It is necessary that educators be flexible in the adaptation of all the lessons in our curriculum as well as prescribed curriculum in general. Sometimes, the most teachable moments are unplanned and unscripted. Once and again pre-designed lessons are a good starting point for dialogues or critical thinking. Some ways to do this include:

- Be mindful of who is in your classroom, so that the lessons can be more culturally- lessons can be more culturally relevant.
- Proceed with caution and thoughtfulness about student family histories
- Do not assume that you can tell where students are Do not assume that you can tell where students are from or how the from or how they identify just by eye identify just by looking at them, by the sound of their names or articles of dress.

10.1.1.3 Scope of Inclusive Education:

The concept of Inclusion is often discussed as though it applies only to students with disabilities. In reality, Inclusive Education has much wider scope. According to Booth and Wainscot, Inclusion in education involves:

Valuing all students and staff equally.

- 1) Reducing student's exclusion from schools and focusing their increase participation in the cultures, curricula and communities of local schools.
- 2) To respond to the diversity of students in the locality, there is a need for restructuring the culture, policies and practices in schools.
- 3) Reducing barriers to learning and participation for all students in the schools. Especially those who are categorized as having special educational needs.
- 4) Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.

- 5) Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
 - 6) Acknowledging the right of students to an education in their locality.
 - 7) Improving schools for staff as well as for students.
 - 8) Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
 - 9) Fostering mutually sustaining relationships between schools and communities.
 - 10) Recognizing that inclusion in education is one aspect of inclusion in society.
- The Scope of Inclusive Education on the basis of the persons it caters to can be described as ones who are covered under the title of Children with Special Needs (CWSN) as well as ones who are irrefragably bled, yet are at a very disadvantaged position.

CWSN includes children facing the following problems:

1. Physical/Motor –muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy, etc.
2. Developmental/Intellectual– Down syndrome, autism, dyslexia, processing disorders
3. Behavioral/Emotional-ADD, bi-polar, oppositional defiance disorder, etc.
4. Sensory Impaired – Blind, visually impaired, deaf, limited hearing etc.

10.1.1.4 Target Groups:

A. *Diverse learner:*

A diverse learner is a learner who is open to all learning styles and has an open mindset to worldwide learning. He / she are up to learning about the various religions of the world along with culture and the unity of diversity but looking at it from a prejudice perspective.

Diverse student learners include students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socio-economic condition.

This website from the government will give you a clear concept of which 'Diverse learners' include.

B. **Including Marginalized group:**

Marginality is generally, used to analysis socio-economic, political and cultural environment, where disadvantaged people fight to gain view to resources and full participation in social life. In other words marginalized people might be socially, economically, politically and legally neglected, excluded or neglected and therefore permeable to live hood change.

The encyclopedia of public health defines - Marginalization as to be marginalized is to be settled in the margins as thus excluded from the privilege and power establish at the center.

Latin observes – 'Marginality is so thoroughly demeaning, for economic well-being, for human dignity as well as for physical security marginal peoples can always be identified by the members of dominant society and will face irrevocable discrimination.'

The MG of people is executed all over the world. The marginalized literature is founded on exploitation, agonies, pains and suffering, at the secondary level. The social, political, economical, geographical, special perspective of life which are deeply rooted in their consciousness with their past, present and future. Which

are in collation present in the perpetually of time. Maximal of the marginalized groups, if not all constitute minorities, religious, ethnic, linguistics or another way in different countries, they have subcultures in this mainstream culture or religions.

C. Learners with Disabilities:

A learning disability is a neurological disorder. In simple terms, a learning disability results from a various in the way a person's brain is "wired." Children with learning disabilities are as smart as or smarter than their peers. But they may have tenacious reading, writing, spelling, and reasoning, recalling and/or organizing information if left to figure things out by them or if taught in current path.

A learning disability can't be cured or fixed; it is a lifelong problem. With the right support and intervention, however, children with learning disabilities can attain in school and go on to successful, often distinguished careers later in life.

➤ **Types of learning disabilities**

- Dyslexia – a language-based disability in which a person has trouble understanding written words. It may also be mention to as reading disability / disorder.
- Dyscalculia – a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.
- Dysgraphia – a writing disability in which a person finds it hard to form letters or write within a defined space.
- Auditory and Visual Processing Disorders – sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision.
- Nonverbal Learning Disabilities – a neurological disorder which originates in the right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

10.1.3 Evaluation of the Philosophy of Inclusive Education:

Inclusion is the key stone of today's education which applies to accommodate/include all human beings, thus the full spectrum of diverse abilities, within one system, in such a manner that all involved can be assured of successful, equal and quality participation in real- life experiences from birth to the grave. This implies that all have to perceive and treat themselves and others as dignified human beings, in enhancing human potential maximally and in succeeding to achieve whatever outcome is envisaged and humanly possible. (Burden).

For almost quarter century, services to people with disabilities were seemingly endless state of flux. In this process, the central themes that emerged and changed the future direction of services were deinstitutionalization, normalization, equal rights, access, least restrictive environment and community based services.

A) Models of Services

The various initiatives for disabled always reflected two primary approaches to rehabilitation i.e., individual pathology and social pathology. In the former approach, the individual is seen as problem while in latter the environment is seen as problem. Within these two approaches, four models of disability emerged, which are - the charity models, the bio-centric model, the functional model and the human rights model (NCERT, 2006).

a. **The Charity Model** The charity model brought out various welfare measures like providing care, shelter and basic needs. This resulted in establishment of more number of residential units that provided custodial care. These institutions functioned like detention centers and there was no public accountability or comprehensive provisions of services that would enhance the quality of life for individuals with disabilities. Eventually, this model resulted in marginalization and disconnect with the larger society.

b. **The Bio-centric Model** Evolving from the previous model, bio-centric model regards disability as a medical or genetic condition and prompted to seek medical treatments as only means of management. The role of family, society and government was flippant according to this model. However, medical diagnoses and biological treatments have to be necessarily part of the rehabilitation of the disabled along with the family and social support to participate in the activities of social life.

c. **The Functional Model** In the functional model, entitlement to rights is differentiated according to judgments of individual incapacity and the extent to which a person is perceived as being independent to exercise his/her rights. Thus, it may not pose obligation to schools for facilitating barrier free education.

d. **The Human Rights Model** the human rights model positions disability as an important dimension of human culture and it affirms that all human beings are born with certain inalienable rights. According to this model, the principle of respect for difference and acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition. It purports to identify those barriers for participation in society and removes them.

B) Phases of Services

Three phases are evident when looking at the services provided for individuals with disabilities - 1) era of institutionalization, 2) era of deinstitutionalization and 3) era of community membership (Lipsky & Gartner, 1997).

a. **Era of institutionalization** in the first period, era of institutionalization, dependence and segregation were impetus and services were underpinned by medical model. This roughly ended in mid 1970s paving way to era of deinstitutionalization. The locus of services for people with disabilities during this period was out of home. As a result, institutional population and nursing home population soared. The services were limited to medical concerns and primary care.

b. **Era of deinstitutionalization** this period prevailed during 1976 to 1986 and was marked by creation of community services and emphasis on provision of specialized services for individuals with disabilities to learn, grow and participate in the activities of society. During this period, day care programs, individualized programming, outpatient centers and accessible housing were part of the reform. The person with disabilities became an object to be trained, habilitated, socialized, screened, assessed and assisted through a continuum of educational, vocational and residential settings. Small intermediate care facilities, half way housing, group homes etc were alternatives to institutionalization.

Previous Year Question with Explanation

Unit 1: Educational Studies

1. In the following two sets of information, Set-1 lists the agents of political socialization, while Set-11 narrates their roles:

Set-1 (Agents)	Set-11 (Roles)
a) Family	i) Provides opportunity for understanding Democratic
b) School	ii) A source of political information and also an Instrument for shaping political values and beliefs
c) Peer group	iii) Perpetuates values that support authorities
d) Mass media	iv) Influences teenager's lifestyle and attitude Development

Match the two sets and indicate your answer from the options given below:

1. a)-i); b)-ii); c)-iii); d)-iv)
2. a)-ii); b)-iii); c)-iv); d)-i)
3. a)-iii); b)-i); c)-iv); d)-ii)
4. a)-iv); b)-ii); c)-ii); d)-i)

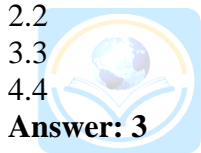
Options 1.1

2.2

3.3

4.4

Answer: 3



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Text with Technology

2. The focus of concern of sociology of education, in classical approach has been on

1. class conflict resolution
2. political freedom
3. social construction of reality
4. resources and social networks

Options 1.1

2.2

3.3

4.4

Answer: 1

3. In which of the following areas is the contribution of Savitribai Phule highly acclaimed?

1. Upliftment of scheduled castes
2. Resettlement of poor people
3. Education of women
4. Education of the slum children

Options 1.1

2.2

3.3

4.4

Answer: 3

4. Who defined democracy as a form of government of the people, for the people and by the people?

1. Mahatma Gandhi
2. Abraham Lincoln
3. John F. Kennedy
4. George Washington

Options 1.1

2.2

3.3

4.4

Answer: 2

5. The ultimate purpose of Gandhi's education is the

- a) Creation of a classless society
- b) Promotion of human beings
- c) Development of a human and awakened society
- d) Salvation for all

Answer: B

Unit – 2: History, Politics and Economics of Education

1. A review of NPE (1986) Programme of Action (POA) was done by

- a) National Commission for Teachers
- b) Yashpal Committee
- c) Ramamurti Committee
- d) Hansa Mehta Committee

Answer: C

2. Identify the specific features associated with macro level financing from the list given below:

- a) Total economy-based concept
- b) Unceasing chain of activity
- c) Addressing a large entity
- d) Time frame specified
- e) Having direct effect on an individual
- f) Minimum scope for risk
- g) Stressing needs of an individual

Choose your answer from the options given below:

1. a), c), d) and f)
2. b), d), f) and g)
3. c), e), f) and g)
4. d), e), f) and g)

options 1. 1

2. 2

3. 3

4. 4

Answer: 1

3. From the following list, identify those which are relevant for the theory of rational choice:

- a) Aggregation of social behaviour
- b) Random behaviour
- c) Determinants of behaviour
- d) Prediction of behaviour
- e) Study of interest groups
- f) Behaviour problems associated with information

Indicate your answer from the codes. Select the correct option:

- 1. a), b), c) and d)
- 2. a), c), d) and e)
- 3. b), c), d) and f)
- 4. a), c), d) and f)

Options 1.1

2.2

3.3

4.4

Answer: 2

4. Vocationalisation of education in India was first recommended by

- a) Radhakrishnan Commission
- b) Mudaliar Commission
- c) Kothari Commission
- d) New Education Policy

Answer: B

5. The duration of Bachelor of Education (B. Ed) programme of the country has been raised to two years w.e.f.2015-16 academic session on the basis of the recommendation of

- a) Kothari commission, 1964-66
- b) Justice Verma Commission, 2012
- c) National Curriculum Framework, 2005
- d) Right to Education Act, 2009

Answer: B

Unit -3: Learner and Learning Process

1. Which of the following interventions for the gifted is most appropriate?

- A) Enrichment while in a regular class.
- B) Separation from other children into special schools for the gifted.
- C) Sub-grouping of the children.
- D) Acceleration through double promotion.

Answer: C

Explanation: Enabling gifted students to work together in groups boosts their academic achievement and benefits other students in the classroom, as well. When gifted students work together, they challenge themselves in unexpected ways. They bounce ideas off one another and take a peer's idea to a new place. They also learn that as smart as they are, they, too, must exert effort with challenging content—and that they'll sometimes fail along the way.

2. Which of the following is not an element of inclusive education?

- A) Regard for diversity
- B) Special class placement
- C) Zero rejection
- D) Collaboration

Answer: D

Explanation: *Collaboration* is the act or process of working together with other people or organizations to achieve a common purpose such as creating something or pursuing an intellectual endeavor.

Some of the most common organizational, cultural, and interpersonal barriers to collaboration include the following:

- a. A lack of respect and trust
- b. Different mindsets
- c. Poor listening skills
- d. Knowledge deficits
- e. A lack of alignment around goals
- f. Internal competitiveness
- g. Information hoarding
- h. Organizational silos
- i. Physical separation

3. In which of the following areas do deaf children tend to show relative inferiority as compared to hearing children?

- a. Language development
- b. Socio-emotional development
- c. Personal and Social adjustment
- d. Academic progress

Answer: D

Explanation: A review of speech and language development in children with hearing loss is complicated by the heterogeneity of childhood hearing loss, such as differences in age at onset and in degree of loss; we review these complicating factors separately following a more general overview.

4. Muscular dystrophy is a

- a. Neuromuscular diseases presenting as a weakening of the muscle.
- b. Degenerative neuromuscular disease.
- c. Neural tube defect caused by failure of spinal column.
- d. Traumatic brain injury.

Answer: A

Explanation: One of a group of genetic diseases characterized by progressive weakness and degeneration of the skeletal or voluntary muscles which control movement. The muscles of the heart and some other involuntary muscles are also affected in some forms of muscular dystrophy, and a few forms involve other organs as well. Muscular dystrophy can affect people of all ages. Although some forms first become apparent in infancy or childhood, others may not appear until middle age or later. Duchenne muscular dystrophy is the most common kind of muscular dystrophy affecting children. Myotonic dystrophy is the most common form in adults.

5. Which of the following is not an element of Inclusive education?

- (A) Regard for diversity
- (B) Zero rejection
- (C) Collaboration
- (D) Special class placements

Answer: C

Explanation: *Collaboration* is the act or process of working together with other people or organizations to achieve a common purpose such as creating something or pursuing an intellectual endeavor.

Some of the most common organizational, cultural, and interpersonal barriers to collaboration include the following:

- A lack of respect and trust
- Different mindsets
- Poor listening skills
- Knowledge deficits
- A lack of alignment around goals
- Internal competitiveness
- Information hoarding
- Organizational silos

Unit-4: Teacher Education

1. Which of the following components of preservice teacher education programme has a greater scope for experiential learning?

1. Pedagogy courses through use of discussions
2. Foundation courses through critical exposure
3. Reflective reading based on great thinker's work
4. Internship through school attachment

Answer: 4

2. Practicum in teacher education courses should be implemented with the focus on

- a. Theory courses
- b. Social problems
- c. Value orientation
- d. Professional competencies

Answer: D

3. Which of the following steps have been taken by NCTE for the systematic improvement in teacher education?

1. Rationalization in the demand and supply situation in the country
2. Curriculum of teacher education at various levels has been updated
3. Enhancement of academic support in the form of various resources
4. Periodic monitoring of teacher education
5. Emphasis on reflective practices

Codes:

- a) 1,2,4,5
- b) 2,3,5,1
- c) 4,5,3,4
- d) 3,1,2,5

Answer: B

4. Which of the following are related to pre-service teacher education?

- a) Revision of school education syllabus by state Institute of Education/SCERT
- b) Orientation and refresher courses
- c) Proper screening of teaching aspirants through teaching aptitude tests
- d) Crash course for mathematics teachers

Answer: C

5. Match the following

List 1

- a. In-service teacher education
- b. Pre-service teacher education
- c. Distance education
- d. Refreshers course

List 2

- 1. To sharpen and deepen the subject knowledge
- 2. To bring refinement upgradation in Teaching skills
- 3. To prepare teachers in terms of the Requirements of demand-supply Analysis
- 4. To help the disadvantaged society
- 5. To meet the large-scale shortage of teachers in rural areas
- 6. To prepare teacher with an eye on the shortage of teachers in the for flung areas

Codes: a

- a) 1
- b) 2
- c) 1
- d) 2

b

- 3
- 1
- 5
- 3

c

- 6
- 5
- 4
- 4

d

- 2
- 6
- 3
- 5

Answer: A

Unit-5: Curriculum Studies

1. Summative evaluation implies

- a) Use of daily quizzes
- b) Monitoring of learning through homework
- c) Terminal task
- d) Weekly grading of students

Answer: C

2. Which of the following is a case of formative evaluation of curriculum?

- a) Conducting an evaluation of the curriculum concerned before the course is completed
- b) Evaluating the curriculum concerned getting it appraised by students and teachers
- c) Evaluating the curriculum concerned, in the middle of the course, collecting the views of students and parents and providing feedback
- d) Evaluating the curriculum concerned by teachers based on the performance by students

Answer: C

3. The core curriculum does not emphasize

- a) Democratic procedures
- b) Problem solving
- c) A well-defined body of subject matter
- d) Integration of different subject matters

Answer: B

4. The core curriculum consists of the

- a) Subject matter, children must learn in school
- b) Subject offered by the school authorities
- c) Total experience in the school programme
- d) Unit & lesson plans preparation by the teachers

Answer: C

5. A curriculum maker, interested in designing a functional curriculum would need an understanding of

- a) Educational Philosophy
- b) Psychological principles
- c) Pedagogical procedures
- d) All of the above

Answer: D

Unit-7: Pedagogy, Andragogy and Assessment

1. In which of the following areas is the contribution of Savitribai Phule highly acclaimed?

- 1. Upliftment of scheduled castes
- 2. Resettlement of poor people
- 3. Education of women
- 4. Education of the slum children

Options 1.1

2.2

3.3

4.4

Answer: 3

2. Who defined democracy as a form of government of the people, for the people and by the people?

- 1. Mahatma Gandhi
- 2. Abraham Lincoln
- 3. John F. Kennedy
- 4. George Washington

Options 1.1

2.2

3.3

4.4

Answer: 2

3. The ultimate purpose of Gandhi's education is the

- a) Creation of a classless society
- b) Promotion of human beings
- c) Development of a human and awakened society
- d) Salvation for all

Answer: B

4. Aurobindo's idea of super mind implies that

- a) Darwinian Theory is relevant, hence education cannot do much
- b) The task of a teacher is to uplift the awakened consciousness of human beings
- c) A teacher has to integrate psychology, biology and education in his/her teaching techniques
- d) Education can achieve its divine purpose through meditation

Answer: B

5. The concept of 'Equality of educational opportunity' implies

- a) Identical educational opportunity to each and every child, irrespective of differences
- b) Everybody to be given his/her due
- c) Providing educational facilities to all
- d) Education on the basis of ability neutralising negative factors

Answer: D

Unit -8: Technology in/for Education

1. In the two lists given below – List I mentions the styles of programmed instructions while List II embodies the list of key features. Match the two lists and choose the correct answer from the code given below.

List-I

- a) Linear
- b) Branching
- c) Mathematics

List-II

- (i) Software based regulation of teaching and learning acts
- (ii) Demonstrate, prompt and release sequence of frames
- (iii) Relatively larger frame size with error treatment

- d) Computer Assisted Learning and Teaching
- (V) Active responding, immediate reinforcement and (CALT) small step presentation

Codes:	(a)	(b)	(c)	(d)
(a)	(i)	(ii)	(iii)	(iv)
(b)	(v)	(iii)	(ii)	(i)
(c)	(iii)	(iv)	(i)	(ii)
(d)	(iv)	(v)	(iii)	(ii)

Answer: C

Explanation:

- **Linear Programming:** The founder of this programming is B.F. Skinner. It is based on theory of operant conditioning. It tells that "A Certain direction can be given to human behavior", for this purpose activities is needed to divide in small parts and make their analysis.
- **Branching programming:** The founder of Branching programming is Norman A Crowder. It is based on configuration theory of learning. It is a problem-solving approach. It is stimulus centered approach of learning. It is based on three basic

principles- 1. Principle of Exposition, 2. Principle of Diagnosis, 3. Principle of remediation.

- **Mathetics Programming:** The founder of Mathetics is Thomas F. Gilbert. "Mathetics is defined as a systematic application of reinforcement theory to the analysis and construction of complex repertoires which represent the mastery in subject matter." It is based on connectivist theory of learning. It is a reverse chaining approach. It is based on Principle of chaining, Discrimination and Generalization.
- **Computer Assisted Learning and Teaching**
Computer can play an important role in enhancing the efficiency of the language teaching process, making students more creative and providing them with an individualized learning environment. Amongst all teaching strategies, Computer Assisted Teaching is perhaps the best because it offers individualized instruction.

2. Which of the following types of communication models provides the best understanding in respect of human communication?

- (a) The Linear Model
- (b) The Interaction Model
- (c) The Transactional Model
- (d) The Horizontal Model

Answer: B

Explanation: Models of communication are conceptual models used to explain the communication process (human that is). The first major model for communication was developed in 1948 by Claude Shannon and published with an introduction by Warren Weaver for Bell Laboratories. Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver).

In 1960, David Berlo expanded the linear transmission model with the sender-message-channel-receiver (SMCR) model of communication. Later, Wilbur Schramm introduced a model that identified multiple variables in communication which includes the transmitter, encoding, media, decoding, and receiver.

3. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R). Read the statements and choose the correct answer using the code given below.

Assertion (A): Teaching behaviour belongs to the category of being a modifiable set.

Reason (R): Microteaching, simulation and interaction analysis procedures contribute to modification of teaching behaviour.

Code:

- a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- c) (A) is true, but (R) is false.
- d) (A) is false, but (R) is true.

Answer: D

Explanation: Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent.

4. In the following statements are reflected the meaning and scope of educational technology in the present context. Identify those which are systems' approach.

- i) Teaching aids render the classroom presentations interesting and engaging.
- ii) Instruction has to be planned, implemented and evaluated in terms of learner needs.
- iii) The classroom is a learning space for information processing.
- iv) That which is put into the classroom instruction ensures the quality of learning and learning outcome.
- v) Optimize intended knowledge and skills.
- vi) Learning resources have to be effectively harnessed in order to accomplish instructional objectives.

Choose the correct answer from the code given below:

Code:

- (1) (iii), (iv) and (vi)
- (2) (ii), (iv), (v) and (vi)
- (3) (i), (ii) and (v)
- (4) (i), (ii) and (iii)

Answer: B

Explanation: System approach is a systematic attempt to coordinate all aspects of a problem towards specific objectives. Webster's dictionary defines a system as "a regularly interacting or independent group of items forming a unified whole." The characteristics of a system of may be explained with the help of an example – various parts of the digestive system may be called as components of digestive system. Every component of the digestive system contributes to as supports in functioning of the digestive system as a whole.

5. From the list given below, identify effective curriculum transactional strategies.

- i) Development of E.T. resources
- ii) Capacity building of teachers in respect of use of suitable pedagogy
- iii) Multiple methods to be used as a general practice
- iv) Inviting parents to school during national celebrations
- v) Strengthening professional groups of teacher educators
- vi) Objective based formative and summative evaluation

Choose the correct answer from the code given below:

Code:

- (1) (i), (iv) and (v)
- (2) (i), (iii) and (vi)
- (3) (ii), (iv) and (v)
- (4) (ii), (iii) and (vi)

Answer: C

Explanation: Transaction of the curricular content, after its development, is the most crucial issue in the entire process of curriculum management. Contemporary view of curriculum transaction process is that it is a systematic process in which every component, i.e., teacher, students, material and the learning environment is crucial in bringing about the desired goal.

Unit 9: Educational Management, Administration and Leadership

1. Which combination of following characteristics, correctly describes the Bureaucratic Administration?

- i) Well-defined rules
- ii) Established hierarchy
- iii) Standard operating procedures
- iv) Good interpersonal relationships
- v) Combined responsibility of completing works

Codes:

- a) 1, 2 and 4
- b) 1, 2 and 5
- c) 2, 3 and 4
- d) 1, 2 and 3

Answer: B

2. Which of the following set of statements are relevant for describing teaching as a profession?

- i) Teaching profession has an organised body of knowledge
- ii) Teaching profession implies a set of attitudes
- iii) Duration of Teacher Training Programme is not a professional pre-requisite
- iv) Teaching profession has its own code of moral ethics

Codes:

- a) 2, 3 and 4
- b) 1, 3 and 4
- c) 1, 2 and 4
- d) 1, 2 and 3

Answer: C

3. In Continuous and Comprehensive Evaluation, which of the following device will help in ensuring comprehensive nature of the evaluation?

- a) Focussing on cognitive areas of performance
- b) Including a number of evaluation tools for cognitive and non-cognitive areas
- c) Focussing on co-cognitive areas
- d) Involving a large number of expertise in test preparation

Answer: B

4. List the functions of educational supervision from the following

- i) Coordinating decision- making
- ii) Effective negotiation
- iii) Providing support
- iv) Regulating managerial tasks
- v) Monitoring learning and development

Codes:

- a) 1, 2, 3 and 4
- b) 1, 3, 4 and 5
- c) 2, 3, 4 and 5
- d) 1, 2, 4 and 5

Answer: C

5. Which one of the following is not a characteristic of perspective planning?

- a) One plan for a period of 20 or 25 years
- b) Long term planning
- c) Long range targets set in advance
- d) Reviewing the long-term plan, every year

Answer: A

Unit -10: Inclusive Education

1. Which of the following is not an element of Inclusive education?

- (A) Regard for diversity
- (B) Zero rejection
- (C) Collaboration
- (D) Special class placements

Answer: C

Explanation: *Collaboration* is the act or process of working together with other people or organizations to achieve a common purpose such as creating something or pursuing an intellectual endeavour.

Some of the most common organizational, cultural, and interpersonal barriers to collaboration include the following:

- A lack of respect and trust
- Different mindsets
- Poor listening skills
- Knowledge deficits
- A lack of alignment around goals
- Internal competitiveness
- Information hoarding
- Organizational silos

2. Muscular dystrophy is a

- (A) Neuromuscular diseases presenting as a weakening of the muscle.
- (B) Degenerative neuromuscular disease.
- (C) Neural tube defect caused by failure of spinal column.
- (D) Traumatic brain injury.

Answer: A

Explanation: One of a group of genetic diseases characterized by progressive weakness and degeneration of the skeletal or voluntary muscles which control movement. The muscles of the heart and some other involuntary muscles are also affected in some forms of muscular dystrophy, and a few forms involve other organs as well. Muscular dystrophy can affect people of all ages. Although some forms first become apparent in infancy or childhood, others may not appear until middle age or later. Duchenne muscular dystrophy is the most common kind of muscular dystrophy affecting children. Myotonic dystrophy is the most common form in adults.

3. Which of the following is not an element of inclusive education?

- a) Regard for diversity
- b) Special class placement
- c) Zero rejection
- d) Collaboration

Answer: D

Explanation: *Collaboration* is the act or process of working together with other people or organizations to achieve a common purpose such as creating something or pursuing an intellectual endeavour.

Some of the most common organizational, cultural, and interpersonal barriers to collaboration include the following:

- i) A lack of respect and trust
- ii) Different mindsets
- iii) Poor listening skills
- iv) Knowledge deficits
- v) A lack of alignment around goals
- vi) Internal competitiveness
- vii) Information hoarding
- viii) Organizational silos
- ix) Physical separation

4. Which of the following interventions for the gifted is most appropriate?

- a) Enrichment while in a regular class.
- b) Separation from other children into special schools for the gifted.
- c) Sub-grouping of the children.
- d) Acceleration through double promotion.

Answer: C

Explanation: Enabling gifted students to work together in groups boosts their academic achievement and benefits other students in the classroom, as well. When gifted students work together, they challenge themselves in unexpected ways. They bounce ideas off one another and take a peer's idea to a new place. They also learn that as smart as they are, they, too, must exert effort with challenging content—and that they'll sometimes fail along the way.

5. Which of the following interventions for the gifted is most appropriate?

- (A) Enrichment while in a regular class.
- (B) Separation from other children into special schools for the gifted.
- (C) Subgrouping of the children.
- (D) Acceleration through double promotion.

Answer: B

Explanation: Separate studies conducted during the last few decades have demonstrated both the need for and the benefits of gifted education programs. Of special interest are the documented benefits that occur for all children when gifted education strategies and programs are extended to other students, as well.

We think, the weightage of text is only 10 percent, the rest 90 percent of weightage lies within our remaining five services: solution of 1250 previous years questions and 1000 model questions (unit and subunit wise) with proper explanation, on-line MOCK test series, last minute suggestions and daily updates because it will make your preparation innovative, scientific and complete. Access these five services from our website: www.teachinns.com and qualify not only the eligibility of assistant professorship but also junior research fellowship.

100 model Question with Explanation

Unit-1: Educational Studies

1. According to Samkhya philosophy, the sequence of creation is as under:

- (A) Purusa, Prakrati, Ahankar, Mahat
- (B) Prakrati, Purusa, Ahankar, Mahat
- (C) Prakrati, Purusa, Mahat, Ahankar
- (D) Purusa, Prakrati, Mahat, Ahankar

Answer: D

2. Match the following:

List – I

List – II

(Buddhist Concept)

(Meaning/Example)

- | | |
|-----------------|--------------------------|
| a. AryaSatya | 1. Namrupa |
| b. DwadashNidan | 2. Samadhi |
| c. AshtangaMarg | 3. SamyakaVyayam |
| d. Nirvana | 4. Controlling of breath |
| | 5. Sorrow in life |

Codes:

- a b c d
- (A) 2 4 1 3
 - (B) 5 1 3 2
 - (C) 5 1 4 2
 - (D) 1 5 4 3

Answer: B

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 100 model Questions, PYQs, MQs, LMS, OMT, DU

3. Which statement/s is/are true according to Buddhist philosophy?

- I. Maya is root cause of all troubles.
 - II. Sorrow is the root cause of all troubles.
 - III. Birth and death are causes of troubles.
 - IV. Getting involved in worldly pursuits is the cause of all troubles.
- (A) All I, II, III and IV are true.
 - (B) Only I and II are true.
 - (C) Only II and III are true.
 - (D) Only II, III and IV are true.

Answer: D

4. Which of the following philosophies are most tilted to individualism?

- (A) Jainism
- (B) Samkhya
- (C) Buddhism
- (D) None of these

Answer: A

5. The two basic divisions in Schools of Indian Philosophy are

- (A) Vedanta and Buddhism
- (B) Advaita and Dwaita
- (C) Theistic and Atheistic
- (D) Orthodox and Heterodox

Answer: D

Unit-2: History, Politics and Economics of Education

1. The chairman of Secondary Education Commission is

- (A) L. Mudaliar
- (B) Acharaya Rammurti
- (C) Janadhana Reddy
- (D) Meghnad Saha

Answer: A

2. 10+2+3 system of education was recommended by

- (A) University Education Commission
- (B) Kothari Commission
- (C) Secondary Education Commission
- (D) None of these

Answer: B

3. Kothari Commission is appointed in

- (A) 1952
- (B) 1964
- (C) 1950
- (D) 1966

Answer: B

4. Which committee reviewed National Policy of Education (1986)?

- (A) Ramamurti Committee
- (B) Yashpal Committee
- (C) Justice Verma Committee
- (D) None of these

Answer: A

5. Teacher as per NCF 2005 is a

- (A) Leader
- (B) Boss
- (C) Facilitator
- (D) All of these

Answer: C

Unit -3: Learner and Learning Process

1. Psychology's major contribution to education lies in

- (A) Defining the goals for which teacher should strive.
- (B) Identifying potentially successful methods and procedures for teaching.
- (C) Providing scientific foundation for the art of teaching.
- (D) Comparing the relative effectiveness of various teaching procedures.

Answer: D

Explanation:

Educational psychology to the diversity and the different problems that may occur during the learning process and learning, and outcomes resulting from them, researchers and scientists collecting topics of psychology the most frequent educational and scientific literature and psychological, and these topics:

- Knowledge and understanding of developmental characteristics in all its aspects; physical, emotional, moral, social and cognitive.
- Modern and effective methods and methods of teaching, as well as control of educational situations in different educational environments.
- IQ tests and mental abilities that measure students' abilities and mental abilities, as well as ways to understand personality traits and patterns.
- Methods and conditions for the establishment of psychological and educational tests, and the principles and bases for the development of tests of achievement through effective methods that confirm the achievement of the goal of the educational process.
- Social and interactive life that arises between students and between students and teachers.
- Educational theories that deal with the process of learning, scientific methods of learning process and measurement, and factors affecting them negatively and positively.
- The process of social and school adjustment in the educational environment of individuals, in addition to the mental health of students and their levels during the educational process.

2. Research has constantly demonstrated that the best single index for readiness for a given academic task is

- (A) The IQ (Intelligence Quotient)
- (B) The AQ (Achievement Quotient)
- (C) The EQ (Emotional Quotient)
- (D) The MA (Mental Age)

Answer: D

Explanation: Mental age is a concept related to intelligence. It looks at how a specific individual, at a specific age, performs intellectually, compared to average intellectual performance for that individual's actual chronological age (i.e. time elapsed since birth). The intellectual performance is based on performance in tests and live assessments by a psychologist. The score achieved by the individual is compared to the median average scores at various ages, and the mental age (x, say) is derived such that the individual's score equates to the average score at age x.

3. Which of the following is the correct sequence of motivational set?

- (A) Goal directed behaviour, attainment of goal, drive, satisfaction
- (B) Drive, goal directed behaviour, attainment of goal, satisfaction
- (C) Drive, satisfaction, attainment of goal, goal directed behavior
- (D) None of the above.

Answer: B

Explanation:

Drive> goal directed behavior>attainment of goal> satisfaction

4. The basic reason why meaningful material is learned rapidly is that

- (A) the learner is less likely to be bored
- (B) it is related to previous experience of the learner
- (C) it has continuity and meaning inherent in itself
- (D) it permits more effective transfer

Answer: B

Explanation: Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or non-traditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or non-traditional interactions (students learning through games and interactive software applications).

5. Which of the following best describes the process of growth and development?

- (A) It is entirely physical and physiological.
- (B) It is pre-determined by heredity.
- (C) All of its aspects are highly inter-related.
- (D) It is essentially an individual phenomenon, different from person to person.

Answer: C

Explanation: Growth is the progressive increase in the size of a child or parts of a child.

Development is progressive acquisition of various skills (abilities) such as head support,

speaking, learning, expressing the feelings and relating with other people.

Unit-4: Teacher Education

1. Teacher education consists of teaching skill, professional skill and

- (A) Teacher initiative
- (B) Teaching method
- (C) Pedagogical skill
- (D) Pedagogical theory

Answer: D

2. Which stage does teacher education involves?

- (A) Induction
- (B) Pre-service
- (C) In-service
- (D) All of these

Answer: D

3. Which apex educational body emphasized on an integrated model for teacher education?

- (A) NCERT
- (B) NCTE
- (C) DPEP
- (D) None of these

Answer: A

4. When starts Pre-service teaching?

- (A) After the teaching job
- (B) Before the teaching job
- (C) During the teaching job
- (D) Simultaneously the teaching job

Answer: B

5. Student in pre-service training improves

- (A) Positive attitude and aesthetic interest
- (B) Subject based knowledge
- (C) Only teaching based knowledge
- (D) None of these

Answer: A

Unit-5: Curriculum Studies

1. Curriculum in education is a

- (A) Plan for growth and development
- (B) Plan for learning
- (C) Control of knowledge
- (D) None of these

Answer: B

2. An important factor of curriculum is to help to achieve the

- (A) Values
- (B) Objectives
- (C) Education
- (D) Job

Answer: B

3. Curriculum provides guidance for

- (A) Learners
- (B) Schools
- (C) Teachers
- (D) Parents

Answer: A

4. Modern concept of curriculum is helping in the evolution of

- (A) Balanced personality
- (B) Average personality
- (C) Extrovert personality
- (D) Reserved personality

Answer: A

5. The curriculum development refers to the total process of curriculum

- (A) Evaluation
- (B) Implementation
- (C) Designing
- (D) All of the above

Answer: D

Unit 6: Research in Education

1. Which one of the following may be considered as the best source for the formulation of a research problem?

- (A) Consulting the research supervisor
- (B) Holding a discussion with liberation
- (C) Reflecting on research articles, reported in a journal
- (D) Reflecting on the problems of education

Answer: C

2. Some usual steps in conducting research are given below, identify the code which gives acceptable rational sequence.

- (i) Formulating hypothesis
- (ii) Collecting data and its analysis
- (iii) Identifying the research problem
- (iv) Testing the hypothesis

Codes:

- (A) 1 3 2 and 4
- (B) 1 2 4 and 3
- (C) 3 1 2 and 4
- (D) 2 1 4 and 3

Answer: C

3. A teacher is studying the impact of his personal association with students on students' discipline in his/her class. This type of research may be called

- (A) Fundamental and action research
- (B) Action and applied research
- (C) Descriptive and Fundamental research
- (D) Analytical and action research

Answer: B

4. In a study, the effect of peer's learning is being studied in relation to students' achievement and motivation. What type of research label will be acceptable for this study?

- (A) Fundamental research
- (B) Evaluative research
- (C) Applied research
- (D) Descriptive research

Answer: C

5. A systematic, objective and deliberate effort at answering meaningful questions, pertaining to a field of enquiry or about phenomena is called

- (A) Problem solving
- (B) Research
- (C) Theorising
- (D) Invention

Answer: B

Unit-7: Pedagogy, Andragogy and Assessment

1. Pedagogy is defined as the.....of teaching.

- (A) Practice
- (B) Method
- (C) All of these
- (D) None of these

Answer: C

2. Pedagogy influences the growth of

- (A) Administrator
- (B) Learner
- (C) Teacher
- (D) Educator

Answer: B

3. The word 'pedagogy' comes from Greek word

- (A) Pedagog
- (B) Pedagogue
- (C) Paidagogos
- (D) Pedagogos

Answer: C

4. Pedagogy is a/anof teaching children.

- (A) Science
- (B) Art
- (C) All of these
- (D) None of these

Answer: C

5. Pedagogy is now accepted as

- (A) Sociology
- (B) Applied science
- (C) Applied maths
- (D) Social science

Answer: B

Unit - 8: Technology in/for Education

1. Which is not true of interactive video?

- (A) Presentation of video pictures
- (B) Presentation of CAI materials
- (C) Use of principles of programmed instruction
- (D) Learning becomes meaningful rather than instructional

Answer: D

Explanation: Interactive video (also known as "IV") is a type of digital video that supports user interaction. These videos play like regular video files, but include clickable areas, or "hotspots," that perform an action when you click on them. For example, when you click on a hotspot, the video may display information about the object you clicked on, jump to a different part of the video, or open another video file.

Interactive videos are common on YouTube, a popular video sharing website. They allow you to select one or more options while the video is playing. For example, towards the end of a video, you may be asked to select which character in the video you liked best. Once you make your choice, a new video will open and may provide more information about the character you selected. Other examples of interactive videos include card tricks; choose your own adventure videos, and interactive tutorials.

2. What is the verbal component of poster?

- A) Visual
- B) Caption
- C) Pictorial
- D) All of the above

Answer: B

Explanation: Posters are tools that enable visualization in the classroom to foster student learning. Cognitive science supports the visual display of information as useful for student learning; in particular, dual coding theory describes the benefit of both verbal and non-verbal processes for key components of cognition (Clark & Paivio, 1991). Posters provide an opportunity to pair visual learning with textbook reading, lecture, and traditional homework assignments. As such, posters are often created by students to visually display a significant course project, developing research, or a particular perspective for class to consider.

3. External programmed instruction is also known as

- A) Linear programmed instruction
- B) Internal programmed instruction
- C) Interpretive programmed instruction
- D) Crowderian programmed instruction

Answer: C

4. Which of the following is not a component of basic teaching model?

- A) Instructional objectives
- B) Instructional Procedures
- C) Instructional assessment
- D) Performance assessment

Answer: C

Explanation: Robert Glaser developed this model in 1962. It explains the relationship between teaching and learning. It provides a simple and adequate conceptualization of the teaching process.

- It is called Basic teaching model because it presents a very basic analysis of the process of teaching in terms of the elements of teaching.
- This model applies to all levels of education i.e., elementary, secondary, higher etc.. It is also applied to subject matter related to any subject as a teacher can use this model for teaching them.
- Teaching for any length of time (40 minutes, 1 hour, weeks etc.) is possible using this model. It explains the whole teaching learning process by dividing it into four basic components

5. Which of the following statement is incorrect about micro-teaching?

- A) It is a method of teaching.
- B) It consists of core teaching skills.
- C) Each skill is practiced separately.
- D) Questioning is one component of micro-teaching.

Answer: A

Explanation: Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in the mid-1960s at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been his/her own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's teaching objectives. Watching the video and getting comments from colleagues and students provide teachers with an often intense "under the microscope" view of their teaching.

Unit 9: Educational Management, Administration and Leadership

1. A school supervisor has responsibility to

- (A) Help the school in its development
- (B) Observe the classroom teaching and suggest improvements if required
- (C) Develop the teaching learning material
- (D) All of the above

Answer: D

2. Which of the following is not the source of educational finance?

- (A) Public funds
- (B) Local bodies funds
- (C) Education cess
- (D) Relief fund

Answer: D

3. Which of the following is not the technique of supervisor?

- (A) School visits
- (B) Surprise visits
- (C) Annual visits
- (D) Excursion visits

Answer: D

4. The “father of scientific management approach”

- (A) FW Taylor
- (B) Henry Fayol
- (C) St Etienne
- (D) W Willson

Answer: A

5. The most appropriate approach for implementing an administrative model of curriculum is to focus on

- (A) Hierarchy of staff
- (B) Democratic values
- (C) Participative culture
- (D) Horizontal coordination

Answer: A

Unit -10: Inclusive Education

1. According to Rehabilitation Council of India, teacher-pupil ration in teaching for the visually impaired children in a integrated education programme is

- A. 1: 10
- B. 1: 8
- C. 1: 6
- D. 1: 1

Answer: B

Explanation: The teacher - pupil ratio for special education teachers envisaged under the scheme is 1 : 8. This ratio will be the same for normal classes as well as for preparatory pre-school classes. The same teachers will provide counseling to the parents

2. In List-I the name of the National and International Acts, Declarations are given and in List-II year regarding the Declarations and Acts are given. Match the List-I with List-II in correct order:

List-I	List-II
International Year of the Disabled People (IYDP)	(i) 1990
World Conference on Education for All (EFA)	(ii) 1995
Pupil with Disabilities Act (PWD)	(iii) 1981
Rehabilitation Council of India Act (RCI)	(iv) 1986

Codes: (a)	(b)	(c)	(d)
(A) (ii)	(i)	(iii)	(v)
(B) (iii)	(ii)	(vi)	(i)
(C) (iv)	(i)	(iii)	(ii)
(D) (i)	(iii)	(iv)	(ii)

Answer: C

3. "There are three preventive activities, received from public regarding mentally retarded children." Which of the following is incorrect one?

- A. Providing necessary advertisement through National Institute for Mentally Retarded Children.
- B. Dissemination of available knowledge on ecology of mentally retarded through public etc.
- C. To bring together the parents and the interested person or public to mobilize their efforts to channelize funds and family.
- D. Strengthening National level organizations to coordinate and disseminate the efforts.

Answer: A

4. The children with disabilities studying along with normal children in a least restrictive environment programme assisted by a resource teacher is known as

- (A) Special School Programme
- (B) Integrated Education Programme
- (C) Inclusive Education Programme
- (D) None of the above

Answer: B

Explanation: The Integrated education movement in Northern Ireland is an attempt to bring together children, parents and teachers from both Roman Catholic and Protestant traditions: the aim being to provide a balanced education, while allowing the opportunity to understand and respect all cultural and religious backgrounds. The Northern Ireland Council for Integrated Education (NICIE), a voluntary organisation, promotes, develops and supports integrated education in Northern Ireland.

The Integrated Education Fund (IEF) is a financial foundation for the development and growth of integrated education in Northern Ireland in response to parental demand. The IEF seeks to bridge the financial gap between starting integrated schools and securing full government funding and support.

It was established in 1992 with money from EU Structural Funds, the Department of Education NI, the Nuffield Foundation and the Joseph Rowntree Charitable Trust, as a financial foundation for the development and growth of Integrated Education. The Fund financially supports the establishment of new schools, the growth of existing schools and those schools

seeking to become integrated through the transformation process. Funding is generally seed corn and projects are 'pump primed' with the objective of eventually securing full government funding and support.

5. Legal Blindness is defined as

- (A) 20/180 visual acuity in the better eye after best correction
- (B) 20/70 visual acuity in the better eye after best correction
- (C) 20/200 visual acuity in the better eye after best correction
- (D) 20/100 visual acuity in the better eye after best correction

Answer: C

Explanation: Legal blindness: The criteria used to determine eligibility for government disability benefits and which do not necessarily indicate a person's ability to function. In the US, the criteria for legal blindness are:

- Visual acuity of 20/200 or worse in the better eye with corrective lenses (20/200 means that a person at 20 feet from an eye chart can see what a person with normal vision can see at 200 feet);
- Visual field restriction to 20 degrees diameter or less (tunnel vision) in the better eye.



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Last Minute Suggestion

1. The word “**Sankhya**” is derived from the **Sanskrit word “Sankhya”** which means “**right knowledge**” as well as “**number**”.
2. The Sankhya represents the theory and Yoga represents the practice or practical aspects.
3. The real Sankhya was monistic and theistic Ishvarakrsna , 5th century A.D., was the representative of the classical Sankhya. The classical Sankhya under the influence of Materialism, Jainism, and early Buddhism, became atheistic.
4. The word ‘**Jain**’ is derived from the word ‘**jina**’ with root in ‘**ji**’ it means ‘**victor**’ i.e. the one who has successfully subdued his passions and obtained mastery over himself.
5. The Jainas believe in 24 Tirthankaras. Vardhaman Mahabira was the 24th Tirthankara.
6. Sankhya maintains a clear-cut dualism between Purusa and Prakriti and further maintains the plurality of the Purusa, and is silent on God.
7. Sankhya is a pluralistic spiritualism, an aesthetic realism, an uncompromising dualism. Sankhya believes in Satkaryavada.
8. Prakriti is the root-cause of the world of objects and Purusha is pure consciousness. Prakriti is the unity of three Gunas : Sattva, Rajas, Tamas.
9. Three Gunas of Prakriti: **Sattva** (means real or existent ; it produces pleasure; colour is white) , **Rajas** (means foulness; is the principle of motion; produces pain; colour is red) , **Tamas** (means darkness; is the principle of inertia; it produces apathy and indifference; colour is dark).
10. The Yog-sutra is divided into four parts: Samadhipada, Sadhanapada, Vibhutipada, Kaivalyapada.
11. Patanjali Yog Sutra: Samadhipada deals with the nature and aim of concentration, Sadhanapada explains the meaning to realize this end, Vibhutipada deals with the supra-normal powers which can be acquired through Yoga, Kaivalyapada describes the nature of liberation and the reality of the transcendental self.
12. Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi.
13. Patanjali Yoga is also known as Raja Yoga. The cessation of the modification of Chitta is known as Yoga.
14. Chitta in Patanjali Yoga means the three internal organs of Sankhya – buddhi or intellect, ahankara or ego, manas or mind.
15. Modifications of Chitta in Patanjali Yoga are of five kinds: 1. Right cognition (pramana), 2. Wrong cognition (viparyaya), 3. Verbal cognition or imagination (vikalpa), 4. Absence of cognition or sleep (nidra), 5. Memory (smriti).

16. Various Schools of Vedanta: Advaita Vedanta propounded by Adisankara, Vishishtadvaita propounded by Ramanuja, Dvaita propounded by Madhva, Dvaitadvaita propounded by Nimbarka, Shuddhadvaita propounded by Vallabha, Achintya Bhedabheda propounded by Chaitanya.

17. Maya represents inherent reality.

18. Four 'Noble Truths' or 'Aryasatya' of Buddhism: 1. The truth of suffering (Dukkha), 2. The truth of the origin of suffering (Samudaya), 3. The truth of the cessation of suffering (Nirodha), 4. The truth of the path to the cessation of suffering (Nirodha).

19. Three Jewels or Tri-ratna in Jainism are the ways to self-realisation or liberation. They are - Right Faith (Samyak-Darshana), Right Knowledge (Samyak-Jnana), Right Conduct (Samyak-Charitra).

20. Orthodox System (believes in the authority of the Veda): And its Proponents.

Nyaya : Goutama, Vaisheshika : Kanada , Yoga : Patanjali, Sankhya : Kapila, Purba Mimamsa : Jamini, Uttar Mimamsa : Shankara.



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Abbreviation:

1. **Text:** Unit wise separate pdf
2. **PYQs:** Previous Years Questions
3. **MQs:** Model Questions
4. **LMS:** Last Minute Suggestion
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