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PAPER ONE (For all subject codes)

PAPER TWO (Commerce & Management)

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*MBA (Finance), JRF in Management, Commerce, HRM & Labour Welfare
and Political Science*



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UNIT- I TEACHING APTITUDE

Education

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits.

Education can take place in formal, informal and non-formal. The methodology of teaching is called pedagogy.

According to Aristotle, "Education is the creation of a sound mind in a sound body."

According to John Dewey, "Education is the process of continuous reconstruction of experience."

Characteristics of Education:

- ✓ ***Education is a social process:*** It occurs only in social environment and without it no one can acquire experiences.
- ✓ ***Education is development:*** It is directly or indirectly helps in the all round development of child. Since the aim of it is the development of child to its fullest extent.
- ✓ ***Education is the root cause of creativity:*** In the light of it new experiences is constructed. As a result individuals can create new things.
- ✓ ***Education is the reconstruction of experience:*** Man acquires different experiences in different situations. In due course of time some of these were excluded and some were converted and new experiences fill the empty spaces.
- ✓ ***Education plays significant role in social conservation:*** Every society has its own rites and rituals, ethics, morality, language, culture, beliefs, etc. It helps the society to conserve them.
- ✓ ***Education is an Art:*** It develops the inherent qualities of child in beautiful way like Arts. Teaching is also an Art. Therefore the teacher helps the students' good and healthy personality under his guidance.
- ✓ ***Education is a socializing process:*** Every society has its own moral values. With the help of education people can develop these moral values. Therefore, it is termed as socializing process.
- ✓ ***Education brings about desirable change in human behavior:*** It brings change of human behavior in a desired way. Good and ethical behavior makes us a good person and helps in our development.
- ✓ ***Education is the power to make adjustment in new situations:*** Education gives us strength to solve the difficult problems that we have faced in our life.

❖ Philosophies/Approaches in education

Butler gives philosophical thought under four main heads which are naturalism, idealism, realism and pragmatism.

Schools of Philosophy

1. Idealism

- ✓ Spirit and mind constitute reality and are important than matter and body.
- ✓ Man being spiritual is a superior creation. The supreme aim of life is the 'exaltation of human personality'.
- ✓ Creator is the source of all knowledge and human values. The goal of human life is to realize the universal mind.

- ✓ Ideals or higher values are not made by man. They have their prior existence. The chief aim of human life is 'to realize these values which are truth, goodness and beauty.
- ✓ Human life is the grandest work of Creator.
- ✓ Education should be universal. Education must contribute to preservation and the development of culture enlarging the boundaries of spiritual realm.
- ✓ Idealism emphasizes character building and character formation.
- ✓ Self-insight and self-analysis are the main disciplinary factors developed among the pupils.
- ✓ The teacher must be an ideal person. He is a philosopher, a friend and a guide.
- ✓ The main proponents of idealism are Froebel, Kant, Plato, Swami Dayanand, Swami Vivekanand and Sri Aurobindo .

2. Naturalism

- ✓ Naturalism is the philosophical generalization of science, the application of theories to the problems of philosophy. Naturalism regards:
 - ✓ Man as the child of natures
 - ✓ Man himself is the matter and his mind the result of brain function
 - ✓ Nature alone is the entire reality. (Reality is force or energy)
 - ✓ Education should be in strict conformity with the nature of the child. It encourages, formulates and applies natural laws to the educative process.
 - ✓ Naturalism is instrumental in the development of the concept of "child-centred education".
 - ✓ The main aim of naturalism is self-expression and self preservation.
 - ✓ Naturalism regards child as the supreme centre of educational procedures and also believes that child or the human nature is essentially good and pure.
 - ✓ The teacher's job is to facilitate the process of child's growth as well as learning.
 - ✓ The main protagonists of naturalism are Rabindranath Tagore, Rousseau and Herbert Spencer.

3. Pragmatism

- ✓ Pragmatism is based on the concept of practice or workability of an idea or theory. Pragmatism gives supreme position to action.
- ✓ The aim of education is more education and education is a lifelong process.
- ✓ The famous 'Project Technique' of teaching is the outcome of pragmatic philosophy.
- ✓ Pragmatists' main concern is discipline. Children must know to live a democratic life.
- ✓ A teacher must be practical, trained, efficient person with vision and foresight. He has to create learning situations and stimulate child's activities.
- ✓ According to pragmatists, learning should be action-oriented, involving active learning.
- ✓ John Dewey, Kilpatrick and Mead are some of the exponents of pragmatism.

Note: The essential difference between idealists and pragmatists is that idealists are concerned with the world as it should be while pragmatists see the world as it is in reality. Pragmatists are concerned with practical things, things that work to solve actual problems and help us develop our potential.

4. Existentialism

- ✓ Existentialists hold that freedom of choice, personal beliefs, and experiences are essential to achieving the truth. They focus on the learners' freedom of choice and the responsibility for one's decisions.
- ✓ Students should find the answers by themselves in real learning experiences and their needs have priority over any preset curriculum content. The role of the teacher is to create opportunities for autonomous learning and self-actualization.
- ✓ The aim of education is to develop students' character and responsibility for taking decisions.

5. Constructivism

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality.

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth.

Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process.

Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

The main contributors are Jean Piaget and Jerome Seymour Bruner.

6. Humanism

Humanism is a paradigm/philosophy/pedagogical approach that believes learning is viewed as a personal act to fulfill one's potential.

Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. It follows that the study of the self, motivation, and goals are areas of particular interest.

Key proponents of humanism include Carl Rogers and Abraham Maslow. A primary purpose of humanism could be described as the development of self-actualized, autonomous people. In humanism, learning is student centered and personalized, and the educator's role is that of a facilitator. Affective and cognitive needs are keys, and the goal is to develop self-actualized people in a cooperative, supportive environment

7. Rationalism

Rationalists claim that there are significant ways in which our concepts and knowledge are gained independently of sense experience.

8. Empiricists

Empiricists claim that sense experience is the ultimate source of all our concepts and knowledge.

Note: The dispute between rationalism and empiricism concerns the extent to which we are dependent upon sense experience in our effort to gain knowledge.

Rationalism	Empiricism
It is a theory based on the claim that <i>reason</i> is the source of knowledge.	It is a theory based on the claim that <i>experience</i> is the source of knowledge.
Rationalists believe in intuition. They claim that individuals have innate knowledge or concepts.	Empiricists do not believe in intuition. They claim that individuals do not have innate knowledge.
Believe that we learn first through abstract concepts, as thoughts are more powerful than senses.	Believe that we learn through our five senses: taste, sight, vision, sound and touch.

Note:

- Rationalism (Thinking)
- Empiricism (Sensing)
- Existentialism (Feeling)
- Essentialism (Intuiting)

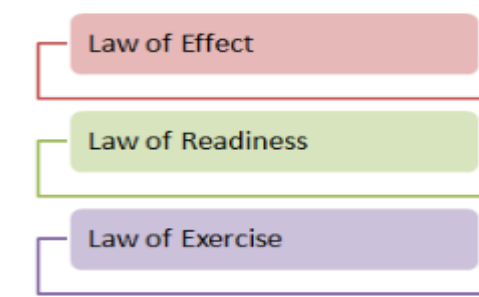
9. Behaviourism

Behaviorism is a worldview that operates on a principle of “stimulus-response.” All behavior caused by external stimuli (operant conditioning).

Leading developers of behaviorism are John B. Watson, Ivan Pavlov, B.F. Skinner, E. L. Thorndike and Albert Bandura

Types of behavioural learning

1. Classical conditioning- Learning through association (Ivan Pavlov)
2. Operant conditioning – Learning through consequences (B.F. Skinner)
3. Observational learning- Learning through observation (Albert Bandura)


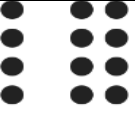



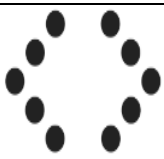


By: E.L. Thorndike

1. **Law of readiness/preparation** affirms that the preparation or disposition of the subject contributes to the learning. In other words, that the own expectations of the subject constitute the intrinsic reinforcement of all action.
2. **Law of exercise** sustains that the exercise or the practice of the appropriate response contributes to strengthen the connection between the stimulus and the corresponding response.
3. **Law of effect** is considered the most important. According to this law, the succession of stimuli and responses is not enough for learning to occur. For the learning to happen, reinforcement is needed. This is that when an act is followed by a reward it tends to repeat itself, whereas when it is followed by a punishment the probability of its repetition decreases.

10. Gestalt Psychology

Gestalt psychology is a school of thought that looks at the human mind and behavior as a whole. The following are the Gestalt Principles:

Good Figure		Objects grouped together tend to be perceived as a single figure. Tendency to simplify.
Proximity		Objects tend to be grouped together if they are close to each other.
Similarity		Objects tend to be grouped together if they are similar.
Continuation		When there is an intersection between two or more objects, people tend to perceive each object as a single uninterrupted object.
Closure		Visual connection or continuity between sets of elements which do not actually touch each other in a composition.
Symmetry		The object tends to be perceived as asymmetrical shapes that form around their center.

11. Eclectic philosophy

An eclectic approach in education is one that seeks to combine the best elements of different schools of philosophy. The fusion or synthesis of diverse philosophies to answer educational enigmas is known as eclectic tendency in education.

❖ Teaching

We can define teaching according to following three viewpoints:

- (a) Authoritarian
- (b) Democratic
- (c) Laissez faire.

(a) **Authoritarian:-**

- Teaching is an activity of memory level only
- This teaching does not develop thoughts and attitude in the students.
- Is known as thoughtless teaching
- This teaching is teacher centric criticism of the teachers.

(b) **Democratic teaching:-**

- Teaching is done at understanding level.
- Memory level teaching is the prerequisite (concept) is first memorized and then understand
- Such teaching is known as thoughtful teaching.
- According to this point of view, teaching is an interactive process, primarily involving classroom talks which take place between teachers and student.
- Here students can ask questions and criticize the teachers.
- Here students can ask the questions and self-disciplined is insisted.

(c) **Laissez Faire Attitude:-**

- It is known as reflective level teaching.
- It is more difficult then memory level and understanding level of teaching.
- Memory level and understanding level teaching are must for the reflective level of teaching.
- It is highly thoughtful activity.
- In this level both students and teachers are participants.
- This level produces insights.

❖ Basic teaching models

1. **Instructor centred teaching (Pedagogical approach)**

- ✓ "Pedagogy" literally means "leading *children*". It is the art and science of helping kids learn.
- ✓ Pedagogy can also be thought of as "teacher-centered or directive" learning.
- ✓ Learner is dependent on an instructor for all the learning.
- ✓ The trainer is chargeable for what, is taught and the way its miles learned.
- ✓ Students work alone and collaboration is discouraged.

2. **Learner centred teaching (Andragogical approach)**

- ✓ "Andragogy" was a term coined to refer to the art/science of teaching *adults*.
- ✓ Andragogy can also be thought of as "learner-centered/directed."
- ✓ Learner is independent, but guided with the aid of the teacher.
- ✓ The learner is liable for his/her very own learning.
- ✓ The learner self-evaluates the level of learning.
- ✓ Students work in groups and collaboration is encouraged.

Note: Teaching is basically causing to learn. Nothing is assumed to be taught unless it is learnt by the students. Thus, teaching and learning go hand in hand.

Pedagogy and Andragogy

- Pedagogy is the science of teaching in the field of child education.
- Andragogy is the science of teaching in the field of adult education.
Malcolm Shepherd Knowles proposed that adults' learning is not the same as children's learning. He gave four principles of andragogy:
 - 1) Principle of involvement of the learner
 - 2) Principle of experiential learning
 - 3) Principle of relevancy and purposefulness
 - 4) Principle of problem-centredness

❖ **Objectives of teaching**

Objectives: reflect the most specific levels of educational outcomes.

An objective is a stated measurable target of how to achieve the aims.

Objectives are the individual stages those learners must achieve on the way in order to reach goals.

Objectives are precise, measurable results that the learner is expected to accomplish.

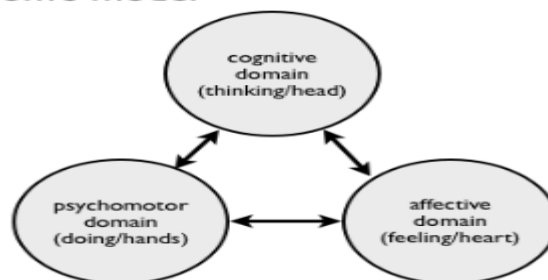
- ✓ Categorizations of learning objectives include three domains: **cognitive domain** (knowledge), **affective domain** (attitudes, beliefs and values) and **psychomotor domain** (physical skills).



Source: <https://tccl.arcc.albany.edu/knilt/index.php>

- ✓ Each of the domains has a hierarchy of educational objectives.
- ✓ The listing of the hierarchy of objectives is often called *taxonomy*.
- ✓ Taxonomy **of educational objectives** is a systematic classification scheme for sorting learning outcomes into the three broad categories (cognitive, affective and psychomotor)

Bloom's model

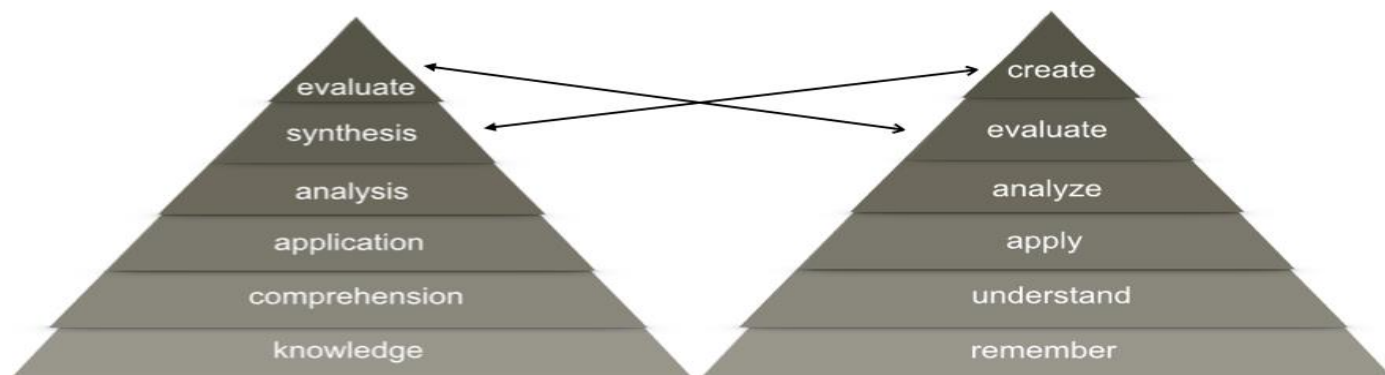


Benjamin Bloom's taxonomy:
https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

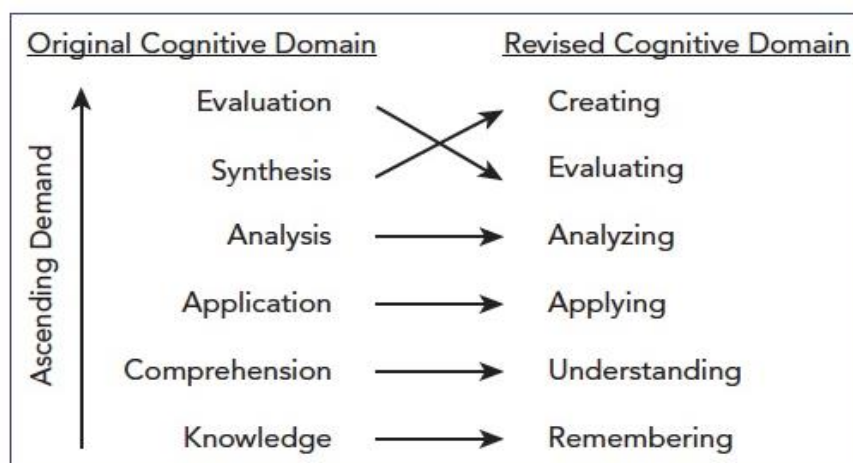
Bloom's Taxonomy of the Cognitive Domain

Bloom's Taxonomy
Bloom, 1956

Bloom's Revised Taxonomy
Anderson & Krathwohl, 2001



Source: <https://csuci.instructure.com>

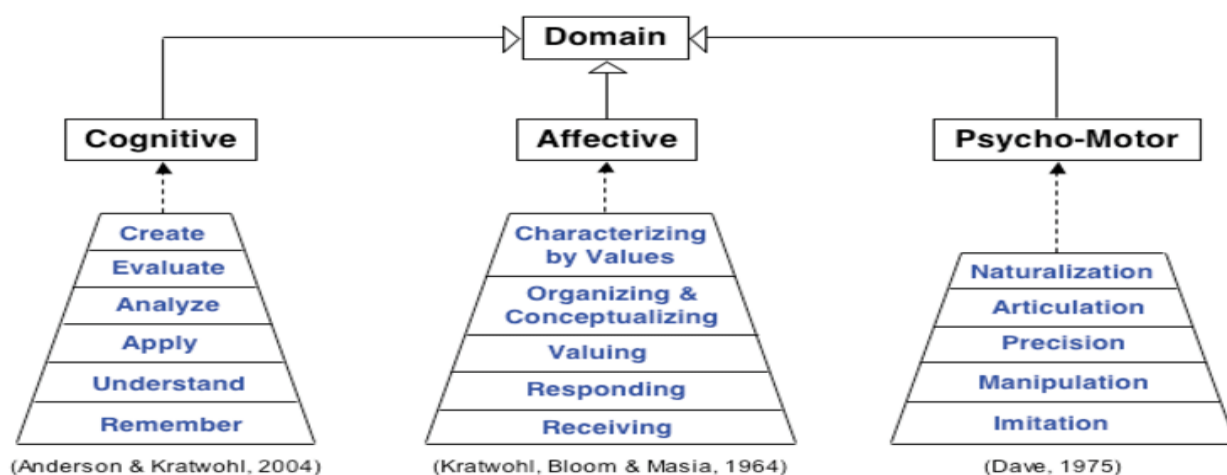


Source: <https://edtosavetheworld.com>

Taxonomies of Educational Objectives:

Bloom (1956)	Anderson & Krathwohl (2001)	Marzano & Kendall (2006)	PISA (2000)
Evaluation	Create	Self-System Thinking	Communicate
Synthesis	Evaluate	Metacognition	Construct
Analysis	Analyze	Knowledge Utilization	Evaluate
Application	Apply	Analysis	Integrate
Comprehension	Understand	Comprehension	Manage
Knowledge	Remember	Retrieval	Access

Source: <http://www.senseandsensation.com/>



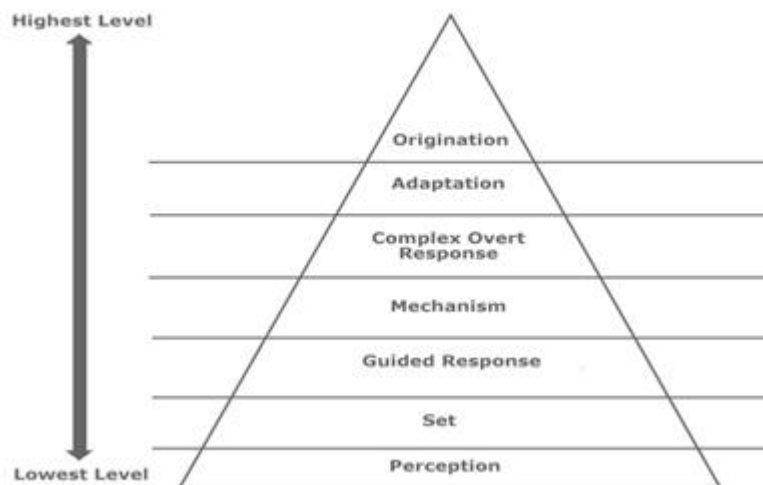
<https://www.researchgate.net/figure/A-taxonomy-of-learning-in-the-cognitive-affective-and-psycho-motor-domains>

Cognitive domain <i>(Knowledge=Think)</i> <u>By: Dr. Benjamin Bloom</u>	a) Knowledge	recall and recognition (of information)
	b) Comprehension	translate, interpret and extrapolate (grasp the meaning of a material)
	c) Application	Use of generalizations in specific instances (convert abstract knowledge into practice)
	d) Analysis	Determine relationships (involves breaking down into constituent parts to understand)
	e) Synthesis	Create new relationships (involves combining the constituent parts to make it a whole)
	f) Evaluation	Exercise of learned judgement
Cognitive domain <u>By: Anderson & David Krathwohl</u>	a) Remembering	Recall or retrieve information
	b) Understanding	Stating a problem in one's own words
	c) Applying	Using a concept in new situation
	d) Analysing	Separating concepts into component parts to understand better
	e) Evaluating	Making judgements about the value of ideas
	f) Creating	Building a new pattern from diverse elements i.e putting parts together to form a whole
Affective domain <i>(Attitude = Feel)</i>	a) Receiving	Developing an awareness of something (willing to listen)
	b) Responding	Showing active interest in something (willing to participate)
	c) Valuing	Committing oneself to taking up an attitudinal position (willingness to be involved)

	d) Organizing	Making adjustments or decisions from among several alternatives (willingness to advocate of an idea)
	e) Characterization	Integrating one's beliefs, ideas and attitudes into a total (willingness to change one's behaviour or way of life)
<i>Psychomotor (Kinesthetic) domain (Skills = Do)</i>	a) Imitation	Observe other person's behaviour and copy it. Replicate the behaviour shown by example.
	b) Manipulation	Ability to perform skills by following the instructions.
	c) Precision	Ability to perform skills with minimal errors and more precision i.e smooth and accurate
	d) Articulation	Ability to solve and modify skills to fit new requirements.
	e) Naturalization	Ability to perform the skills without thinking.

E.J. Simpson's Taxonomy

PSYCHOMOTOR DOMAIN



Source: <http://www.geolawsdesign.com>

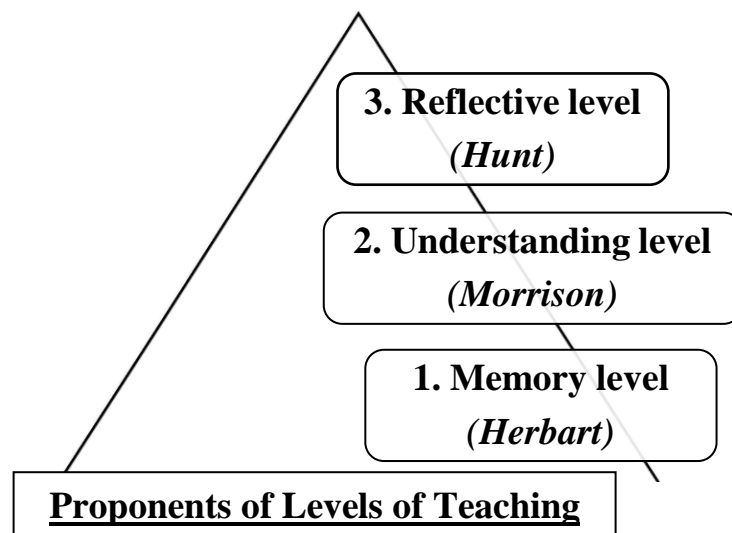
- **Perception:** The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.
- **Set:** Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).

- **Guided Response:** The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
- **Mechanism:** This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
- **Complex Overt Response:** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.
- **Adaptation:** Skills are well developed and the individual can modify movement patterns to fit special requirements.
- **Origination:** Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

❖ Levels of teaching

Teachers teach students at three levels. These three levels are

1. Memory level: Thoughtless teaching
2. Understanding level: Thoughtful teaching
3. Reflective level: Upper thoughtful level



1. Memory level of teaching

- ✓ The main objective of MLT is to impart factual knowledge which is definite, structured and observable to the learners. It is acquired through memorization or rote learning.
- ✓ At this level, teaching is subject centered. Teacher dominant methods like drill, review, and revision, and asking questions are often used.
- ✓ Teacher uses variety of teaching aids to make students attentive to learning.
- ✓ The study material is organized, pre-planned and presented in a sequential order by the teacher.

- ✓ The learner learns the material, retain the meaningful material and reproduce the material as and when required.
- ✓ It covers only the knowledge-based objectives of Bloom's Taxonomy. At this level, the student learns to identify, recall or remembers the objects, events, ideas and retain them in memory.
- ✓ In memory level teaching, teacher plays a very dominant (prominent) and authoritarian role whereas the learner is a passive (secondary) one.
- ✓ Teacher is the authority to instruct, deliver, direct, control and evaluate performance. He is the stage setter, learning resource and manager of every classroom activity. Pupils are kept in strict discipline.
- ✓ The teacher measures the learning outcomes based on pre-determined objectives.
- ✓ Both oral and written tests are used to test the memory power of students.
- ✓ In the written test, short type, recall type, recognition type, multiple choice, and matching type test items are used.

Note:

- Memory level teaching lacks insight. Psychologically, it is cognitive level teaching.
- Memory level teaching acts as the first step for understanding and reflective levels of teaching. It is pre-requisite for understanding level teaching.
- ***In memory learning teaching, the teaching learning process is mainly 'Stimulus-Response' (S-R)***

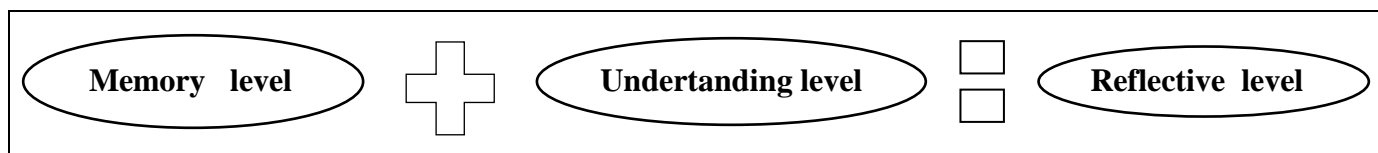
2. Understanding level of teaching

- ✓ The teaching at the understanding level is of higher quality than the one at memory level teaching. It is more useful and thoughtful. Memory level teaching barrier is essential to be crossed for this level of teaching.
- ✓ Understanding level of teaching explains pupils about the relationship between principles and facts. It also lets students know where these principles are applicable.
- ✓ In the understanding level of teaching, the mental development of the learner is at a higher level than that of memory level. Cognitive abilities of the student are developed. Here students become capable to think, present things logically, analyze them, draw inferences. They are able to evaluate the relationships between the principles and facts.
- ✓ It covers understanding and application objectives of Bloom's Taxonomy. At this stage, the student understands to interpret, illustrate, classify, compare, infer, execute and implement things learned in practical life situations.
- ✓ Teacher uses method like lecture, lecture cum demonstration, discussion, inductive-deductive, etc to achieve learning objectives
- ✓ Learners are actively engaged in the learning process as teachers use variety of teaching aids like models, charts, flash cards, pictures, etc. This makes the classroom environment positive and enjoyable.
- ✓ Tests and tools should be properly planned. Planned tests could evaluate the student's ability to comprehend, analyze, synthesize, discriminate etc.
- ✓ These abilities can be examined using oral and written tests (objective and essay type) along with some scope for testing practical knowledge.

- ✓ In the understanding level role of the teacher is more active. He is the person responsible for presenting learning material. Teaching at this level is subject centered. It focuses on mastery of the subject. Teacher makes sure that pupil understands the content by making it interesting for them.
- ✓ Learner is not so passive like that of the memory level. The learner has to work hard at this level. The learners at this level are secondary and have to work hard by taking some initiative to know further about the contents.

3. Reflective level of teaching

- ✓ Reflective level of teaching is considered to be the highest level of teaching i.e introspective level.
- ✓ At this level, teaching is highly thoughtful and useful than the teaching at the memory or understanding level.
- ✓ The role of the teacher in this level of teaching is democratic. He does not force knowledge on the students but develops in their talents and capabilities. Learner occupies primary position than teacher.
- ✓ The study material is neither organized nor pre-planned. Therefore, students cannot acquire systematic and organized knowledge of their study courses.
- ✓ Reflective level of teaching is problem centric approach of teaching. It enables the students to play active role in identifying, defining the problem and solving the real problems of life by using his critical abilities and original imagination.
- ✓ A student can attain reflective level only after going through memory level and understanding level.



❖ Remedial teaching strategy

It stands for the teaching or instructional work carried out to provide remedial measures for helping the students or an individual student in getting rid of their common or specific weaknesses or learning difficulties diagnosed through diagnostic testing or some other measures carried out for such diagnosis.

Diagnosis provides a solid base for hypothesizing the general and specific cause underlying the weaknesses or learning difficulties of the students of a class/group for a particular student. Thus, both remedy and diagnosis are necessary for the removal of the difficulty.

Forms of remedial teaching

- **Class teaching:** Teacher emphasizes appoint again and again, repeats the work activities and experiments. It proves particularly useful in the removal of the weaknesses and learning difficulties of the general nature.
- **Group tutorial teaching:** Teacher divides the students of the class into some homogeneous groups called tutorial groups on the basis of their common learning difficulties and identical weaknesses or deficiencies. These groups are taught separately by the same teacher or different teachers according to the nature of the difficulties and deficiencies.
- **Individual tutorial teaching:** Teacher helps and guides the learner on-to-one as and when needed by him in order to actualize his potentialities to the maximum. In this method, maximum consideration may be provided to the principle of individual-difference in the direction of the best results in the teaching-learning.
- **Supervised tutorial teaching:** The role of the teacher is confined to observe and supervise the learning activities and provide as much help as necessary in their path of self-learning and self-correction.
- **Auto-instructional teaching:** The teacher provides the learner with basic auto-instructional learning material and equipment like programmed learning textbooks and package, auto-learning modules, teaching machines and computer assisted programmed instruction.
- **Informal teaching:** The teacher arranges for various activities in the form of excursions or trips, visit to museums & art galleries, working on useful projects, engaging in socially useful hobbies, nature's club and others to make the study, a joyful event.

❖ Micro teaching

Microteaching is a scaled-down, simulated teaching encounter designed for the training of both pre service or in-service teachers. It is scaled down in terms of contents, time, teaching skill and audience.

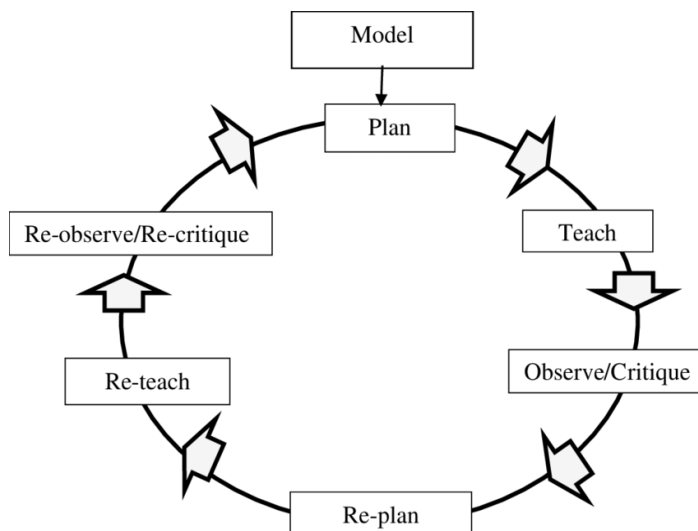
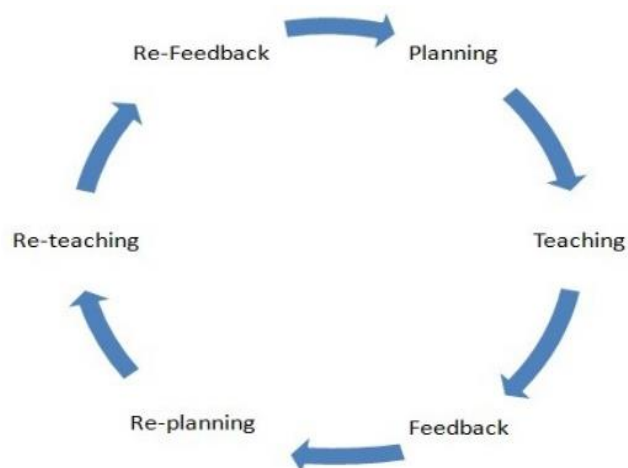
Micro teaching is a teacher training technique for learning teaching skills (pre-service teacher education programme)

It employs real teaching situation for developing teaching skills and to get deeper knowledge regarding the art of teaching.

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting. Pre-service teacher can benefit to a great extent from microteaching applications.

It has been used worldwide since its invention at Stanford University in the late 1950s by Dwight W. Allen, Robert Bush, and Kim Romney.

Micro teaching is an instrument for teacher training. The steps in micro-teaching are:



https://www.researchgate.net/figure/Microteaching-Cycle_fig1_317377134

❖ Evaluation Systems

Evaluation is carried out to determine whether teaching has facilitated learning and up to what extent.

Evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which instructional objectives are being achieved.

Test, Measurement, Assessment and Evaluation

The term test, measurement, evaluation and assessment are occasionally used interchangeably, but most users make distinctions among them. Test is usually considered the narrower among the four terms. Measurement often connotes a broader concept.

Test is a measuring instrument consisting of a standard set of questions for being answered by the individual student with regard to one or other characteristics of his behaviour.

Test refers to a technique wherein a student's mastery over a selected content or a particular skill can be ascertained. Tests can be multiple choice items, essay or even true/false types.

Tests are tools that are useful in a number of processes such as evaluation, diagnosis or monitoring.

Criteria of a Good Test

Practical

1. Economy
2. Purpose
3. Acceptability
4. Adequacy
5. Usability
6. Meaningfulness of Test Scores
7. Comparability

Technical

1. Items
2. Standardisation.
3. Objectivity
4. Validity
5. Reliability
6. Discrimination
7. Norms.

Types of evaluation

P.W.Airasian and G.F. Madaus have categorised classroom evaluation procedures in the following manner:

1. Determine pupil *performance* at the *beginning* of instruction (Placement evaluation)
2. Monitor learning *progress during* instruction (Formative evaluation)
3. Diagnose learning *difficulties during* instruction (Diagnostic evaluation)
4. Evaluate *achievement* at the *end* of instruction (Summative evaluation)

Placement evaluation is concerned with the pupil's entry level performance.

The aim of placement evaluation is to determine the position in the sequence of learning activities and the mode of instruction that is most likely to benefit the pupil the most.

There are three stages of teaching-learning process: pre-active, inter-active and post-active.

1. Diagnostic evaluation

- ✓ Diagnostic evaluation is performed prior to teaching to get the information about what student knows about a certain topic, content or area of learning.
- ✓ It can be used throughout teaching for diagnosing students' understanding and interest.
- ✓ The main objective of diagnostic evaluation is to find nature and causes of persistent learning problems and to formulate a plan for seeking suitable remedial actions.
- ✓ When learning difficulties persist, diagnostic evaluation is called for. This helps to identify the underlying causes of the problems and to formulate a suitable plan of remedial action.

2. Formative evaluation

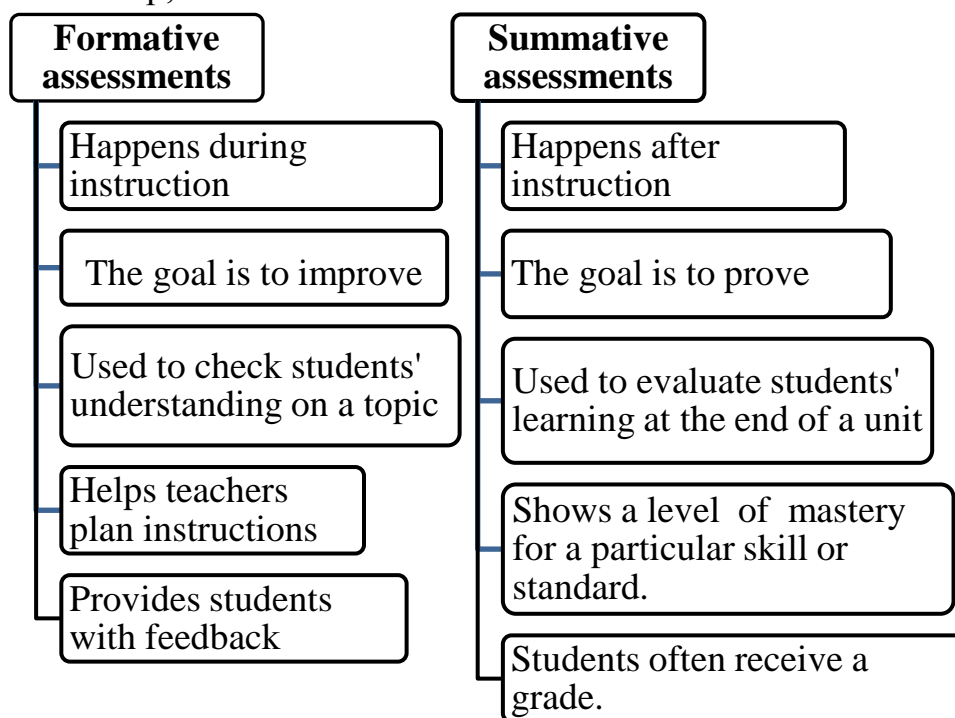
- ✓ Formative evaluation is conducted during teaching learning process.
- ✓ It provides qualitative and quantitative data for bringing necessary modification in his teaching.
- ✓ It proves useful in guiding students, planning remedial instruction and prompting them to ask for necessary help.
- ✓ Formative evaluation is a process used by teachers and students during instruction that provides to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcome.
- ✓ Formative evaluation is used to monitor progress made during instruction and to provide continuous feedback to both the teacher and the student.
- ✓ Feedback to the teacher would enable him to modify modes of instruction and provide remedial work if needed. Feedback for the students helps reinforce learning successes and identifies any lacunae in learning.
- ✓ The formative evaluation is directed towards improving learning and instruction.

3. Summative evaluation

- ✓ Summative evaluation is carried out at the end of a piece of instruction, lesson or unit.
- ✓ It represents final test or measure of the student's progress or gains made by him as a result of a course of learning.
- ✓ It can be used safely for making comparison among students, placing them in order of merit or taking decisions about their promotion and awarding degree or diploma.
- ✓ Summative evaluation is also called as certifying evaluation.

- ✓ Summative evaluation is designed to determine the extent to which the instructional objectives have been achieved and is used to assign grades and certificates to students.
- ✓ The techniques used include teacher-made achievement tests, rating of laboratory skills and evaluation of projects, models and project reports.
- ✓ Besides grading, this kind of evaluation provides information for judging the appropriateness of the course objectives and the effectiveness of the information.

Remember: “When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.”-----*Paul Black*



Formative evaluation	Summative evaluation
Formative evaluation’s goal is to monitor student’s learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.	Summative evaluation’s goal is to evaluate student’s learning at the end of an instructional unit by comparing it against some standard or benchmark.
Evaluation during the learning process	Evaluation after the course completion
Monitor the learning process	Assign grades
The purpose is to improve student’s learning. To improve instruction and provide feedback.	The purpose is to evaluate student’s achievements. To measure student competency.
Evaluations include little content areas.	Evaluations include complete chapters or content areas.
Formative evaluation considers evaluation as a process.	Summative evaluation considers evaluation as a product.
Student uses formative evaluation to self-monitor understanding and teacher uses it to check for understanding.	Student uses summative evaluation to gauge progress toward benchmarks and teacher uses for grades and promotion.

❖ **SWAYAM: Study Webs of Active Learning for Young Aspiring Minds**

SWAYAM is an educational programme initiated by Government of India

SWAYAM platform is developed by MHRD and AICTE with the help of Microsoft.

(i.e Ministry of Human Resource Development and All India Council for Technical Education)

SWAYAM:

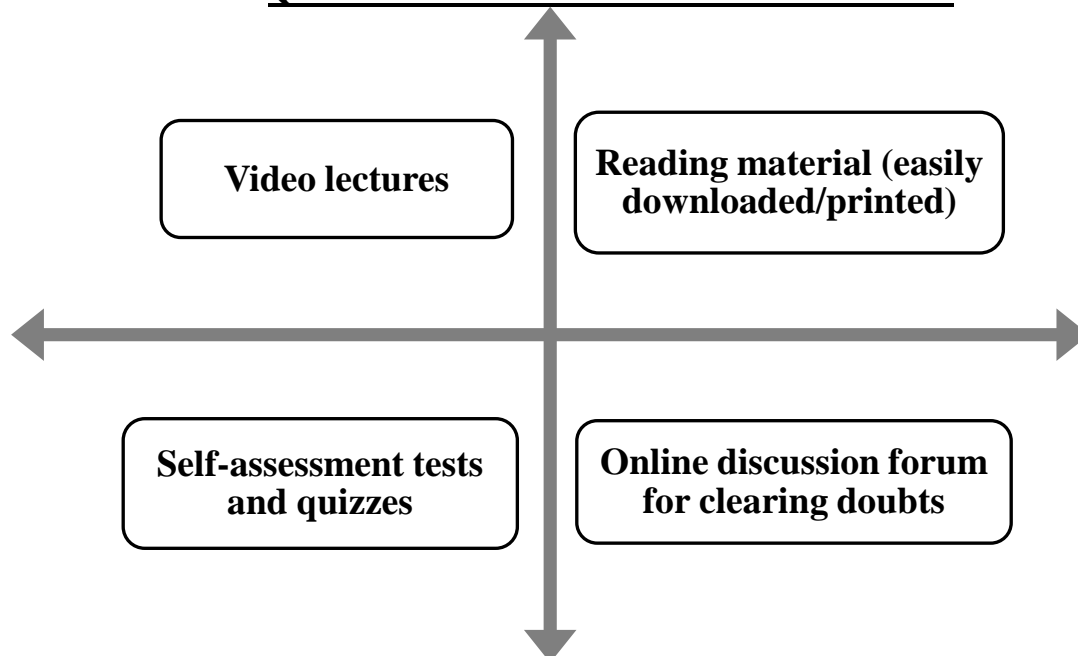
- ✓ is a one stop web and mobile based interactive e-content for courses from high school (9th class) to University level (post graduation).
- ✓ provides high quality learning experience using multi-media on anytime, anywhere basis
- ✓ is a state of art system that allows easy access, monitoring and certification.
- ✓ involves peer group interaction and discussion forum to clarify doubts.
- ✓ is a hybrid model of delivery that adds to the quality of classroom teaching.
- ✓ involves development of (MOOCs) Massive Open Online Courses compliant e-content (video & text) and building a robust IT platform

Objectives of SWAYAM

- To take best optimal teaching learning resources to all, including most disadvantaged
- To achieve main principles of education policy viz., access, equity and quality

Note: Students looking for certifications shall be registered and be offered a certificate on successful completion of the course with a little fee payment.

Quadrants of courses hosted on SWAYAM



Quality contents are produced and delivered by Nine Coordinators which are:

<i>Coordinators</i>		<i>Course</i>
AICTE	All India Council for Technical Education	Self-paced and international courses
NPTEL	National Programme on Technology Enhanced Learning	Engineering
UGC	University Grants Commission	Non-technical post graduation education
CEC	Consortium for Educational Communication	Under-graduate education
NCERT	National Council of Educational Research & Training	School education
NIOS	National Institute of Open Schooling	School education (for out of school children)
IGNOU	Indira Gandhi National Open University	Out of school children
IIMB	Indian Institute of Management, Benguluru	Management studies
NITTTR	National Institute of Technical Teachers Training & Research	Teacher Training Programme

Related terms:

Academic Advisory Council (AAC) is a group of academicians.

Course Coordinator (CC) is a Subject Matter Expert (SME)

Course could be credit (taught at least one semester) and non-credit (specific skill, awareness programme, etc for shorter duration).

Four Quadrant Approach: e-tutorial, e-content, discussion forum & assessment.

National Coordinators (NCs) for preparation of online courses for SWAYAM

SWAYAM Academic Board: apex academic body to lay down standards on quality for courses offered through SWAYAM

SWAYAM Board: Authority overall in-charge of formulation of platform, prescribe quality of content and facilitate conduct of examinations.

Composition of SWAYAM

- Secretary (Higher education): Chairperson
- Chairperson UGC
- Chairperson AICTE
- Five Bureau Heads from MHRD (ex-officio) looking after technical, management, higher, school and open/distance education.
- All National Coordinators of SWAYAM & SWAYAM Prabha

- Mission Direct (NMEICT): National Mission in Education through ICT
- JS & FA (Joint Secretary & Finance & Accounts) of MHRD

SWAYAM Prabha

SWAYAM Prabha is a group of 32 DTH channels devoted to telecasting of high quality educational programmes on 24x7 basis using GSAT-15 satellite.

New content for at least 4 hours and repeated 5 more times in a day.

Channels are uplinked from BISAG, Gandhinagar

Contents are provided by NPTEL, IITs, UGC, CEC, IGGNOU, NCERT & NIOS.

The INFLIBNET centre maintains the web portal

The DTH channels shall cover:

- a) Higher education: Curriculum based course contents at PG and UG level in various disciplines.
- b) School education (9-12) levels: Modules for teacher's training and teaching and learning aids for children of India to help them understand subjects better and prepare for competitive exams.
- c) Curriculum based courses to meet needs of lifelong learners of Indian citizens.
- d) Assist students (11th & 12th) to prepare for competitive exams.
- e) IIT-PAL (Professor Assisted Learning) lectures prepared by IITs aim to help students crack the Joint Entrance Exam (JEE) and are telecast on MHRD's SWAYAM Prabha channels. The four channels under this would be Mathematics, Physics, Chemistry and Biology (PCMB). IIT PAL decision was taken at 52nd IIT Council meet.

References:

S.K.Mangal & Shubhra Mangal (2019). *Learning and Teaching*, Delhi: PHI Learning Pvt. Ltd.

Mohan , R. (2016). *Measurement, Evaluation and Assessment in Education*. Delhi: PHI Learning Pvt. Ltd.

Singh, K.S. (2007). *New Approaches to Measurement and Evaluation*. Delhi: Sterling Publishers Pvt Ltd.

Madaan, K. (2019). Paper I *Teaching and Research Aptitude*. India: Pearson India Education Services Pvt. Ltd.

Compiled by: Prof. Geeta Bhatia (M.Com, B.Ed, M.Phil, UGC NET)

Contact Ascendancy Academy for UGC (NTA) NET

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Call@ 9082669355

To join online live coaching & purchase of excellent quality exam oriented notes.

1. Paper One (For all Subject Codes)

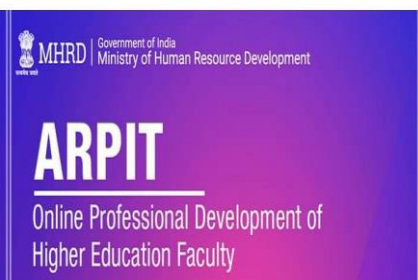
2. Paper Two (Commerce & Management)



**PLEASE NOTE WE ONLY PROVIDE HARDCOPY OF
NOTES & DELIVER AT YOUR DOORSTEP.**

Higher Education Current Affairs

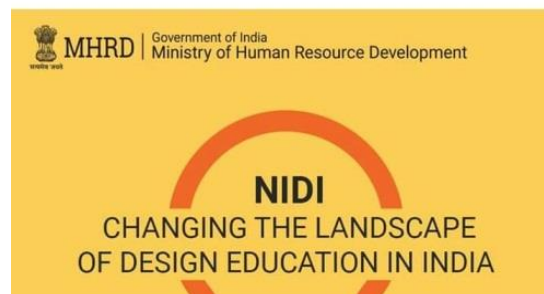
Annual Refresher Programme in Teaching (ARPIT) is an initiative for the online professional development of higher education faculty using SWAYAM platform. Courses are taught with a focus on various disciplines, new trends, and improvements for the curriculum. <https://swayam.gov.in/explorer?category=ARPIT>



School Education Shagun: Integrated Online Junction
Shagun is an over-arching initiative to improve the school education system by creating a junction for all online portals & websites relating to various activities of the Dept of School Education & Literacy. **#MODified100 #100days**
<http://bit.ly/100DaysofMHRD>

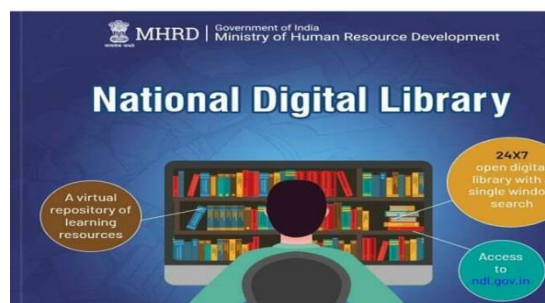


NIDI: A national initiative to encourages a design-based approach focused on innovation and creativity. Various Design Innovation Centres, an Open Design School & National Design Innovation Network have been set up to maximize the reach of design education. **#InitiativesofMHRD**



MHRD has initiated the National Digital Library of India to develop a framework a virtual repository of learning resources with a single-window search facility. ND India has 1.05 Crores documents in DeMAT format till date.

PMO India Prakash Javadekar Digital India National Digital Library of India



Teachers are the torchbearers of change in the education system & it is essential to keep them at the centre. DIKSHA is a digital platform giving teachers an opportunity to improve their teaching skills & provide quality education. **#InitiativesofMHRD**
<https://www.india.gov.in/spotlight/diksha-national-digital-infrastructure-teachers>



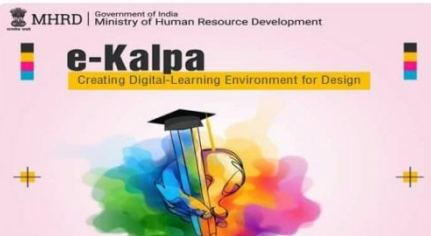
Union Minister of HRD Shri @DrPNishank launched 2 initiatives under the Department of Higher Education, Annual Refresher Programme in Teaching (ARPIT) 2019 and Leadership for Academicians Programme (LEAP) 2019, today at Pravasi Bharatiya Kendra.

NISHTHA will spread awareness amongst teachers and develop their skills related to Learning Outcomes, Competency-Based Learning and Testing, Learner-Centered Pedagogy, Personal Social Qualities, Inclusive Education, ICT in Teaching-Learning including AI, Health, and Wellbeing. **#InitiativesofMHRD**

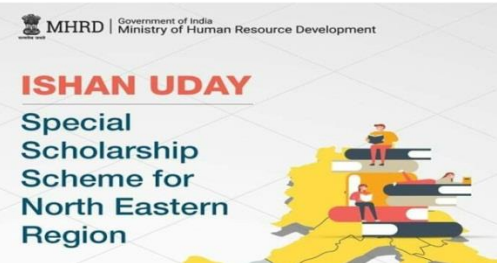
 **MHRD** | Government of India
Ministry of Human Resource Development

NISHTHA will Motivate and Equip Teachers to Encourage and Foster Critical Thinking in Students.

Planning to build a career in Design? e-Kalpa offers you a vast number of online design courses. You can even access resources exemplifying our indigenous designs of arts & crafts and the work of some of the leading design entrepreneurs. **#InitiativesofMHRD**
Know More: <http://www.dsource.in/>



Ishan Uday Scholarship Scheme provides scholarship to economically backward students from North Eastern Region, pursuing general degree courses, technical & professional courses. **#InitiativesofMHRD**



Child with Special Needs (CWSN) provides quality education to children with special needs in govt schools. Provision of ramps with handrails, disabled-friendly toilets, braille books, etc. are few steps taken to improve the learning experience for these children. **#InitiativesofMHRD**



Presenting a digital repository that offers hassle-free storage, authentication, verification of your academic documents. So upload your academic certificates on <https://digilocker.gov.in/> and experience convenience.

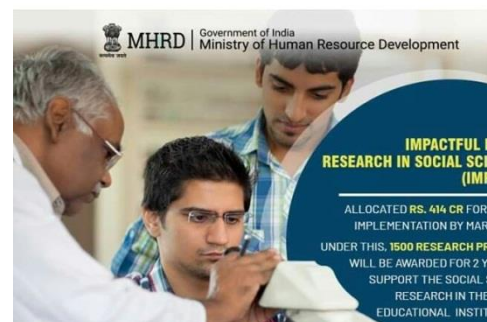
Prakash Javadekar Press Information Bureau - PIB, Government of India DigiLocker



#IMPRESS is an initiative of **#MHRD** and is being implemented by the **Indian Council of Social Science Research, New Delhi**.

It aims to encourage social science **#research** in policy-relevant areas so as to provide vital inputs in policy-formulation, **#implementation & #evaluation**.

PMO India Prakash Javadekar Press Information Bureau - PIB, Government of India

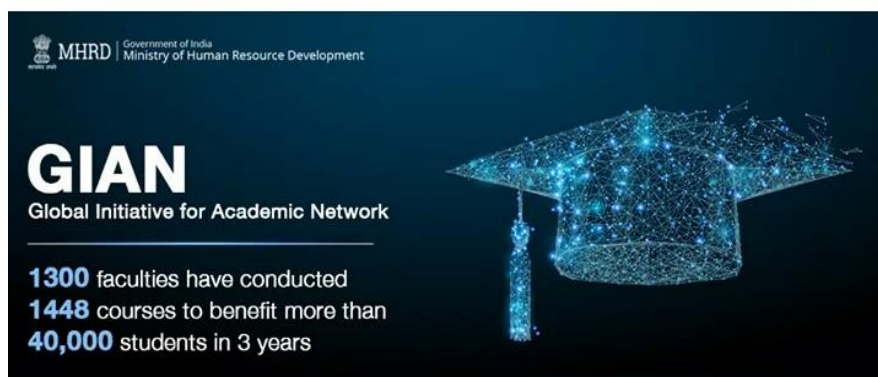


Union HRD Minister, **Dr. Ramesh Pokhriyal Nishank** launches NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancements in New Delhi today. NISHTHA website, Training Modules, Primer Booklet, and Mobile App are also being launched at the event **PMO India Press Information Bureau - PIB, Government of India**

'NISHTHA', a nationwide integrated teacher training program for 42 lakh teachers, school heads, faculty members and educational officials, was launched on August 21, 2019.

GIAN: An initiative to bring international quality into the Indian education system.

Top faculties from leading international universities have associated with Indian Institutions to teach a range of high quality courses for the benefit of Indian students. **#InitiativesofMHRD**



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Ministry of Human Resource Development

GIAN

Global Initiative for Academic Network

1300 faculties have conducted
1448 courses to benefit more than
40,000 students in 3 years

HEFA: Giving a big push for building robust higher educational institutions. HEFA has so far sanctioned 78 projects worth more than Rs. 35,000 crore. The funding will go towards the development of world-class Labs and infrastructure in IITs/IIMs/NITs & other such institutions. **#InitiativesofMHRD**



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Ministry of Human Resource Development

Higher Education Financing Agency

HEFA

Making a Visible Difference

RUSA: Improving accessibility, equity, and quality in higher education through planned development of education at the State level.

Objectives:

- Creating new academic institutions
- Upgrading existing institutions
- Developing self-reliant institutions

#InitiativesofMHRD



MHRD | Government of India
Ministry of Human Resource Development

RUSA

RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN

Accessible, Equitable and Quality Higher Education through planned development of Education at State Level

Launching ASEAN Fellowship scheme today at Jawaharlal Nehru Bhawan along with the Minister of External Affairs, Shri Subrahmanyam Jaishankar ji.



LAUNCHING

ASEAN FELLOWSHIP SCHEME

Scheme for Higher Education Youth for Apprenticeship and Skills (**#SHREYAS**) inaugural address by HRD minister **Prakash Javadekar**

#SHREYAS will provide industry & service sector apprenticeship to graduates passing students

HEFA: Giving a big push for building robust higher educational institutions. HEFA has so far sanctioned 78 projects worth more than Rs. 35,000 crore. The funding will go towards the development of world-class Labs and infrastructure in IITs/IIMs/NITs & other such institutions.
#InitiativesofMHRD

ONE STUDENT - ONE TREE

We initiated a **#plantation** drive on school and college level, More than 1 crore (and counting) trees have been planted.

#MODified100 #GoGreen

#OneStudentOneTree

<http://bit.ly/100DaysofMHRD>



IMPRINT: First-of-its-kind initiative promoting research and innovation to address societal needs.

IITs and NITs are adopting the latest engineering technologies to solve significant challenges in 10 domains that can impact rural life. **#InitiativesofMHRD**

<http://www.imprint-2.in/Imprint-II/HomePage>

Dr.Ramesh Pokhriyal Nishank



SPARC is a joint research project between Indian institutions with best of global universities which will immensely benefit students, faculty and improve the perception of Indian Institutes across the world. To know more, click here:

sparc.iitkgp.ac.in

Prakash Javadekar Press Information Bureau - PIB, Government of India IIT Kharagpur



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Ministry of Human Resource Development

SPARC
Scheme for Promotion of Academic and Research Collaboration

- Aims at improving the research ecosystem of India's higher educational institutions by facilitating academic and research collaborations between Indian Institutions and the best institutions in the world.
- This scheme is coordinated by IIT Kharagpur.

Scheme for Promotion of Academic and Research Collaboration (SPARC): Supporting Joint Research Projects through the collaboration of top-ranked Indian Institutions and globally ranked Foreign Institutions. It aims to support 600 research projects in 2 years. **#InitiativesofMHRD**



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SPARC
Promoting Joint Research projects via collaboration of **Top Ranked Indian and Globally Ranked Foreign Institutions**

Are you struggling to get your institution accredited by NAAC?

Paramarsh, a UGC scheme is here to mentor you and help your institution get accredited.... [See More](#)



Getting NAAC accreditations made easy with "Paramarsh" where you can get right mentoring from another NAAC accredited institution focussing on curricular aspects, teaching-learning & evaluation, research, innovation etc. **#InitiativesofMHRD**



Ishan Uday Scholarship Scheme provides scholarship to economically backward students from North Eastern Region, pursuing general degree courses, technical & professional courses. **#InitiativesofMHRD**



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ISHAN UDAY



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DigiLocker - A Online Storage Facility

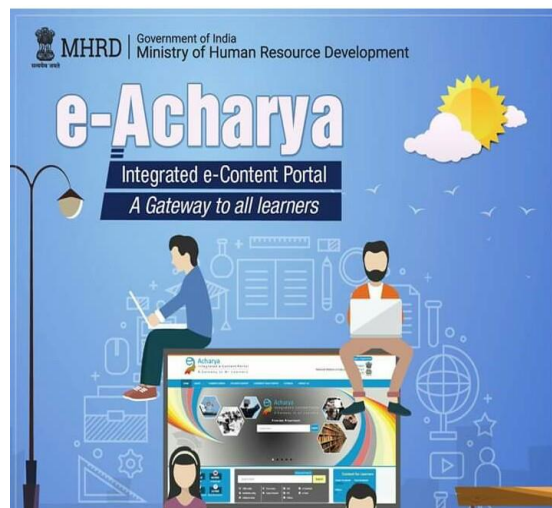
Access your digital documents anytime, anywhere & share it online.

Authenticated documents available at click of a button.

India's 56 Universities were listed in the Times Higher Education University Ranking declared yesterday. This year, 6 Indian universities made it to the **#Top500** list, with @IITRopar making its debut.

As a result, India held on to its place as the fifth most-represented nation in the world and the third most-represented in Asia, after Japan and mainland China.

e-Acharya: You can now easily access all online projects developed under NME-ICT through a single interface. The projects have been developed in multiple subject disciplines - Science, Arts, Engineering, Social Sciences, etc. through various Higher Education Institutions. **#InitiativesofMHRD**



#NROER is a collaborative platform provided by **#MHRD**, which brings together everyone interested in school and teacher education across India.

PMO In... See More



TEQIP: Improving quality and equity in engineering institutions with special focus on 7 low-income states, 8 northeastern states, 3 hill states and 1 union territory. This initiative will bridge regional gaps in technical education. **#InitiativesofMHRD**

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Ministry of Human Resource Development



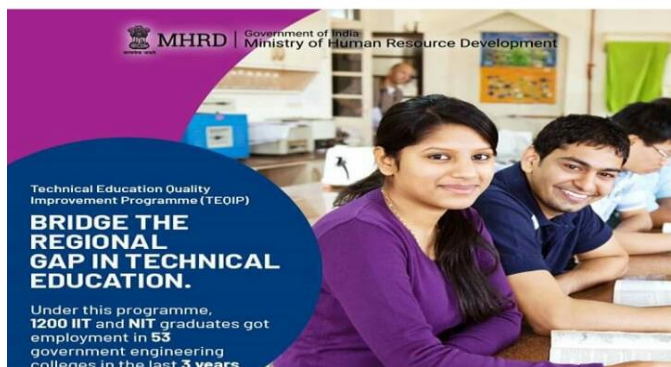
FOSSEE promotes the use of free & open-source software in educational institutions with an aim to reduce dependency on proprietary software. We also develop new FLOSS tools in various languages to meet academia & research requirements. **#InitiativesofMHRD**

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Ministry of Human Resource Development



Through **#TEQIP**, **#MHRD** has allocated Rs. 2600 crore for bridging the regional gaps in technical education in states like Rajasthan, Uttar Pradesh, Madhya Pradesh, Bihar, Odisha, Jharkhand and many more.

PMO India Prakash Javadekar Press Information Bureau - PIB, Government of India All India Radio News #TEQIP



#SamagraShiksha : Treating school education (from pre-primary to Class 12) holistically without any segmentation. The Scheme aims to improve school effectiveness, measured in terms of providing equal opportunities for schooling & learning opportunities to students.
#InitiativesofMHRD

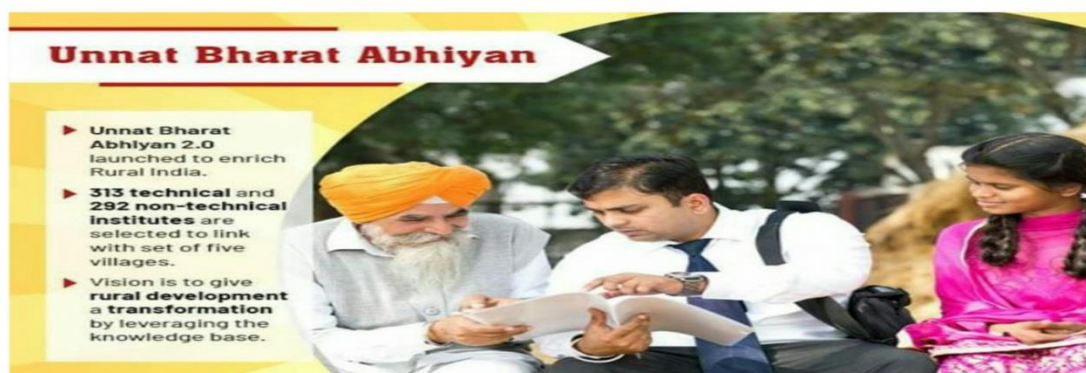
National Skills Qualifications Framework (NSQF) compliant vocational courses are taught to the students from classes 9-12 alongwith hands-on training, field visits, on the job training etc. to equip them with the relevant skills and enhance their employability. **#InitiativesofMHRD**



SAMAGRA SHIKSHA

Integrating Vocational Education with General Academic Education

.#MHRD's #UnnatBharatAbhiyan is inspired by the vision of #transformational change in #rural #development processes by leveraging knowledge institutions to help build the architecture of an #Inclusive #India.



Mid Day Meal Scheme: Initiative to enhance the enrollment, attendance & simultaneously improve nutritional levels among the school-going children studying in classes I to VIII. New initiatives added in the scheme this year- Tithi Bhojan & School Nutrition Garden
#InitiativesofMHRD

NAD: Access your academic awards, degrees, mark sheets, certificates, etc. without going to your academic institutions. A 24x7 online repository digitally lodged by various educational institutions to maintain secure storage and retrieval of academic awards etc.
#InitiativesofMHRD

 **MHRD** | Government of India
Ministry of Human Resource Development

NATIONAL ACADEMIC DEPOSITORY
Access your Degrees, Certificates, Mark-Sheets and Awards
Anytime, Anywhere!

The 'National Digital Library' gives digital access to crores of books and the opportunity for each student to access any book from anywhere. Another great initiative by **Narendra Modi** to build a vibrant Digital India.

#SabkoShikshaAchchiShiksha
#TransformingEducation #NewIndia

Under 'Swachhata Pakhwada' being celebrated by MHRD from 1st to 15th Sept, faculties & students from various Colleges have come together to study, monitor & identify problems related to water & find innovative ways to conserve water. #SwachhBharatAbhiyaan
#SwachhBharatMission

Under "Swachhata Pakhwada", Higher Education Institutions have taken an initiative to spread awareness about the harmful effects of plastic and ban 'Single Use Plastic'.


An urge to all students - Say Not To Plastic & carry your own cloth bags with you.

#SwachhBharatAbhiyaan
#InitiativesofMHRD

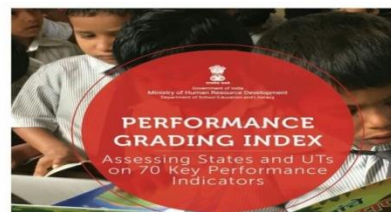
SAMVAY: Integrating skills and education as essential parts of the learning system. This will help in increased employability of the certificate, degree and diploma holders. #InitiativesofMHRD
#Employability

 **MHRD** | Government of India
Ministry of Human Resource Development 
SKILLS ASSESSMENT MATRIX FOR VOCATIONAL ADVANCEMENT OF YOUTH (SAMVAY)
ENHANCING EMPLOYABILITY


STRIDE is a trans-disciplinary research scheme that supports socially relevant & globally significant projects in colleges and universities. This will strengthen research culture & innovation with high-impact research projects in Humanities and Human Sciences.
#InitiativesofMHRD

 **MHRD** | Government of India
Ministry of Human Resource Development
STRIDE
Scheme for Trans-disciplinary Research for India's Developing Economy
Boosting Research Culture in India

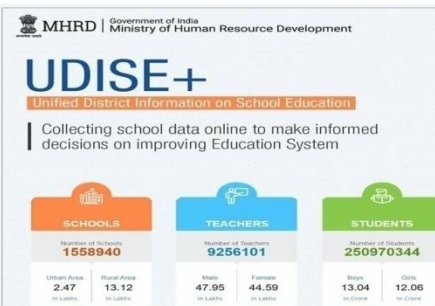
All States and UTs are scored on 70 Key Performance Indicators in 5 Domains:
- Learning outcomes and quality
- Access (Enrolment ratio and retention rate)
- Infrastructure and facilities
- Equity
- Governance process
#PGI #InitiativesofMHRD



NEEM offers on-the-job practical training to students pursuing graduation/diploma in tech/non-tech streams, enhancing their employability. NSQF compliant training is delivered by NEEM agents with industry background, teaching appropriate skills to students. #InitiativesofMHRD

 **MHRD** | Government of India
Ministry of Human Resource Development
National Employability Enhancement Mission
Imparting requisite Skill Sets to the Students to enhance their Employability

UDISE+: Management Information System on School Education, covering more than 1.5 mn schools, 9.2 mn teachers & 250 mn children. The real-time and quality data collected through UDISE+ will help in taking evidence-based decisions. #InitiativesofMHRD
Dr.Ramesh Pokhriyal Nishank



 **MHRD** | Government of India
Ministry of Human Resource Development
MANTHAN
Programme to integrate media & entertainment industry skills into College Degree Education
23rd SEPT, 2019
10:30 am
Ramoji Film City, Hyderabad
Don't miss the unique opportunity!

MHRD and Media & Entertainment Skill Council launching BSc course in Graphics, Gaming, Film making, Animation on 23rd September 2019 at Ramoji Film City Hyderabad.

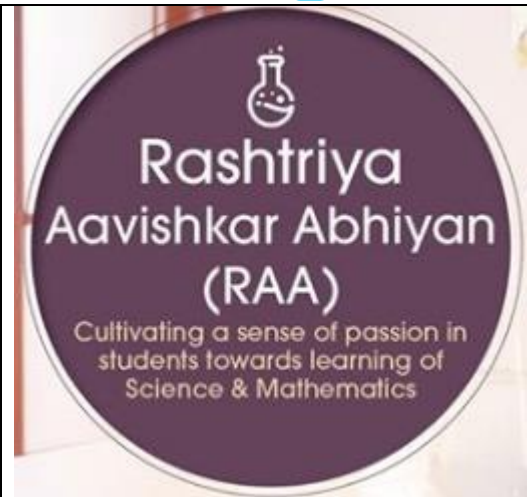
The courses will follow an Industry curriculum, that will help students in getting exciting jobs.

Union HRD Minister, **Dr.Ramesh Pokhriyal Nishank** launched Margadarshan, Model Curriculum for Diploma Courses & 360° Feedback of Faculty Schemes today, at the AICTE function. The schemes will work towards providing students with the best education to keep pace with the rapidly changing world. #NewIndia
#InitiativesofMHRD

Infrastructure Development in Minority Institutes

Quality infrastructure & facilities paving a road to better learning outcomes

IDMI: Strengthening school infrastructure and physical facilities in Private Aided/Unaided Minority Schools/Institutions to expand facilities for formal education to children of minority communities.



RAA engages students (6-18 yrs) in Science, Maths & Technology by observation, experimentation, model building, etc. both inside and outside classrooms.



Welcoming reputed international faculty in Indian institutions to enhance our student's & Faculty's knowledge & experience

GIAN: Tapping the reputed international academic pool to attract their engagement with the institutes of #HigherEducation in India. An opportunity for our faculty to learn, share knowledge & to collaborate on research.

Samagra Shiksha

The Constitution of Youth & Eco Clubs

Yesterday our Eco-club organized a plantation drive!

We had a very interactive group discussion on Human Rights in our Youth club.

Samagra Shiksha: Youth & Eco Clubs in schools aiming at providing students with life skills to help them know their rights, articulate their concerns, build self-esteem, develop confidence, encourage participation in environmental activities & projects etc.

FOSSEE

Adaptation & Development of open-source simulation packages equivalent to proprietary software

FOSSEE: Promoting the use of FLOSS tools to improve the quality of education by reducing dependency on proprietary software in educational institutions. In order to meet the requirements in academia & research, new FLOSS tools are being developed.

NISHTHA

Empowering school heads' & teachers' for their holistic advancement

NISHTHA: Teachers may browse through the content available online in the form of training activities, online tutorials, etc. and give their teaching a unique touch.

National Digital Library

Empowering citizens through Digital Literacy

NDL: Integrating existing digital content across educational & cultural institutions, publishers, etc. & providing single window access to all users. The Library provides interface support for 70 Indian languages.

e-Yantra-

Creating the next-gen embedded systems engineers with a practical outlook on real-world problems

e-Yantra- Enabling effective education across engineering colleges in India on embedded systems & robotics. The training of teachers & students is imparted through workshops where participants are taught the basics of embedded systems & programming.

<p style="text-align: center;">Scheme for Providing Quality Education in Madrasas</p> <p style="text-align: center;">Bringing qualitative improvement in the education provided in Madrasas</p> <p>SPQEM: Encouraging traditional institutions like #Madrasas to introduce science, mathematics, social studies, Hindi and English in their curriculum so that academic proficiency for classes I-XII is attainable for children studying in these institutions.</p> <ul style="list-style-type: none"> • Margadarshan Scheme: Mentor institutions to provide training to mentee institutions on best practices in teaching-learning processes via conferences, workshops, etc. to help them reach their best potential. Funding of up to ₹ 50 Lakhs per institution will be provided too. • Pradhan Mantri Innovative Learning Programme #Dhruv: An initiative by Hon'ble Prime Minister Shri Narendra Modi Ji, helping students #reachforthesky. Talented children will be mentored & nurtured by renowned experts in different areas to help them reach their full potential. 	<ul style="list-style-type: none"> • Launched Science (STARS) and Humanities (STRIDE - Transdisciplinary Research) Research Schemes. • The Higher Education Commission of India Bill to replace the UGC and AICTE with a single regulator prepared after consultation with states. Ready to take to the Cabinet in October 2019. • Introducing NEAT (National Educational Alliance for Technology) under a new PPP Scheme, to start using technology for better learning outcomes in #highereducation. The aim is to inculcate #AI in making learning more personalized & customized as per requirements. • The Central Universities (Amendment) Bill, 2019 was passed by Parliament in the first session facilitating establishment of a Central University and a Central Tribal University in Andhra Pradesh. • The Central Educational Institutions (Reservation in Teachers' Cadre) bill, 2019 Parliament in the 1st session for the protection of the constitutional rights of SC/ST, backward classes, and economically weaker sections. • STUDY INDIA is facilitating the student fraternity from all across the globe to come & experience the best of academic learning from the top institutions in #India. This initiative would help accommodate the growing quality educational needs of students across the world. 	
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1. Paper One (For all Subject Codes)

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Q.1

In which of the following research paradigms the focus of concern is on interpreting reality in terms of participants perspective?

- | | |
|---------------------------|----------------------------|
| (1) Experimental Research | (2) Ex-post facto Research |
| (3) Ethnographic Research | (4) Survey Research |

Q.2

What is the main objective of formative evaluation?

- | | |
|---|---|
| (1) To promote students to the next class | (2) To enhance students' learning |
| (3) To enhance co-operation in class | (4) To understand the learning difficulties |

Q.3

A teacher intends to find out the learning difficulties of students. Which of the following tests can be used?

- | | |
|----------------------|---------------------|
| (1) Summative Test | (2) Formative Test |
| (3) Performance Test | (4) Diagnostic Test |

Q.4

Research design that needs to collect factual information on a continuing basis is classified as

- | | |
|----------------------------------|---------------------------------|
| (1) Longitudinal Study Design | (2) Pre and Post Study Design |
| (3) Cross-Sectional Study Design | (4) Double-Control Study Design |

Q.5

Snowball sampling is the process of selecting a sample using

- | | |
|---------------|-----------------------|
| (1) Networks | (2) Groups |
| (3) Snowballs | (4) Computer Programs |

Q.6

Student-Centric Classroom is meant for

- | | |
|---|--|
| (1) Addressing the individual differences | (2) Reducing teacher-oriented lectures |
| (3) Recalling the previous knowledge | (4) Engaging the entire class |

Q.7

ERIC, MEDLINE and ABI/INFORM are instances of

- | | |
|-----------------------|--------------------------|
| (1) Citation services | (2) Electronic databases |
| (3) Printed databases | (4) Libraries |

Q.8

Below are given two Columns. Column-A presents the methods of teaching and Column-B presents the focus of a method. Match the two Columns.

Column-A		Column-B	
(Methods of Teaching)		(Focus of a Method)	
(a)	Collaborative Method	(i)	When expertise of teachers are used in teaching
(b)	Co-operative Method	(ii)	When emphasis is given on students as creator of knowledge
(c)	Constructivist Method	(iii)	When students share different aspects of a learning activity
(d)	Team teaching	(iv)	When students help each other to learn

Select your answer from the options given below :

	(a)	(b)	(c)	(d)
(1)	(i)	(ii)	(iii)	(iv)
(2)	(iii)	(iv)	(ii)	(i)
(3)	(iv)	(iii)	(ii)	(i)
(4)	(ii)	(iv)	(iii)	(i)

Q.9

The following teaching aids can be used by a teacher in the classroom as a live interactive device :

- (a) E-mail
- (b) Skype
- (c) On-line Chat
- (d) Tele-conferencing
- (e) Face-book
- (f) Blog

Select your answer from the options given below :

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

Q.10

A tentative proposition with unknown validity that specifies a relationship between two or more variables is called

- | | |
|----------------------|-------------------------|
| (1) research problem | (2) research proposal |
| (3) research design | (4) research hypothesis |

Q.16

A person incurs 10% loss by selling a watch for Rs.1,800. At what price should the watch be sold to earn 10% profit?

- | | |
|---------------|---------------|
| (1) Rs. 1980 | (2) Rs. 2,160 |
| (3) Rs. 2,200 | (4) Rs. 2,360 |

Q.17 In a class of 35 students, Rajan is placed seventh from the bottom where as Karan is placed ninth from the top. Divya is placed exactly in between the two. What is the differences in the positions of Rajan and Divya?

- | | |
|--------|--------|
| (1) 9 | (2) 10 |
| (3) 11 | (4) 13 |

Q.18 Identify the minor term in the following syllogism :

“Some books are not edifying
All books are interesting
Therefore, some interesting things are not edifying”

- (1) Subject of the conclusion and predicate of the second premises
- (2) Predicate of the conclusion and predicate of the first premises
- (3) Subject of the both premises
- (4) Predicate of the both premises

Q.19 Which of the following principles a good communicator should follow?

- (a) He should stay organised
- (b) He should avoid the use of visuals
- (c) He should be authoritarian
- (d) He must adjust to the medium
- (e) He should prefer the method of story-telling

Choose the correct answer from the options given below :

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

Q.20

If DRIVER = 12, GOVERNMENT = 20, BELIEVED = 16, then BAT = ?

- | | |
|--------|--------|
| (1) 6 | (2) 8 |
| (3) 10 | (4) 12 |

Q.21 Consider the argument provided below :

“Sound is impermanent because it is invisible”

Identify the fallacy involved in the above argument on the basis of Indian logic

- | | |
|----------------------------------|-------------------------------------|
| (1) Fallacy of irrelevant reason | (2) Fallacy of wrong assertion |
| (3) Fallacy of trivial reason | (4) Fallacy of contradictory reason |

Q.22 Consider the example provided below :

“This gavaya is like my cow”

This is an example of which means of knowledge ((pramāna)

- | | |
|----------------|-----------------|
| (1) comparison | (2) implication |
| (3) perception | (4) inference |

Q.23

Two cyclists start from the same place in opposite directions. One goes towards north at 9 kmph and the other goes towards south at 10 kmph. What time will they take to be 47.5 km apart?

- | | |
|------------------------|------------------------|
| (1) $2\frac{1}{2}$ hrs | (2) $4\frac{1}{2}$ hrs |
| (3) $4\frac{1}{4}$ hrs | (4) $2\frac{1}{4}$ hrs |

Q.24

Non-verbal communication is mostly

- | | |
|------------------|----------------|
| (1) mechanical | (2) organic |
| (3) unstructured | (4) structured |

Q.25

The reasoning which would be helpful in finding new knowledge of facts about the world is

- | | |
|-----------------|----------------|
| (1) Speculative | (2) Inductive |
| (3) Deductive | (4) Analogical |

Q.26

Which of the following elements a good classroom communication should adopt?

- (a) Concreteness
- (b) Courtesy
- (c) Filibustering
- (d) Fictionalisation
- (e) Coherence

Choose the answer from the options given below :

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

Q.27 The price of item A increases by 50 paise every year while the price of item B increases by 25 paise every year. If in 2008, the price of item A was Rs. 3.20 and that of B was Rs. 5.30, in which year item A will cost 40 paise more than the item B?

- | | |
|----------|----------|
| (1) 2016 | (2) 2017 |
| (3) 2018 | (4) 2019 |

Q.28 The average age of a class of 59 students is 18 years. If the age of the teacher is included, then the average increases by 3 months. The age of the teacher is

- | | |
|--------------|--------------|
| (1) 28 years | (2) 30 years |
| (3) 33 years | (4) 35 years |

Q.29 In the context of a classroom teaching 'Smiles or Frowns' when used as non-verbal cues, tend to perform which of the following basic functions?

- | | |
|---|--|
| (1) contradicting the verbal cue function | (2) regulating the verbal cue function |
| (3) substitute function | (4) supplement function |

Q.30 Below are given two sets in which Set I describes the types of listener involved in communication, while Set II indicates their characteristics :

Set-I (Types of listener involved in Communication)	Set-II (Characteristics)
(a) Non Listener	(i) is engaged in information other than the one needed
(b) Marginal Listener	(ii) receives information without processing the significance in the context of communication
(c) Evaluative Listener	(iii) looks into the relevance of the information for understanding its implication
(d) Active Listener	(iv) pays heed to the communicated information occasionally

Match the two sets and give your answer by choosing from the options :

	(a)	(b)	(c)	(d)
(1)	(iv)	(iii)	(ii)	(i)
(2)	(iii)	(iv)	(i)	(ii)
(3)	(ii)	(i)	(iii)	(iv)
(4)	(i)	(iv)	(ii)	(iii)

- Q.36** The purpose of Gurukul system of education is to
- (1) Promote equality and excellence
 - (2) Minimise stress in learning
 - (3) Empowering for future learning
 - (4) Encourage self-help
- Q.37** NMEICT is an acronym for
- (1) National Massive Education through Information and Communication Technology
 - (2) National Mission on Education through Information and Communication Technology
 - (3) National Multipurpose Education through Information and Communication Technology
 - (4) National Mode of Education through Information and Communication Technology
- Q.38** One of the parameters used to characterise the air quality at a location is $PM_{2.5}$. Here, the suffix '2.5' refers to
- (1) average number of suspected particles in 1.0 cm^3 of air
 - (2) size of suspended particles in certain units
 - (3) concentration of oxides of sulphur and nitrogen
 - (4) concentration of suspended particles in 2.5 m^3 of air
- Q.39** What is SWAYAM?
- (1) Non-Governmental Organisation
 - (2) Digital Programme to achieve the principles of education
 - (3) On-line platform
 - (4) Name of a web site
- Q.40** Which of the following is the largest sink of CO_2 gas?
- (1) Forests
 - (2) Oceans
 - (3) Ice sheets
 - (4) Grasslands
- Q.41** Identify the encompassing term that involves the use of electronic platforms to conduct a company's business.
- (1) E-Business
 - (2) E-Commerce
 - (3) E-Marketing
 - (4) E-Governance
- Q.42** Which of the following devices enables a computer to transmit data over telephone lines?
- (1) CPU
 - (2) Hub
 - (3) Switch
 - (4) Modem

- Q.43** The scheme “Unnat Bharat Abhiyan” aims to
- (1) Increase strength of students in colleges in India
 - (2) Link higher educational institution in the country with at least 5 villages
 - (3) Increase quality in Higher Education
 - (4) Increase number of colleges in India
- Q.44** Which of the following is not considered as a form of secondary storage?
- (1) RAM
 - (2) Floppy Disk
 - (3) Optical Disk
 - (4) Flash Drive
- Q.45** Which of the following diseases are due to polluted water?
- (a) Giardia
 - (b) Dengue
 - (c) Amoebiasis
 - (d) Typhoid
- Choose the correct answer from the options given below :
- (1) (a), (b) and (d)
 - (2) (b), (c) and (d)
 - (3) (a), (b), (c) and (d)
 - (4) (a), (c) and (d)
- Q.46** Which of the following is non-vehicular pollutant?
- (1) chlorofluorocarbon
 - (2) carbon-monoxide
 - (3) hydrocarbon
 - (4) particulate matter
- Q.47** Which of the following is generally associated with the domain name of an educational institution?
- (1) .org
 - (2) .edu
 - (3) .com
 - (4) .inst
- Q.48** Which of the following commission/committee in the post-independent India has paid attention all the levels of education?
- (1) Radhakrishnan Commission
 - (2) Mudaliar Commission
 - (3) Kothari Commission
 - (4) Acharya Rammurthi Committee
- Q.49** Choose the set of non-renewable resources
- (1) Uranium, natural gas, soil
 - (2) Natural gas, uranium, phosphates
 - (3) Petroleum, uranium, geothermal energy
 - (4) Shale gas, uranium, soil

Q.50 Identify the scheme which aims to encourage Social Science Research in Policy relevant areas so as to provide vital inputs in policy formulation, implementation and evaluation

- (1) ICSSR Fellowship
- (2) Cognitive Initiatives
- (3) ICSSR – IMPRESS
- (4) ICSSR Research Projects

Answer Key: Paper One 26-06-2019 (Commerce)

Q. No	Answer	Q. No	Answer
1	3	26	3
2	2	27	3
3	4	28	3
4	1	29	3
5	1	30	4
6	1	31	1
7	2	32	3
8	2	33	2
9	2	34	1
10	4	35	4
11	Comprehension	36	1
12	Comprehension	37	2
13	Comprehension	38	2
14	Comprehension	39	2
15	Comprehension	40	2
16	3	41	1 & 2
17	2	42	4
18	1	43	2
19	4	44	1
20	1	45	4
21	1	46	1
22	1	47	2
23	1	48	3
24	3	49	1 & 2
25	2	50	3

Data & Images Information Source: UGC NET Attempted Question Papers
Answer Key as per Final answer key released by UGC (NTA) NET



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