

Philosophies of Education

- 1) Idealism - 'Mind and self', spiritualism - God is the source of all creation and knowledge, spirit and mind constitute reality.
- 2) Naturalism - Nature is the source of all knowledge.
- 3) Pragmatism - It means practical application of theories and beliefs. Focuses on activity or doing. Humans are active beings and have the ability to solve their problems through the logic of experiments & scientific methods.
- 4) Constructivism - Here, the learners construct knowledge rather than just passively take in information. They build their own representations based on experiences and use those experiences to incorporate new information into their pre-existing knowledge (schemas).
- 5) Humanism - Humans as the centre and measure of all activities, and believes in the interests and welfare of all human beings.
- 6) Rationalism - Regards 'reason' as the chief source and test of knowledge - knowledge is based on the use of reason or logic.
- 7) Empiricism - Knowledge is based on experience and experimentation. Francis Bacon has been called the father of empiricism.

- 8) Existentialism - Philosophy that emphasizes individual existence, freedom and choice.
- 9) Behaviourism - Theory that human behaviour consists of reflexes and behaviours learned through conditioning, learning could be explained by change in observable behaviour.
- E.L. Thorndike postulated the Law of exercise and law of effect.
- 10) Gestalt psychology - It believes that the whole is greater than sum of its parts.
- Demonstrated the significance of perception.
 - Gestalt psychologists emphasized that organisms perceive entire patterns or configurations, not merely individual components.
- 11) Eclectic Philosophy: Fusion of knowledge from all sources. Combines all good ideas and principles from various philosophies.

* Enculturation:

The process why the young generation learns the traditional ways of society is called enculturation. The process through which a person or group from one culture comes to adopt the practices and values of another culture, while still retaining their own distinct culture.

* BASIC TEACHING MODELS:

1) Pedagogy model:

- Instructor-centred teaching or 'pedagogical approach'.
- Pedagogy is the art and science of teaching.

- Learner is dependent upon the instructor.
- Teacher assumes full responsibility for what is taught and how it is learned.

2) ANDRAGOGICAL MODEL:

- Learner is mostly self-directed and is responsible for his or her own learning.
- Self-evaluation
- Andragogical approach - Adult learning.

* Effective Teaching Practices

1) Maxims of Teaching -

- A maxim is a ground rule or fundamental principle that has evolved over a period of time.
- Guide for future action or behaviour.

1) From simple to complex - Starting with simple ideas and eventually moving on to complex concepts.

2) From known to unknown - Linking new knowledge with the existing one.

3) From seen to unseen - Imparting knowledge among the students for future experience.

4) From concrete to abstract - Teach about the concrete things first which can be seen and felt to abstract ideas, and emotions.

5) From particular to general - Giving particular examples and moving on to generalisation.

6) From whole to part :- Teacher uses this maxim where the whole idea is presented first and then proceeds to its parts.

- 7) From indefinite to definite :- The teacher helps the students to transform their knowledge from indefinite to definite one.
- 8) From psychological to logical :- As the learners grow, enhancing logical sense is prioritised.
- 9) From analysis to Synthesis :-
Analysis involves dividing the problem into small parts, and synthesis involves bringing those parts together after understanding it and bring the whole idea together.

II) OBJECTIVES OF TEACHING :-

- 1) Bloom's Classification of Teaching and Instructional Objectives :-
 - (i) Cognitive domain - Development of intellectual capacity
 - (ii) Affective domain - Deals with attitude, motivation, willingness to participate, valuing what is being learned and ultimately incorporating the values of discipline into a way of life.
 - (iii) Psychomotor domain - Acquisition of technical skills
- Learning takes place through three different channels cognitive, affective and psychomotor domain, it takes place as one process.

2) Gagne and Briggs Classification of Teaching and Instructional Objectives :-

Here, the learning outcomes fall under one of the following categories -

- (i) Intellectual skills - Concept learning, rule learning & problem solving
- (ii) Cognitive strategies - Techniques for one's own learning, remembering & thinking skills.
- (iii) Verbal information - knowledge acquired.
- (iv) Motor Skills - motions carried out when the brain,

nervous system and muscles work together.
 (v) Attitudes - Internal state of an individual.

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TEACHING METHODS

Teacher-Centered	Pupil-Centered (inside the class)	Pupil-Centered [Socialized classroom Techniques]	Use of Instructional Tech
• Lecture • Demonstration • Biographical • Historical • Team-teaching	• Laboratory • Heuristic • Project • Assignment • Discussion	• Seminar • Symposium • Workshop • Panel Discussion	• Programmed Instruction • CIA * • Personalised Instruction

CIA - Curriculum-Instruction Assessment

Teacher-Centered	Mixed	Student-centered
<u>Large group method</u>	<u>Small group method</u>	<u>Individualized method</u>
• Lectures • Team teaching • Video presentation	• Group Discussion • Seminar • Panel Discussion • Brainstorming • Project method • Tutorials • Case Study • Role play • Simulation • Demonstration	• Tutorials • Assignments • Project work • Case Study • Programmed Instruction • Computer assisted learning (CAL) • Interactive video • Open Learning • Heuristic method.

* Main steps in Learning Process:

- 1) Reception - Gaining attention
- 2) Expectancy - What the learners are expected to perform
- 3) Retrieval to working memory - Recall of prior knowledge, remembering information stored in long-term memory.
- 4) Selective perception - tend to "see things" based on their particular frame of reference.
- 5) Semantic encoding - Learning guidance
- 6) Responding - Asking learners to perform
- 7) Reinforcement - Providing feedback
- 8) Retrieval and Reinforcement - Changes based on the feedback.
- 9) Generalization - More practise and practical knowledge to increase retention.

* TYPES OF LEARNERS:

- 1) On the basis of personal and social attributes:
Age, motivation, maturity level, expectations, special talents, ability to work etc.
- 2) Field independent vs Field dependent
rely less on teacher Work in teams, interpersonal relationships
- 3) Reflectivity and Impulsivity:
- Learners who are slow in response and tend to make fewer mistakes are called reflective.
- Reflective learner spends more time collecting data and analyzing before offering a response.

* The speed with which the respondents make a response to the task and the no. of errors they make is termed as Conceptual tempo.

4. Class-room based learning styles:

- (i) Visual learners - (Sight)
- (ii) Auditory learners - (Sound)
- (ii) Motor learners - (Action)

5. Learner characteristics on the basis of listening skills:

- (i) Active listening : [Listening with a purpose]
- (ii) Empathic listening : [trying to understand the speaker]
- (iii) Evaluative or critical listening :
Speaker's accuracy, meaningfulness & utility is evaluated.
- (iv) Appreciative listening : Listening for enjoyment, leisure.

6. Learner characteristics on the basis of thinking skills:

- (i) Reflective thinkers : taking in new information and examining it while learning.
- (ii) Creative thinkers : Like to play with new information
- (iii) Practical thinkers : Look for factual information
- (iv) Conceptual thinkers : Imagining, modeling and evaluating new and old information.

* 3 Viewpoints of Teaching:

1) Authoritarian — Pedagogy — School Level

- Acc. to this viewpoint -
- Activity of memory level only
- Does not develop thoughts & attitudes
- Thoughtless teaching
- Rote learning

2) Democratic — Andagogy

- Understanding level
- Understanding concepts
- Thoughtful teaching
- Interactive process
- Students can ask questions

3) Laissez-free Attitude — Heutagogy

- Reflective level teaching
- Self-determined learning
- Highly thoughtful activity
- Produces Insights.

* Functions of Teaching Variables:

1) Diagnostic Function-

- Independent variable, more active
- Analysis of teaching problems
- Task analysis.

2) Prescriptive Function-

- Judgemental process between the teacher and students to decide the teaching strategies and tactics.
- Brings favorable changes in one's behaviour.

3) Evaluation Function-

- Realization & analysis of the objectives of teaching.
- Measures the effectiveness of prescriptive functions.

* Variables of Teaching:-

Teacher - Independent Variable

Student - Dependent Variable

Content of teaching, methods & techniques, tactics
— Intervening Variables.

A Variable that affects the relationship between an independent and dependent variable.

* Six Branches of Philosophy

- Epistemology — Knowledge
- Logic — Reasoning
- Metaphysics — Fundamental well-being
- Ethics — Morality
- Aesthetics — Beauty, art
- Political philosophy — Justice, rights

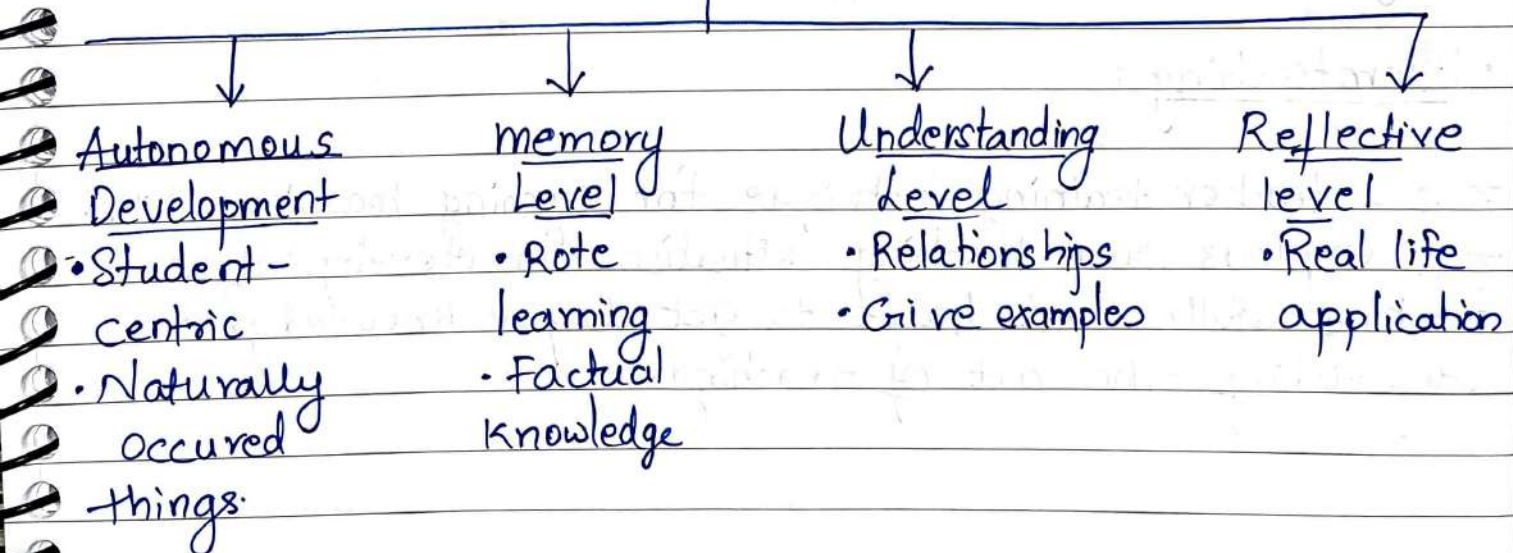
* Characteristics of Adult Learning:-

- 1) Autonomous and self-directed
- 2) Goal oriented
- 3) Practical
- 4) Self-motivated
- 5) Self-actualization

* Levels of Teaching

Given by Morris L. Bigge.

Teaching-Learning Continuum



- * Learning means activities and experiences
 - Relatively permanent change in individual behaviour as a result of experience or practise.
 - Active learning methods:
Discussions, practice session, structured exercise, team-projects
 - Learner-centred

- Instruction:
 - Delivery of content by teacher
 - Does not involve an interaction between teacher and learner but facilitates achievement of teaching objectives - one-way flow of information
 - Instruction is a part of teaching
 - Passive learners.

- Indoctrination:
 - It means belief system
 - The beliefs and ideas are impressed upon others and can be included in teaching.
 - Teaching can be done without indoctrination but no indoctrination is possible without teaching.
 - Highest order of teaching.

- Microteaching:
 - Is a teacher training technique for learning teaching skills.
 - It employs real teaching situation for developing teaching skills and helps to get deeper knowledge regarding the art of teaching.

• Syllabus:-

- Outline of summary of topics to be covered in education or training course.
- Descriptive in nature.
- Syllabus is either set by exam board or prepared by professor who is the supervisor.

• Curriculum:

- Defined as the totality of student experiences that occur in the educational process.
- Sum total of all experiences that the student undergoes in school including co-curricular activities & other types of academic exposure.
- Syllabus is a part of Curriculum.

* 4 stages of Cognitive Development:

- Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development.

1) Sensory period (0-2) years -

- The infant knows the world through their movements and sensations.
- Children learn about the world through basic actions such as sucking, grasping, looking and listening.

2) Pre-operational period (2-7 years) -

- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.

3) Concrete Operation Period (7-11 years) -

- During this stage, children begin to think logically about concrete events.

4) Formal Operation Period (11-15 years) -

- At this stage, the adolescent or young adult begins to think abstractly and reason the hypothetical problems.
- Abstract thoughts emerge (Imagination)
- Begin to use deductive logic, or reasoning from a general principle to specific information.

* Assessment Types:-1) Formative Assessment :

- Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.
- No marks given, informal in nature.

2) Summative Assessment :

- Semester exams, periodical tests, final exams.

3) Norm-referenced test :

- Compares learners
- Clearly defined group.

4) Criterion-referenced test :

- Tests measure the performance of test takers against the criteria covered in the curriculum.
- Large number of items measuring each specific task.

5) Dynamic Assessment :

- Unfamiliar topic or field
- 'Test-teach-retest' model.

6) Synoptic Assessment:

- encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic.

7) Ipsative assessment:

- Self-study
- Focus on individual development.

8) Continuous and comprehensive evaluation [CCE]

- formative + summative

9) Choice Based Credit System [CBCS]

- Choose courses from the prescribed courses comprising core, elective/minor or skill based courses.

10) Progress or Achievement Tests:

- Measures the students improvement in relation to their syllabus.

11) Prognostic Assessment :

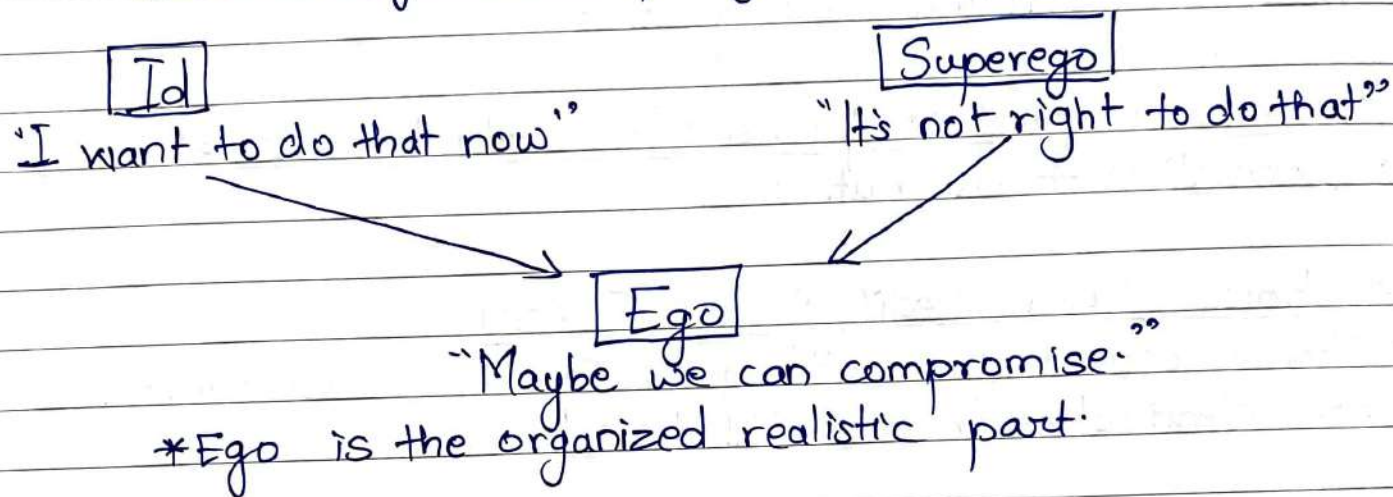
- Prognosis - positive
 - Diagnosis - negative
- [means of estimation and prediction of the future career]

* Dale's Cone of Experience :

- A model that incorporates several theories related to instructional design and learning processes.
- Learners retain more information by what they 'do' as opposed to what is 'heard', 'read' or 'observed'.
- Today, this 'learning by doing' has become known as 'experiential learning' or 'action learning'.

* Sigmund Freud - 'Psychoanalytic theory' also known as 'Structural theory' or 'psychosexual theory'

• The Psychoanalytic theory of personality development argued that personality is formed through conflicts among three fundamental structures of the human mind:
the id, ego and superego



* Mind-mapping -

• Mind-mapping as a method of teaching was developed by Tony Buzan in 1960.

• A 'mind-map' is a diagram for representing tasks, words, concepts or items linked to and arranged around a central concept or subject.

* Scholastic Assessment -

• Refers to the assessment of cognitive abilities of learners in various academic activities, which are associated with various subjects. Continuous and comprehensive evaluation (CCCE) is one such example.

* Concept-mapping -

• Graphical tools that visually represents relationships between concepts and ideas depicted with tree structure. Joseph D. Novak, pioneered the concept mapping technique.

* Massive Open Online Courses (MOOCs)

- Online course aimed at unlimited participation and open access via the web.
- Provides interactive courses with user forums or social media discussions to support community interactions among students, professors etc.

→ SWAYAM

[Study Webs of Active-Learning for Young Aspiring Minds]

- SWAYAM MOOCs platform is World's Largest Online Free E-learning platform Portal designed to achieve the three cardinal principles of Education Policy i.e. Access, Equity and Quality
- It covers School/Vocational, Under-Graduate, Post-Graduate Engineering and other professional Courses.
- Tagline - शिक्षित भारत उन्नत भारत
- Why SWAYAM → High Quality Learning Experience
- 4 Quadrant Approach -
 - Quad 1 → E-tutorial → Video Lectures
 - Quad 2 → E-Content → Content that can be downloaded, printed.
 - Quad 3 → Web Resources → Self-assessment / quiz, forums
 - Quad 4 → Self-Assessment → MCQ's, FAQ's
- SWAYAM was launched by MHRD (now Ministry of Education), Govt. of India under Digital India to give free access to high quality courses and study material
- Launched in July 2017.

* SWAYAM Prabha

- Group of 32 DTH Channels devoted to telecasting of high quality educational programmes on 24x7 basis using the GSAT-15 satellite.
- The channels are uplinked from BISAG, Gandhinagar.
- The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS.
- The INFLIBNET Centre maintains the web portal.

It covers :

- Higher Education
- School Education (9-12 levels)
- Curriculum-based courses
- Courses for competitive exams.

NPTEL - National Programme on Technology Enhanced Learning

UGC - University Grants Commission

CEC - Consortium for Educational Communication

NIOS - National Institute of Open Schooling.

IGNOU - Indira Gandhi National Open University

NCERT - National Council of Educational Research & Training

INFLIBNET - Information and Library Network.

BISAG - Bhaskaracharya National Institute for Space Applications and Geo-Informatics.

* Different Levels of Teaching:

1) Memory Level of Teaching (MLT)

- Given by John F. Herbart
- Initial Stage
- (Stimulus-Response) (S-R) process
- Enables the learner to retain the material and able to reproduce the learnt material.

- Oral, written and essay-type communication.

2) Understanding Level of Teaching (ULT):

- Given by Morrison
- 'memory plus insight'
- focus on 'mastery of the subject'.
- Active Role for pupil and teacher
- Evaluation includes essay and objective type questions.

3) Reflective Level of Teaching (RLT)

- Hunt is the main proponent of RLT.
- Highest Level of Teaching
- Problem-solving centric approach
- Research is adopted
- Learners can solve problems by reasoning, logic and imagination.
- Essay-type test for Evaluation.

1. Facts & Information - Memory Level of Teaching.
2. Relationships - Understanding Level of Teaching.
3. Maximum performance tests are designed to assess the upper limits of examinee's knowledge and abilities.
Typical Response tests are designed to measure the behaviour and characteristics of examinees.
4.

<u>Learner's Characteristics</u>	<u>Description</u>
Academic Characteristics	Learner selects different themes in his/her course when needed.
Social Characteristics	Learners work as a team member of the peer.
Emotional Characteristics	Learner starts respecting the individual differences.
Cognitive Characteristics	Learner encodes and decodes relevant messages correctly.
5. Montessori and Froebel gave the maxim of senses.
6. Dalton's system is based on self-study.
7. Learning by Doing - John Dewey
8. Theory of Multiple Intelligences - Dr. Howard Gardner.
9. The learner gets an opportunity to discriminate at length at length between positive and negative exemplars of concepts
Understanding level
[examples are used in understanding level]

10) Analysis and Synthesis - Reflective level teaching

11) Hallmark of Reflective level teaching -

- Clear, organized and well structured content

12) Binet - Binet Simon Test - Practical IQ Test

Sequin - Sequin Board - Board for mentally defectiveness
using 10 different sizes and shapes.

Esquirol - French Psychiatrist

Mental Maladies: A Treatise on Insanity

13) Classroom Assessment Techniques (CAT) are typically non-graded, anonymous in-class activities that are embedded in the regular work of the class.

14) Factors affecting learning:

• Prior knowledge of learners

• Motivation level of learner to learn more and more.

15) Field-independent learners

- Unstructured
- Independent
- Competition
- Open-ended
- Explore facts

Field-dependent learners
[holistic/visual] learning

- Structured
- Dependent on Teacher
- Co-operative
- Close-ended
- Concept-clarity
- Personal experience

16) Teaching methods -

• Direct Teaching methods -

Learner-centred, and the teacher is involved and interested with learners directly.

• Indirect teaching methods-

Learner-centred, learner is more active than teacher.

eg: Projects - learners have to search information on their own.
Watching live lectures later.

17) Teaching strategies employed during indirect instruction-

- Emphasizing direct and indirect examples.
- Inquiry based question-answer session
- Promoting problem solving approach.

18) The composition skills and creativity in presentation of students can be most effectively evaluated by Essay type tests.

19) Teaching-learning activities in a constructivist approach-
Engage, Explore, Explain, Elaborate & Evaluate
- 5E method is a constructivist model of learning, it includes five stages.

Effectiveness of 4A's:

Activity, Analysis, Abstraction, Application

20) Social characteristic of a learner-

Ability to relate oneself with others.

21) The field of study which uses role playing, simulation and self-evaluation as strategies for adult learners is known as Andragogy.

22) 'Cone of Experience' related to teaching-learning was suggested by Edgar Dale.

23) Characteristics of Formative Evaluation-
Evaluation is conducted during teaching.

24) Non-cognitive characteristic of a learner-
Believing what is true

- Cognitive skills involve conscious intellectual effort, such as thinking, reasoning or remembering.
- Non-cognitive or 'soft skills' are related to motivation, integrity and interpersonal interaction.
- Soft-skills are associated with an individual's personality, temperament and attitude.

25) Elements of an evaluation plan-
- Purpose, Resources, Analysis.

26) Teaching methods contributing to effective learning-
• Simulation and role playing
• Participation in workshops & assignments.
• MOOCs and Heuristics.

27) Behaviour Modification Techniques Examples

1. Positive Reinforcement - The behaviour increases in frequency after the presentation of a stimulus.
2. Negative Reinforcement - The behaviour increases in frequency after the removal of the stimulus.
3. Punishment - Painful or aversive (causing strong dislike) stimulus is presented to stop the occurrence of behaviour.
4. Extinction - Withdrawal of a pleasant stimulus or application of an aversive stimulus to stop the behaviour.

- 28) Facts & information - Memory level
Relationships - Understanding level
- 29) Reflective level of teaching uses higher-level of cognitive abilities as specified in Bloom's taxonomy.
- 30) Focus of concern in Understanding level of teaching - Promotion of scope seeking of relationship among facts and ideas.
- 31) Scope for cognitive interchange requiring analysis & synthesis - Reflective level teaching.
- 32) Keywords -
Memory level - Retain, information, facts
Understanding level - Relationships
Reflective level - problem-solving, insights, cognitive
- 33) The classification of cognitive domain was presented by Benjamin S. Bloom
- 34) Analysis means Ability to break a problem into constituent parts.
- 35) The rules of presenting the contents to make them easy are called Maxims of Teaching.
- 36) Analytical-Synthetic method should be used by teachers.
- 37) Tagore - Child is more important than all kinds of books.
Vivekananda - Yoga as a method of education
Mahatma Gandhi - Harmonious development of personality.
Buddhism - The doctrine of Karma.

- 38) The main aim of classroom teaching is to develop an inquiring mind.
- 39) 'Mirambaka' - The school based on ideas of free progress education was advocated by Aurobindo.
- 40) Tyler's mode of curriculum - Purpose, educational experiences, effective organisation of experiences, verification of goals.
- 41) Integral education concept is propounded by Sri-Aurobindo.
(Integral education is an educational process through which students are provided a dynamic group learning environment - it develops not only cognitive mind but it develops physical, vital, spiritual, and psyche aspects of personality also).
- 42) Symposium is a type of Discussion method.
- 43) Armstrong was the main exponent of Heuristic method.
- 44) CAI stands for Computer-assisted Instruction.
- 45) The computer-based teaching model has been developed by Stolorow and Davis.
- 46) The heuristic approach is based on Spirit of Inquiry.
- 47) Epidiascope belongs to a projected instructional facility.
- 48) 'Individual differences' in learning process are given the least importance in Idealism.

49) Experimental learning activities adopted by a teacher in a cyclic order-

- Assimilation
- Accomodation
- Converging
- Diverging

50) Premack Principle-

→ Principle of Reinforcement which states that an opportunity ~~to~~ to engage in more probable behaviours (or activities) will reinforce less probable behaviour (or activities).

Eg: A child enjoys playing computer games (more probable) and avoids completing math problems (less probable), we might allow the child to play the computer game after completing 15 math problems.

→ Also known as 'grandma's rule.'

Thorndike Law:

→ Edward Thorndike developed a 'Law of effect' suggests that responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and vice versa.

Pavlov Experiment:

Pavlov found that objects or events could trigger a conditioned response.

51) Morphographs is associated with corrective spelling

52) Organized bodies of knowledge that we build up about particular objects, situations or phenomena are termed as Schemas or mental schemata.

- 53) The taking in of new information is termed as Assimilation.
- 54) An individual's awareness of his or her own memory processes and the ways in which storage and retrieval of info can be enhanced is termed as Meta memory.
- 55) Listening to a lecture is basically Evaluative listening.
- 56) Sigmund Freud is described as 'Father of Psychoanalysis'.
- 57) N.L. Gage is the main proponent of the cognitive theory of teaching.
- 58) Summative evaluation is carried out to determine at the end of course of study.
- 59) CHEER - Children Enrichment Education through Ratio.
- 60) National Literacy Mission was established in 1988.
- 61) K.G. system of education was constituted by Froebel.
- 62) The idea of Basic education was propounded by Mahatma Gandhi.
- 63) Learner characteristics associated with field independent learners -
- Focus on facts and principles
 - Prefers and likes to compete.
 - Can organize information by himself/herself.

- 64) Formative Evaluation - The intention of using it is to identify scope and potential for improvement.
- Summative Evaluation - Its intention is to judge learning standards.
- Criterion Referenced test - Standard indicative of mastery.
- Norm-Referenced test - Percentile rank and standard scores are used for reporting.
- 65) Learner-centered teaching methods of higher learning -
- Computer-aided instruction
 - Simulation and role-playing
- 66) The Phrase T-L model of teaching implies that -
- teaching and learning are integrally related acts.
- 67) Factors contributing to school learning termed as Social Competence -
- Motivation
 - Social skills
 - Family support.
- 68) In the cognitive domain of teaching-learning objectives following are categorized as a higher type of learning outcomes
- Analysis of conceptual elements.
 - Synthesis involving the creative organization of ideas.
 - Evaluation involving judgement using internal or external standards.
- 69) When communication meets the aims and objectives of classroom teaching, it becomes Functional.
- 70) In Reflective level of teaching there is optimum scope for cognitive interchange requiring analysis and synthesis.

- 71) Sequence of elements in linear model of communication - Encoder, Message, medium, Noise, Decoder.
- 72) Features of scientific method:
- Clearly defined variables and procedures.
 - Empirically verifiable hypothesis
 - Ability to rule out rival hypotheses.
- 73) Constructivist Theory of Vygotsky provides support for - active participation of learner in the learning process in an interactional setting with intrinsic motivation as the basis.
- 74) A model of teaching is a description of - Learning environment including teaching behaviour.
- 75) When reflective level teaching and learning are successful, students emerge with -
- An enlarged store of tested insights of a generalized character.
 - An enhanced ability to develop and solve problems on their own.
- 76) Teaching strategies which are learner-centered -
- Co-operative learning
 - Laboratory based projects
 - Pair-share discussions.
- 77) Support materials in learning use the procedures of programmed Instructional Technology based on Skinner and Crowder's principles.
- Branching programmes based material
 - Linear programmes based material

78) Correct hierarchical sequencing for following types of learning-

- Sign learning
- Discrimination learning
- Concept learning
- Rule learning
- Problem solving learning

79) Online platforms make teaching and learning a subtype of Alternative education.

80) Cognitive dissonance in classroom communication is the result of Chaotic conditions.

81) Sequence of cognitive behaviours in the taxonomy of educational objectives-

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis

82) In Gagne's hierarchy of learning which type of learning immediately precedes Rule learning?
- Concept learning.

83) Learning outcomes related to affective domain- RR/VOC
- Receiving, Responding, Valuing, Organization, Characterization

84) Advantages of Choice Based Credit System (CBCS)-

- Focuses on student-centric education
- Allows students to choose inter-disciplinary and intra-disciplinary courses.
- Makes education at par with global standards.

- Offers flexibility for students to undertake studies at different times & at different institutions.
- 85) Which teacher competency belongs to the domain of personality & attitude?
 - Locus of Control & self-efficacy.
- 86) Choice based credit system is indicative of innovations in evaluation system at present.
- 87) Non-conventional learning programmes:
 - Gerontology
 - Ethical hacking
 - Pet groomers
- 88) Capturing the imagination and initiative of the student is of crucial importance in case method of teaching.
- 89) Learner-centered teaching strategies:
 - Cybernetics
 - Practical tasks based project.
- 90) In Formative evaluation, evaluation occurs formally during instructions.
- 91) A good classroom talk should help develop summary sentences.
- 92) SWAYAM & mooc's belong to the category of learner-centered approaches.
- 93) Key behaviour to make a teacher effective -
 - engagement of students in the learning process.

- 94) Formative evaluation - Identifying scope for improvement.
Summative evaluation - Judging learning standards.
Norm-referenced testing - Comparing the students' performance with that of others.
Criterion-referenced testing - Indicating standards of mastery.

95) Autonomous development level - Affects and feelings

- Memory level - Recall of facts and information
Understanding level - Seeing of relationship among facts & their examples.
Reflective level - Problem raising and solving.

- 96) Performance tests in the context of research -
- Achievement tests
- Intelligence tests
- Aptitude tests.

97) Premack principle - David premack in 1965
Law of effect - Edward Thorndike

Operant Conditioning - Skinner, 1938

Classical Conditioning - Pavlov - S-R - Stimulus - Response

98) In Understanding level of teaching, the learner gets an opportunity to discriminate at length between positive and negative exemplars of concepts.

99) Teaching differs from training and conditioning in so far as it promotes Critical Thinking.

- | 100) <u>Behavioural teaching Competencies</u> | <u>Description</u> |
|---|--|
| A. <u>Instructing</u> | Using methods & activities by the teacher to promote learning. |
| B. <u>Communicating</u> | Transmitting thoughts and ideas verbally and non-verbally. |
| C. <u>Managing</u> | Optimizing on task and minimizing off task activities. |
| D. <u>Monitoring</u> | Watching groups, behaviours, pace and reaching quickly. |
- 101) Skinner reinforcement principle is the basis for the preparation of linear types of programmed instructional material.
- 102) Because of new media, learning is no longer an assembly of facts.
- 103) In memory level of teaching, the activities of structuring, guiding and closely supervising the students behaviour predominates.
- 104) Typical Response tests are designed to measure the behaviour and characteristics of examinees.
- 105) Process of performance appraisal-
- Establishing performance standards
 - Communicating the standards
 - measuring performance
 - Comparing the actual with standard performance
 - Discussing the appraisal
 - Taking corrective actions.

106. Types of Appraisal

A. Developmental

B. Managerial

C. Laissez-faire

D. Judgemental

Characteristics

Concerned with moral, ethical and professional values.

Concerned with doing & achieving

Concerned with the importance of self-development

Concerned with maintenance of social-control.

107. In the context of classroom teaching, the foundation on which a warm & nurturing relationship with learners can be built is called Teacher Effect.

108. Learning outcome based evaluation belongs to the category of being an innovative practise.

109. "Dialogic Teaching" means using talk most effectively for carrying out teaching & learning.

110. In memory level of teaching, lower level learning outcomes get focused.

111. The concept of proximal development, related to educational communication, was developed by Lev Vygotsky.

112. In formative assessment based evaluation the potential for increasing intrinsic motivation is optimum.

113. Values

1. Sacrifice

2. Sincerity

3. Self-Control

4. Altruism

Functions

Helping without selfish motives

Working in a stipulated time

Confinement of individual mind on action.

Showing love and affection

114. Sequence for ensuring teaching-learning activities in a constructivist approach —
- Engage, Explore, Explain, Evaluate & Extend.
115. Ability to relate oneself with others is a social characteristic of a learner.
116. The field of study which uses role playing, simulation, and self-evaluation as strategies for adult learners is known as Andragogy.
117. 'Cone of Experience' related to teaching-learning was suggested by Edgar Dale.
118. Cognitive skills involve conscious intellectual effort, such as thinking, reasoning or remembering.
119. 'Non-cognitive' or 'soft skills' are related to motivation, integrity and interpersonal interaction.
120. Elements of Evaluation Plan — Purpose, Resources & Analysis.
121. Instructions which encourage live participation & interaction through online classes are synchronous instructions.
122. Diagnostic evaluation focuses on the identification of deficiencies and difficulties of the learner.
123. Learning of concepts & abstractions is an example of higher order of cognitive learning outcome.
124. Audio-lingual teaching also enhance the skills like reading, listening and pronunciation.

125. Diagnostic Evaluation ascertains causes and remedies of persistent learning problems during instructions.

126. Howard Gardner developed the theory of 'Multiple Intelligence'.

127. <u>A</u>	<u>B</u>
• Lecture Method	Imparting large amount of knowledge
• Demonstration Method	Experience based learning
• Project Method	Students engage in different activities together and learn
• Collaborative method	Emphasizing the participative procedure of an act.

128. <u>People</u>	<u>Work.</u>
1. Binet	extensively used for intelligence and who's thinking were influenced.
2. Sequin	Board for mentally defectiveness using 10 different sizes and shapes to be inserted in the hole.
3. Esquiro	mental disability and insanity.

129. Reflective practise implies use of one's metacognition.

130. Inclusive education implies ensuring that no child is left behind in education.

131. Peer group interaction in a classroom helps in concept understanding.

132. As per the cognitive development theory of Jean Piaget adolescent students are in formal operational stage of development.

133. Learning objectives mean Intended learning outcomes.
134. A workshop is meant for Hands-on experience.
135. A shift in attitude in respondents between two points during data collection is called Regression effect.
136. The performance of a student is compared with another student in Norm-referenced testing.
137. Student-Centric Classroom is meant for addressing the individual difference.
138. Snowball sampling is the process of selecting a sample using Networks.
139. Sigmund Freud developed the psychoanalytic theory of personality development, which argued that personality is formed through conflicts among 3 fundamental structures of the human mind: the id, ego and superego.
140. John Dewey explained school as a social institution, and education as a philosophical process.
141. The goal of formative assessment is to: monitor student learning to provide ongoing feedback.
142. The field of study dealing with methods and principles used in adult education is Andragogy.
143. Fundamental principles of Rabindranath Tagore's educational philosophy:
- Naturalism, Humanism, Internationalism, Idealism.

144. Acc. to Bloom's traditional taxonomy, the highest level of learning in cognitive domain is evaluation.

145. Heuristic method of teaching was developed by H.E. Armstrong.

146. In project method learner's participation is made optimal and proactive.

147. CBCS provides an opportunity for students to choose courses from:

- Core Courses
- Elective Courses
- Ability enhancement courses

148: Instructional events for delivering the lesson to students in sequential order from the beginning to the end-

1. Gaining attention
2. Informing the learner of the objectives
3. Presenting the content
4. Eliciting desired behaviour
5. Providing feedback.

149: Compensatory Rivalry exists when the study group not receiving the experimental treatment (i.e., intervention) feels disadvantaged, disappointed, or left out and decides to obtain a similar intervention on its own.

150. In CBCS, Ability Enhancement Courses are of two kinds.

- Ability Enhancement compulsory courses
- Skill enhancement courses.

151. Choice Based Credit System is indicative of innovations in evaluation system at present.
152. When the test data tells us about a student level of proficiency in a defined area, the procedure of evaluation is called Criterion-referenced testing.
153. Learner characteristics associated with field dependent Cholistic/visual learning style-
- Relating concepts to personal experience
 - Preferring to cooperate rather than compete
 - Perceiving global aspects of concepts and materials.
154. The modality of teaching has to be differentiated from training or instructing in terms of Critical and Creative thinking.
155. Characteristics & requirements of teaching at the understanding level-
- Teaching becomes an activity to promote seeing of relationships among facts and information.
 - Teacher expects that students will be able to translate and interpret the meanings in their own words.
 - The teacher gives examples for what is being taught.
156. If a teacher considers his or her students ill-informed, teacher's behaviour is described as Pluralistic Ignorance.
- Pluralistic ignorance occurs when individual members of a group (such as school, a team, a workplace or a group of friends) believe that others in their group hold comparably more or less extreme attitudes, beliefs, or behaviours.

157. Capturing the imagination and initiative of the student is of crucial importance in case method of teaching.

• Case method is relevant to approaches to learning and development such as problem-based learning, used to improve both cognitive and communication skills.

158: Clarifying ideas to learners whose level of understanding may vary is the dominant practise in effective learning.

159: A good classroom talk should help develop summary sentences.

160: Factors affecting teaching related to positive learning environment in an institution-

- The scope for sharing and open discussions within the classroom and the institution as such.
- Frequent use of positive reinforcers.

161. Non-traditional teaching and learning strategies lay emphasis on-

- Students' need based resource materials and learning standards
- Developing skills, attitude and values
- Acquiring knowledge necessary to respond creatively.

162. The term 'open learning' represents approaches that focus on:

- Opening access to education and training provision
- Freeing learners from the constraints of time and place
- Offering flexible learning opportunities to individuals and groups of learners.

163. Erik Erikson's Stages of Psychosocial Development

Erikson's theory described the impact of social experience across the whole lifespan. Erikson was interested in how social interaction and relationships played a role in the development and growth of human beings.

Stages:

<u>Age</u>	<u>Conflict</u>
1. Infancy (birth to 18 months)	Trust vs Mistrust
2. Early childhood (2 to 3 years)	Autonomy vs Shame & Doubt
3. Preschool (3 to 5 years)	Initiative vs guilt
4. School Age (6 to 11 years)	Industry vs Inferiority
5. Adolescence (12 to 18 years)	Identity vs Role Confusion
6. Young Adulthood (19 to 40 years)	Intimacy vs Isolation
7. Middle Adulthood (40 to 65 years)	Generativity vs Stagnation
8. Maturity (65 to death)	Ego Integrity vs Despair

164. Direct instructional strategies sequence for learning mastery-

- Monitor and diagnose progress
- Present new content
- Practise
- Provide feedback
- Teach (Re-teach)

165. Howard Gardner's Theory of Multiple Intelligences:

- Gardner proposed that there are eight intelligences, where he suggested that all people have different kinds of "intelligences."
- 1) Visual-Spatial Intelligence [Visual & Spatial Judgement]
- 2) Linguistic-Verbal Intelligence [Words, language & writing]
- 3) Logical-Mathematical Intelligence
[Analyzing problems and mathematical operations]
- 4) Bodily-Kinesthetic Intelligence [Physical movement, motor control]
- 5) Musical Intelligence [Rhythm and music]
- 6) Interpersonal Intelligence [Understanding and relating to other people]
- 7) Intrapersonal Intelligence [Introspection & self-reflection]
- 8) Naturalistic Intelligence [Finding patterns and relationships to nature]

166. There is abundant scope for promoting concept learning during adolescence stage of development of learner.

167. Teacher-Education institutions belong to the Professional category.

168. Krathwohl's Taxonomy is a model that describes how individuals process and internalize learning objects on an affective or emotional level. The affective domain focuses on the attitudes, values, interests, and appreciation of learners.

It starts from lowest to the highest level.

1. Receiving
2. Responding

3> Valuing

4> Organizing

5> Characterization by Value or Value-Set

} (Highest level)

169. Constructivist Theory of Lev Vygotsky

- States that individuals are active participants in the creation of their own knowledge.
- He believed learning takes place primarily in social and cultural settings, rather than solely within the individual.
- It supports active participation of the learner in the learning process in an interactional setting.

170. Bloom's Taxonomy of Educational Objectives:

Bloom's taxonomy is a set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity.

- | | | |
|----------------|-------------|-------------------------------------|
| 1> Remember | [Knowledge] | [Recall facts and basic concepts] |
| 2> Understand | | [Explain ideas or concepts] |
| 3> Application | | [Use information in new situations] |
| 4> Analysis | | [Draw connections among ideas] |
| 5> Evaluation | | [Justify a stand or decision] |
| 6> Create | | [Produce new or original work] |

2021 Solutions:

- 1) One of the basic principles of progressive view of teaching is that education should be life itself rather than a preparation for living.
- Acc. to reconstructionist view of education - the new social order must be 'genuinely democratic.'
The Reconstructionism in Education Philosophy is the belief that education should be designed so that learners experience learning in an environment where they are treated like democratic participants i.e. teachers and managers are there to help and guide, not to control.
- 2) Both 'instruction' and 'training' are directed at lower order cognitive interchanges.
- 3) The key behaviour of an effective teacher is marked by Instructional Variety, Lesson clarity & Probing.
- 4) In Reflective level of teaching, promotion of critical thinking is the hall mark.
- 5)

Modes of Evaluation	Features
a) Formative Evaluation	Used primarily for motivational and monitoring purposes of learning
b) Summative Evaluation	Used primarily for gradation of progress made.
c) Criterion-referenced Evaluation	Compares the progress of a student against pre-specified standards
d) Norm-referenced Evaluation	Compares one student with another student.
- 6) Organization and characterization belong to the higher level of affective outcomes.

7) Cognitive field theory supports reflective level of teaching
 → how people gain an understanding of themselves and their environment using their cognitions (mind).

s) Levels of teaching and learning	Main feature
(a) Autonomous development level	Lays stress on the importance of students' feelings and minimizes the value of hard thinking
(b) Memory level	It is comparatively thoughtless
(c) Understanding level	It emphasizes on seeing of relationships between principles and solitary facts.
(d) Reflective level	It is problem-centered and requires on the part of learners more active participation, imagination and creativity.

(g) Teaching Methods	Examples
(a) Monologic Teaching methods	Team teaching and demonstration
(b) Dialogic Teaching	Case studies and Tutorials
(c) Action-based teaching	Simulation and role playing
(d) Self-study based teaching methods	Cybernetics and computer-aided instruction

10) Reflective level is also designated as 'exploratory understanding'.

11) Characteristics of 'Field-independent learner.'

- Focuses on details of curriculum materials
- Likes to compete
- Can organize information by himself or herself.

12) In which level of teaching 'Seeing of relationship' is promoted as an objective?

Ans: Understanding level

13) The central motivational goal as evident in personal success through demonstrating competence according to social standards takes form of a basic value called Achievement Value.

14) Hedonistic Value -

Hedonism states that all and only pleasure is intrinsically valuable and all and only pain is intrinsically not valuable.

15) Dialogic teaching methods.

means using talks most effectively for carrying out teaching and learning.

- Tutorials and case studies
- Group discussions and interactive presentations

16) Under the rubric oriental learning programmes in India the role of learner was considered active.

Rubrics are excellent tools to orient learning goals and to evaluate student work.

17) Probing refers to teacher statements that encourage students to elaborate an answer

18) Indirect teaching strategies -

- Concept building through examples and non-examples
- Problem based presentation with pair-share techniques.
- Encouraging students to use references from their own experiences.

19) Modalities of Teaching	Implementation
(A) Instruction	Active interchange of ideas between teacher and students
(B) Training	Disciplined drill conducted by teacher
(C) Conditioning	Associative presentation of ideas from teacher to students
(D) Indoctrination	One way imposition of ideas from the teacher to the students.

20) The dynamics of classroom interaction can be effectively managed through Interpreting perceived meanings.

21) As students mature, the study of social issues at the community, state, national and international levels can be made available to them. Which model is designed for this purpose?

Ans. Jurisprudential Inquiry
is learning to think about social policy.

22) Syntax of Group Investigations Model -

- 1) Students encounter puzzling situation
- 2) Students explore reactions to the situation
- 3) Students formulate study task and organise for study
- 4) Independent and Group study
- 5) Students analyse progress and process.

23) Piaget's Stages of Cognitive Development	Approximate age
A. Sensorimotor	0-2 years
B. Preoperational	Begins about the time the child starts talking to about 7 yrs old.
C. Concrete operational	Begins about the first grade to early adolescent, around 11 years old
D. Formal operational	Adolescent to adulthood

24) In norm-referenced testing of students, test data helps us to determine a student's place or rank.
In criterion-referenced testing, the test data tells us about a student's level of proficiency.

25) Helping behaviour of effective teaching	Description
(A) Using student ideas of contributions	Taking a student's response and repeating or applying it
(B) Structuring	Teacher comments for the purpose of organizing what is to come.
(C) Probing	Teacher statements to encourage students to elaborate on an answer.
(D) Teacher affect	Warm and nurturing relationship with learners.

26) Highest taxonomic categories in the cognitive, affective and psychomotor domains of learning –
– Evaluation, Characterization and Naturalization

27) Metacognition – mental process that assists learners to reflect on their thinking by internalizing, understanding and recalling the content to be learned.

28) Probing refers to teacher statements that encourage students to elaborate on an answer – either their own or another student's.

29) A learner centered approach provides best experience for learners.

30) Objective of reflective level teaching is:
To develop insight into the learners to solve problems.

31) A teacher should ensure that learning is shifted away from rote method and should connect knowledge to life outside school.

32) In student centered approach, a teacher encourages students to take increased responsibility.

33) Model of Teaching	Developer
A. Positive Interdependence	Roger Johnson
B. Structured Inquiry	Robert Slavin
C. Group investigation	John Dewey
D. Role playing	Fannie Shaftel

34) The theory of Zone of Proximal Development was proposed by Vygotsky.

35) Advance Organiser Model:-

In this model, advance organisers provide concepts and principles to students directly. This model is designed to strengthen students' cognitive structure.

Phases:

- 1) Presentation of advance organiser
 - 2) Presentation of learning task or material
 - 3) Strengthening cognitive organisation
- Teacher plays the role of organizer of subject matter and presents information through lectures, readings and providing tasks to the learner to integrate what has been learned.

36) Classical conditioning was discovered by Ivan Pavlov.

37) What percent of the children's brain development occurs prior to 6 years?

Ans. 85%.

38) Human ability per
Gardener's theory of
Multiple Intelligence

Skills

A. Linguistic

Ability to recognise plants and animals.

B. Logical-mathematical

Ability to handle long chains of reasoning

C. Musical

Ability to appreciate and produce rhythm, tone, pitch and timbre

D. Naturalist

Ability to recognise plants and animals.

39) Understanding individual differences helps a teacher in:

- Designing the course materials
- Planning a training programme
- Designing teaching strategies.

40) Non-formal learning environment-

- Takes place outside formal educational structure
- Intends to achieve pre-determined educational objectives

41) Acc. to the stages of cognitive development suggested by Piaget, the earliest period is called as: Sensorimotor.

42) Frames can be a casual factor in decoding educational information. The social background of the learners also influences their frames. In the social sciences, framing comprises a set of concepts and theoretical perspectives on how individuals, groups, and societies organize,

perceive, and communicate about reality.

43) Example of Active learning:

Students discuss, debate or brainstorm during class.

44) The sequence of elements in a classroom speech is

Introduction → Description → Conclusion → Feedback → Clarification

45) Learner-centric teaching methods examples:

Active learning, co-operative learning, Inductive teaching and learning.

46) Personality

(A) Rabindranath Tagore

(B) S. Chandrashekhara

(C) Manjul Bhargava

(d) Amartya Sen

Domain

Literature

Physics

Mathematics

Economics

47) Model of Teaching

(A) Positive Interdependence

(B) Structured Inquiry

(C) Role playing

(D) Jurisprudential Inquiry

Developer

Darold Johnson

Robert Slavin

Fannie Shafte

Donal Oliver and James shaver

48) Factors Influencing

(A) Psychological

(B) Socio-Cultural

(C) Institution

(D) Teaching-learning

Learning Illustration

Intelligence

Family

Faculty relationship

Methods of teaching

49) The type of evaluation which gives feedback to students as well as teachers is

Formative evaluation

- 50) The level of teaching which demands the use of higher order thinking skills is : Reflective level teaching
- 51) Achievement and aptitude tests are designed to assess the upper limits of examinees' knowledge and abilities.
- 52) Objective personality tests and projective personality tests are designed to measure the typical behaviour and characteristics of examinees.
- 53) In Memory level of teaching, the main focus is laid on capturing and systematic presentation of ideas and information.
- 54) Rubrics rating scale is that which expresses criteria on some point-scale to determine the quality of the performance of a student.
- 55) In a classroom, transforming verbal and non-verbal signs back into message is known as Decoding.
- | 56) Methods of Teaching | Methods of teaching Techniques for increasing effectiveness |
|---------------------------------------|---|
| (A) Face to face interactive method | modular instructional material |
| (B) Open and distance learning method | Reflective questions coupled with discussion |
| (C) Individualized method of teaching | Programmed instructional packages |
| (d) Online methods of teaching | using SWAYAM and MOOCs |

57) Behaviour theory approach involves continuous inquiry. It is a theory of learning which states all behaviours are learned through interaction with the environment through a process called conditioning.

58) Erikson's Stages of Psychological Development	Relevant Illustrations
A. Basic trust versus basic mistrust	Feeding
B. Industry versus inferiority	School
C. Intimacy versus isolation	Love relationships
D. Generativity versus stagnation	Parenting / monitoring

Erikson's theory described the impact of social experience across the whole lifespan. Each stage of this theory builds on the preceding stages and paves the way for next stage.

59) Personal competencies determine how we manage ourselves and social competencies determine how we handle relationships.

60) According to Robbins et al. - the sequence of communication function is
Control → Motivation → Emotional expression → Information

61) Characteristics of an adolescent:

- Increasing independence from adult control
- Rapid physiological changes
- Increased focus on activities with peer groups

62) Most influential factors of learning -
Motivation, Aptitude and Interest.

63) List I

List II

A. Theory of Moral Development	Lawrence Kohlberg
B. Theory of Fluid Intelligence	Raymond Cattell
C. Theory of Crystallized Intelligence	John Horn
D. Moratorium	Erik Erikson

64) Key behaviours contributing to effective teaching

Features

(A) Lesson clarity

Direct, audible oral delivery to all students.

(B) Instructional Variety

Teachers flexibility of the delivery during the presentation of a lesson.

(C) Engagement in learning process

The amount of time students devote in learning of the classroom.

(D) Student Success rate

Frequency with which students understand and correctly complete exercises.

65) CBCS is adopted out of the need for flexibility in the education system so that students, depending upon their interests and aims, can choose interdisciplinary, intra-disciplinary and skill-based courses.

66) Acc. to the theory of multiple intelligences, the ability to perceive the visual and spatial world accurately pertains to which human ability?
Ans: Spatial

67) The disability characterized by significant limitations in both intellectual functioning and adaptive behaviour as expressed in conceptual, social and practical adaptive skills is known as

- Intellectual disability
- Cognitive Impairment
- General learning disability.

68) Correct sequence for direct instructional sequence for learning mastery.

- A. Monitor and diagnose progress
- B. Present new content
- C. Practise
- D. Provide feedback
- E. Teach/re-teach

69) CBCS provides an opportunity for students to choose courses from:

- Core courses
- Elective courses
- Ability enhancement courses.

70) In CBCS, Ability Enhancement Courses are of two kinds. They are -

- Ability Enhancement Compulsory Courses
- Skill Enhancement Courses

71) The term 'open learning' represent approaches that focus on -

- Opening access to education and training provision
- Freeing learners from the constraints of time and place.
- Offering flexible learning opportunities to individuals

and groups of learners.

72) Ericson's Psycho-social development	Stage
A. Intimacy vs. Isolation	During the 20s
B. Ego integrity vs Despair	Normally after retirement
C. Generativity vs Stagnation	Much of adulthood
D. Identity vs Confusion	During adolescence

73) Concept mapping - Type of graphic organiser or mind tool used for knowledge organisation that can help learners interpret, represent, and organise information by making a graphic in cooperation with others.

74) Personal Competence:

Set of skills to include self-awareness, self-management, motivation, self-regulation

75) According to Piaget, the ability to solve conservation problems depends on having an understanding of three basic aspects of reasoning: identity, compensation, and reversibility.

76) Denotative messages have more or less same meaning for the audience.

77) In a learner-centric approach, a teacher should facilitate student learning.

78) Learning Strategy	Action Taken
A. Planning and focusing attention	Setting goal and timetables
B. Organising and Remembering	Using mnemonics, imagery
C. Comprehension	Creating example
D. Cognitive monitoring	Self-questioning and self-testing

79) Entity theory

- According to this theory, intelligence is a personal quality that is fixed and cannot be changed.
- Entity theorists tend to explain failure in terms of a lack of an ability.

Incremental theory:

- According to this theory, intelligence is not fixed and can be improved through enough effort.
- Incremental theorists tend to explain failure in terms of lack of effort.

80) List I

Behavioral model

- A. Mastery learning
- B. Direct Instruction
- C. Simulation
- D. Social learning

List II.

Developer

- Benjamin Bloom
- Tom Good
- Carl Smith
- Albert Bandura

- 81) Hierarchical order for objectives for cognitive domain on the basis of the complexity of the task.

knowledge → Application → Analysis → Synthesis → Evaluation

- | 82) Information Processing Model | Developer |
|----------------------------------|------------------|
| A. Inductive Thinking | Hilda Taba |
| B. Mnemonics | Michael Pressley |
| C. Advance Organisers | David Ausubel |
| D. Synetics | Bill Gordon |
- 83) Authoritarian parenting is the one in which parents strict and controlling (low warmth, high control)
- 84) Formative Assessment provides feedback, that is non evaluative, occurs before or during instruction, and guides teachers in planning and improving instruction.
- 85) Types of cognitive load that make demands during learning -
- Intrinsic : Inherent difficulty of the subject matter.
 - Germane : memory devoted to integrating new information
 - Extraneous : Portion of memory that is taken up by processes not related to learning at all.
- 86) The brain continues to develop throughout childhood and adolescence.
The logical and goal-directed actions begin in the sensorimotor period.
- 87) When a teacher presents the most general ideas of the discipline first, followed by a gradual increase in detail and specificity, it is known as Progressive differentiation
- 88) The theory of meaningful verbal learning deals with how knowledge (curriculum content) is organised.
How the mind works to process new information (learning).

8) How teachers can apply ideas about curriculum and learning when they present new material to students (Instruction)

8a) The advance organiser model is designed to strengthen students' cognitive structures - their knowledge of a particular subject at any given time and how well organised, clear and stable that knowledge is.

• Advance organizers is designed to provide students with a cognitive structure for comprehending material presented through lectures, readings and other media.

90) Steps involved in developing a performance test are -

- 1) Conduct a job (task) analysis to determine what abilities are to be tested.

- 2) Develop an observation/rating form

- 3) Develop some type of task-sampling plan.

- 4) Develop an administration format

- 5) Try out the test items before developing a final form.

91) David Ausubel proposed theory of meaningful verbal learning.

92) The variability or flexibility of delivery during the presentation of a lesson by a teacher is called as Instructional Variety.

93) Ministry of Education, Govt. of India, SWAYAM platform for offering moocs has 4 quadrants.

94) Cognitive domain for behavioural objectives comprises of Evaluation, Comprehension and Knowledge.

ERIKSON'S PSYCHOSOCIAL STAGES

STAGES	CRISIS	FAVORABLE OUTCOME	UNFAVORABLE OUTCOME
(Childhood)			
0-1 years	Trust vs. Mistrust	Faith in the environment and future events	Suspicion, fear of future events
1-3 years	Autonomy vs Shame/doubt	A sense of self-control and adequacy	Feelings of shame and self-doubt
3-6 years	Initiative vs. Guilt.	Ability to be a 'self-starter'	A sense of guilt and inadequacy
6-11 years	Industry vs. Inferiority	Ability to learn how things work	A sense of inferiority at understanding
(Transition years)			
12-18 years (Adolescence)	Identity vs. Confusion	Seeing oneself as a unique person	Confusion over who & what one really is
[Adulthood]			
Early Adulthood (19-29 years)	Intimacy vs. Isolation	Ability to make commitments	Inability to form affectionate relationship
30-64 years (middle age)	Generativity vs. Self-absorption	Concern for family and society in general	Concern only for self
65+ years (Aging years)	Integrity vs. despair	A sense of integrity and fulfillment	Dissatisfaction with life.

Teaching Aptitude

1. The concept of proximal development, related to educational communication, was developed by Lev Vygotsky.
2. In Formative assessment based evaluation the potential for increasing intrinsic motivation is optimum.
3. Summative assessment is conducted periodically with an eye on standards.
4.

Ontology	—	Realism
Epistemology	—	Positivism
Methodology	—	Ideographic
Method	—	Survey
5. Instructions which encourage live participation and interaction through online classes are called Synchronous Instructions.
6. Diagnostic evaluation focuses on the identification of deficiencies and difficulties of the learner.
7. Howard Gardner developed the theory of 'Multiple Intelligence'.
8. Cognitive dissonance in classroom communication is the result of Chaotic Conditions.
9. Hallmark of Reflective teaching — clear, organized & well structured content.

@ugcnet_notes

10. In Gagne's hierarchy of learning Concept learning immediately precedes Rule learning.
11. Focus of concern in Understanding level teaching - Promotion of scope for seeking of relationship among facts and ideas.
- 12) Helping individuals and social groups acquire social values, contributes to development of Environmental attitude.
- 13) Advantages of Choice Based Credit System (CBCS) for higher education institutions -
 1. Focus on student-centric education.
 2. Allows students to choose inter-disciplinary and intra-disciplinary courses.
 3. makes education at par with global standards.
 4. Offers flexibility for students to undertake studies at different times and at different institutions.

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- 14) The goal of teaching as compared to training is to provide opportunity of sharing and caring leading to critical and creative reflection.
- 15) - A Normative Statement expresses a value judgement about whether a situation is desirable or undesirable. It looks at the world as it "should be."
- Value Judgement - An assessment of something as good or bad in terms of one's standards or priorities.

- Moral Judgement : Process by which one defines what is wrong, good, bad, ethical vs unethical
- Factual Statement - Something that is factual is concerned with facts or contains facts, it means a provable statement.
- @ugcnet_notes

- | 16. | <u>Study Skills</u> | <u>Learning Techniques</u> |
|-----|---------------------------|---|
| (a) | Elaborative interrogation | Answering why a fact is true |
| (b) | Practice testing | Testing yourself on the material you are trying to learn. |
| (c) | Self-explanation | Explaining what a section of text or an example problem means to you. |
| (d) | Interleaved practice | Mixing different kinds of problems together when studying. |
17. Diagnostic evaluation focuses on the identification of deficiencies and difficulties of the learner.
18. Audio-lingual teaching aids enhance the skills like reading, listening and pronunciation.
19. Effectiveness of teaching has to be judged in terms of Learning outcomes of students.
20. Internal and external factors that affect message reception by the students in the classroom are referred to as noise.

- 21) Using the central point of the classroom communication as the beginning of a dynamic pattern of ideas is referred to as Mind mapping.
- 22) Attitudes, actions and appearances in the context of classroom communication are considered as Non-verbal.
- 23) Most often, the teacher-student communication is Utilitarian.
- 24) Achievement tests are commonly used for the purpose of Assessing the amount of learning after teaching. @ugcnet-notes
- 25) Attitude of the teacher that affects teaching pertains to Affective domain.
- 26) "Education is the manifestation of perfection already in man" were stated by Swami Vivekananda.
- 27) Evaluation is said to be formative when the intention is to identify scope and potential for improvement of teaching-learning system. The form of such evaluation is informal and has to take place during teaching.
- 28) Programmed instructional material uses active responding and immediate feedback as important principles of learning. Skinner reinforcement principle is the basis for the preparation of linear types of programmed instructional material.

29) Choice Based Credit System (CBCS)

→ CBCS is an educational model that offers students to opt for courses & subjects of their choice – core, elective courses, open or global electives & skill-based courses.

Outline of CBCS:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement as a Core course. @ugcnet-notes

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the subject of study.

2.1 Discipline Specific Elective (DSE) Course:

Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

2.2. Dissertation / Project :

An elective course designed to acquire special/advanced knowledge, such as supplement study/Support study to a project work.

2.3. Generic Elective (GE) Course:

An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective

3. Ability Enhancement Courses (AEC):

AEC are of two kinds:

(i) Ability Enhancement Compulsory Courses (AECC):

These courses based upon the content that leads to knowledge enhancement:

- 1) Environmental Science and
- 2) English / MIL Communication.

These are mandatory for all disciplines.

(ii) Skill Enhancement Courses (SEC):

These courses may be chosen from a pool of courses and are skill-based and are aimed at providing hands-on training, skills etc.

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Key Points:

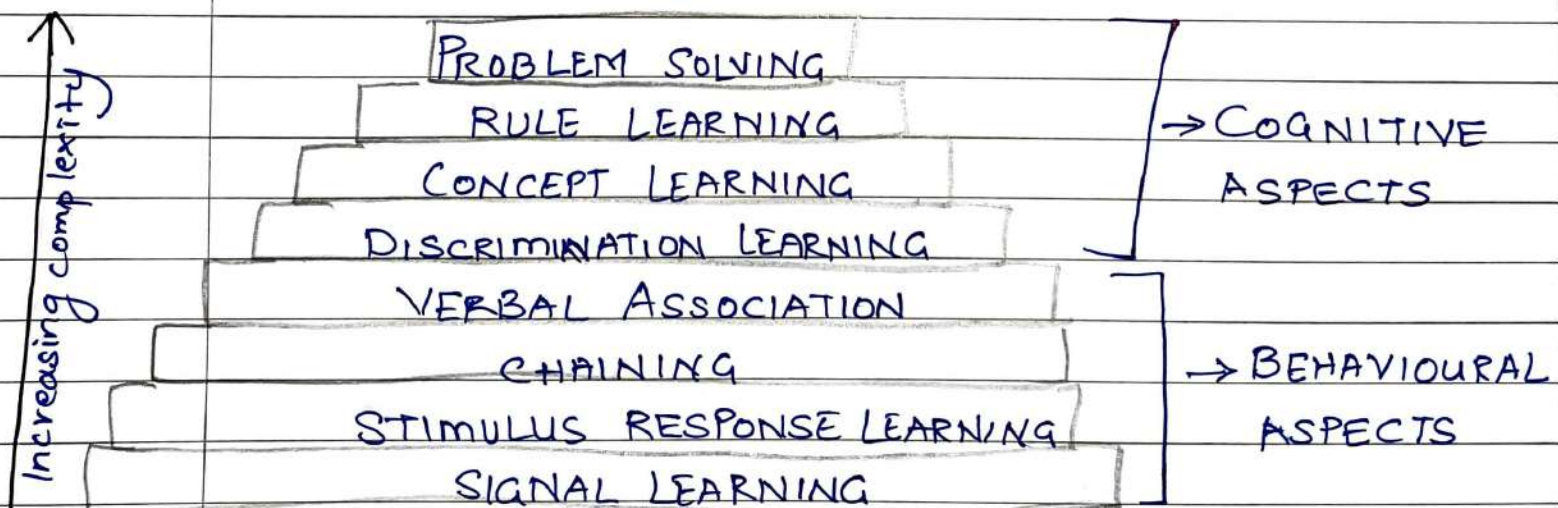
- 1) The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system.
- 2) This will benefit the students to move across institutions within India to begin with and across countries.
- 3) Credits earned at one institution can be transferred.
- 4) Cumulative Grade Point Average (CGPA):

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

- 5) Semester Grade Point Average (SGPA):
 - It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.
- 6) The shift in focus from the teacher-centric to student-centric education. @ugcnet_notes
- 7) It adopts Credit and Grading System of Evaluation. UAC has recommended a 10 point Grading System.
- 8) The uniform grading system will help the potential employers to assess the performance of the candidates.
- 9) CBCS will make education broad-based and at par with global standards.
- 10) Enhanced learning opportunities.

Gagne's Hierarchy of Learning

- ⇒ In 1956, the American educational psychologist Robert M. Gagné proposed a system of classifying different types of learning in terms of the degree of complexity of the mental processes involved.
- ⇒ He identified eight basic types. [@ugcnet-notes]
- ⇒ According to Gagné, the higher orders of learning in this hierarchy build upon the lower levels, requiring progressively greater amounts of previous learning for their success.
- ⇒ The lowest four orders tend to focus on the more behavioural aspects of learning, while the highest four focus on the more cognitive aspects.



- ⇒ Here, he distinguishes eight types of learning, beginning with the simple forms and ending with the complex.

Unit I - Teaching Aptitude

1. The computer-based teaching model has been developed by Stolorow and Davis
2. The heuristic approach is based on Spirit of Inquiry
3. Morphographs is associated with Corrective Spelling
4. National Literacy Mission was established in 1988.
5. K.G. System of education was constituted by Froebel
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6. Premack Principle -
→ Principle of reinforcement which states that an opportunity to engage in more probable behaviours (or activities) will reinforce less probable behaviour (or activities). In this study, highly preferred activities were effective as reinforcers for less preferred behaviours. The theory is named after Psychologist David Premack.
7. Sigmund Freud is described as 'Father of Psychoanalysis'
8. The taking in of new information is known as Assimilation
9. Summative Evaluation is carried out to determine performance at the end of the study.