

APPENDICES

Appendix-I

TEACHING APTITUDE TEST

Dear friends,

This is a test of teaching aptitude that can measure your aptitude in teaching. Indicate your response by encircling the right answer. Your responses will be kept confidential and it will be used only for research purpose.

1. In order to develop self confidence in shy students you as a teacher would
 - A. provide them an opportunity to tell something they know
 - B. force them to speak
 - C. scold them if they fail to speak
 - D. make no specific effort for it
2. If a student fails to answer a question in your class, you would
 - A. ask the other student to answer
 - B. ask him a simpler related question
 - C. punish him
 - D. ask him to sit down
3. In order to save yourself from tensions involved in your job, as a teacher you will not
 - A. care for any authority
 - B. think your job as a burden
 - C. devote much time in the preparation of your lessons
 - D. think about school work after school hours
4. That teacher should be considered most efficient who
 - A. can control the class
 - B. can develop initiative among students
 - C. can force the students to work hard
 - D. can make the class laugh
5. In order to promote learning in the class room, you would
 - A. encourage group interaction among students
 - B. discourage group interaction among students
 - C. prohibit group interaction in the class totally
 - D. allow group interaction only among few students
6. Who should choose the textbooks for school children in a subject for various classes?
 - A. the teacher teaching the subject
 - B. a committee of expert teachers of the subject
 - C. the principal
 - D. the class teacher
7. A student of your class meets with an accident and hurts his leg just few weeks before the examination. You will
 - A. not worry because it was destined for that student that way
 - B. send get well wishes

- C. find time to visit him and keep enquiring about him
- D. enquire about him through his friends
8. If a student is not attentive in your class, you will
- report the matter to the principal
 - scold him
 - ask him to be more attentive in the class
 - try to know why he is not paying attention
9. which of the following is not correct about a good teacher
- exchanging ideas with pupils
 - encouraging pupils opinion
 - always directing pupils
 - encouraging pupils to make own decisions
10. A high school student obtains 70% and 40% scores on spelling and numerical ability tests respectively and his I.Q. is 108. He wants to pursue a vocational training program. As his teacher which vocation will you suggest him?
- accountancy
 - proof reading in a newspaper
 - teaching mathematics
 - T.V. repairing
11. In order to make your teaching more effective, you will
- learn the lesson by heart
 - discuss the lesson with other teachers
 - employ illustrations for better understanding
 - write everything on blackboard
12. If a student remains extraordinarily quiet in the class discussion while he is very talkative and playful outside the class, you will
- ask the student to speak in front of the whole class
 - assign him some topic to speak in the class
 - try to find out why he is so passive in your class and talk to him
 - ignore him
13. You have been made incharge of the cultural program of the school and you find that two talented students cannot see eye to eye. Under such situation you will
- drop either of them from the program to avoid the tension
 - impose penalty for breaking the discipline
 - give them different responsibilities
 - ask the principal to take decision
14. If a student asks you a question whose answer you don't know, then you will
- scold him and start teaching
 - ask him to come later
 - give this question as a homework
 - tell him this question will be answered the next day
15. A student stammers in your class and students make fun of him, you will

- A. ignore the situation
 - B. punish the students
 - C. refer him to a speech therapist
 - D. report to the principal
16. What should be done to ensure optimum growth of the brightest students
- A. teacher should not worry about them
 - B. they should be left at their own
 - C. they should be given challenging tasks in the area of their interest
 - D. they should be treated like others
17. For maintaining discipline in the class
- A. students should be severely punished for acts of indiscipline
 - B. teacher should try to make his teaching interesting
 - C. non attentive students should
 - D. parents of the indisciplined students be informed
18. While teaching, the age of the students should be kept in view because
- A. needs of the students depend on their age
 - B. interest of the students depend on their age
 - C. student's capacity to learn depends on their age
 - D. all the above
19. Student's participation in co-curricular activities leads to
- A. neglect of studies
 - B. all round development of students
 - C. wastage of student's time
 - D. indiscipline in the school
20. If a student fails to understand even after repeated explanations
- A. I feel bad
 - B. I think of some other method of explaining
 - C. I feel that my expression power is weak
 - D. I start thinking that the student is an idiot
21. Whenever a student comes for academic help
- A. I start wondering where from he has come
 - B. I direct him to someone else
 - C. I ask him to come some other time
 - D. I help him to best of my abilities
22. While explaining any point to someone, if I am interrupted
- A. I will say, please don't disturb
 - B. I will continue explaining
 - C. I will get angry
 - D. I will tell him to first listen to me and then ask if not understood
23. A student comes to me on some pretext or other for being in my good books. This causes other students to envy him, or to concoct (make up) stories about my integrity. I will
- A. not bother about the opinion of others
 - B. try to improve the behavior of the student with all decency
 - C. restrain him

- D. rebuke him
24. You wish to become a teacher because
- A. The salaries of teachers have been improved
 - B. In this profession there is scope for increasing income through private tuitions
 - C. You are interested in teaching
 - D. You think it is difficult to get some other job
25. In your opinion which of the following is the most important quality for being a successful teacher?
- A. punctuality
 - B. industriousness
 - C. adequate knowledge of subject matter
 - D. being a strict disciplinarian
26. Students will respect the teacher most if
- A. he is sincere to his task
 - B. he succeeds in enforcing discipline
 - C. he is friendly to students
 - D. he asserts his authority
27. Which of the following can be the most effective method for character building among the students
- A. talk on moral values by the teacher
 - B. teaching about the lives of great men
 - C. living example of a good teacher
 - D. praising for good character
28. If some teachers neglect their duties, as a headmaster you will
- A. ignore it
 - B. punish such teachers
 - C. advise them to work properly
 - D. report the matter to the managing committee
29. If a teacher is transferred to a place he does not like, he will
- A. try to get adjusted to the place
 - B. start neglecting his work
 - C. take long leave and sit at home
 - D. leave the job
30. You find a group of weaker students in the class. In order to help them you will
- A. proceed very slowly
 - B. pay special attention to weaker students
 - C. not present the subject matter in details
 - D. give special help to such students after the class
31. What should be done to reduce the learning difficulties of students?
- A. knowing the causes and removing them
 - B. providing more facilities
 - C. giving them more practice
 - D. devote more time
32. What is the most serious defect of rote learning
- A. it leads to memorization of many useless things
 - B. it comes in the way of original thinking
 - C. it does not lead to high marks
 - D. it has a harmful effect on the brain

33. You are principal. One of the teachers always talks against a teacher. What will be your reaction?
- A. will not attend to his complaint
 - B. will try to stop him
 - C. will get angry
 - D. will call the teacher and ask him about the complaint
34. In your school, inspection is going on. If one parent reports against you to the inspector, you would
- A. express your anger
 - B. take revenge on the parent
 - C. take revenge on the children
 - D. explain to the inspector and parent
35. If the students start quarrelling for a seat you would
- A. support the weaker student
 - B. ignore them
 - C. scold the stronger student
 - D. try to reconcile between them
36. A good teacher should read newspapers and magazines because
- A. this helps in utilizing his time
 - B. it provides reaction
 - C. it helps in giving useful information to the students
 - D. it helps him in taking part in politics
37. Cultural programs should be organized in the schools because
- A. these provide opportunity for creation
 - B. these provide opportunity for gainfully spend time
 - C. these lead to cultural development of the students
 - D. these help in maintaining discipline
38. A bright pupil in your class causes annoyance to you by making a show of his knowledge. You should
- A. give him some work that he cannot do
 - B. complain against him to his parents
 - C. complain against him to the principal
 - D. give him some difficult work in the area of his interest
39. When teaching a class, you find that some students are not present in your class while they were present in other periods. What would be your most appropriate conclusion?
- A. students are mischievous
 - B. I am lenient with them
 - C. something is wrong with my teaching
 - D. students lack intelligence
40. Local leaders are hindrance in the efficient functioning and administration of school because
- A. they keep watch over teachers
 - B. they participate in its activities
 - C. they interfere in its day to day working
 - D. they keep a control over expenditure

41. Students respect their teachers because their teachers treat their students with
- A. cruelty
 - B. dominance
 - C. patience and care
 - D. selfishness
42. The younger generation today is better informed about the various aspects of life as compared to what their parents knew when they were of their age. The reason for this is that younger generation is more exposed to information due to
- A. concern of parents
 - B. concern of teachers
 - C. concern of media
 - D. all the above
43. If you are dealing with a handicapped person, the best thing to do for him is
- A. to feel sorry for him
 - B. to help him
 - C. to teach him self help techniques
 - D. none of these
44. You arrive at the site of a road accident that has just occurred when you are going to school. What will be your first and foremost duty?
- A. to run away to school
 - B. to reason out with the people
 - C. to give first aid to the victim
 - D. to inform the police
45. A student comes late in the class daily. You as a teacher would
- A. humiliate him by sarcastic remarks
 - B. send him out of the class
 - C. help him to learn to get started on time
 - D. allow him to slip in quietly
46. As a new teacher the students refuse to listen to you. What will be your reaction?
- A. leave the class
 - B. start something to which they pay attention
 - C. report the matter to the Principal
 - D. punish the students
47. A student comes to you to discuss about his personal problem. You as a teacher
- A. tell student that you are concerned only with educational problems
 - B. try to understand his problem and give him assistance
 - C. will ask the student to go away
 - D. will suggest the student to go to parents
48. Some regular students seem to create disturbance by talking in the class. After watching it for two to three days you will
- A. check them in the class and ask them to sit quietly
 - B. turn them out of the class
 - C. send their names to the Principal
 - D. meet them after the class to know their problem and give a piece of your mind

49. If any student does not agree to my viewpoint
- A. I dislike him
 - B. I consider him my enemy
 - C. I express to him my feelings bluntly
 - D. I let him have his own opinion about it
50. The student complaint against you that you have been partial in awarding marks in the examination. What will be your reaction?
- A. ignore their complaint
 - B. punish the students by deducting some marks
 - C. report the matter to the Principal
 - D. Re-examine their answers in their presence

Appendix-II

INTEREST INVENTORY FOR PRE-SERVICE STUDENT-TEACHERS

Dear friends,

This is an interest inventory that can measure your interest towards teaching profession. Indicate your response in the form of tick mark (√) in the appropriate place. Your responses will be kept confidential and it will be used only for research purpose.

Name of the Student: _____

SR. NO.	STATEMENTS	S A	A	UN	D	S D
1	I like teaching.					
2	I like the teaching by the teachers.					
3	I like the morning assembly.					
4	I like the co-curricular activities.					
5	I like the discussion method adopted by teachers while teaching.					
6	I like the gadgets used by teacher while teaching.					
7	I like the communication pattern of the teachers.					
8	I like the personality of teachers.					
9	I like the content mastery of teachers.					
10	I like the counseling ability of teachers.					
11	I like the theory teaching.					
12	I like the practice teaching.					
13	I like the assignments.					
14	I like the demonstration given by teachers.					
15	I like the simulation.					
16	I like the evaluation pattern in theories.					
17	I like the evaluation pattern in practice teaching.					
18	I like the feedback of teachers.					
19	I like the feedback by the students.					
20	I like the peer tutoring.					
21	I like doing observation of teaching of fellow B.Ed. students.					
22	I like the teaching skill training given by the teachers.					

23	I like doing content analysis.					
24	I like making lesson plans.					
25	I like preparing unit plan.					
26	I like making and using teaching aids during practice teaching.					
27	I like to do interaction with students.					
28	I like to use teaching skills during practice teaching.					
29	I like the 'methodology of teaching' classes.					
30	I like the workshop organized to learn and to operate certain education technology gadgets/ equipments.					
31	I like the educational implications of the theories learnt during B.Ed. program.					
32	I like to learn new things in teaching learning.					
33	I like to motivate and encourage students in the class.					
34	I like to spend time by interacting with students.					
35	I like to get involved and work with young minds.					
36	I like to learn and gain knowledge continuously.					
37	I like to share knowledge with others.					
38	I believe in the value of 'service to mankind'.					
39	I like the teaching profession because it gives me self-satisfaction.					
40	I like to contribute in the students' overall growth and development.					

➤ **Note:** *The following is the full form of abbreviations used here,*

Abbreviation	Full form
SA	Strongly Agree
A	Agree
UN	Undecided
D	Disagree
SD	Strongly Disagree

Appendix-III

INTEREST INVENTORY FOR IN-SERVICE STUDENT-TEACHERS

Dear friends,

This is an interest inventory that can measure your interest towards teaching profession. Indicate your response in the form of tick mark (√) in the appropriate place. Your responses will be kept confidential and it will be used only for research purpose.

Name of the Student: _____

SR. NO.	STATEMENTS	SA	A	UN	D	SD
1	I like teaching.					
2	I like the assignments.					
3	I like the workshops.					
4	I like the contact classes arranged on Sundays.					
5	I like using teaching aids in the classroom.					
6	I like to solve academic problems of students.					
7	I like to conduct action research.					
8	I like to teach through discussion method.					
9	I like to organize co-curricular activities.					
10	I like to conduct morning assembly.					
11	I like to teach through different activities.					
12	I like to motivate and involve students in classroom teaching-learning process.					
13	I like to find out the problems of students related to learning.					
14	I like the evaluation pattern in theories.					
15	I like the evaluation pattern in practice teaching.					
16	I like giving guidance to students.					
17	I like the professional development programs organized for teachers.					
18	I like evaluating the students.					
19	I like giving feedback to students for further improvement.					
20	I like helping the students in setting their goals and achieving them.					
21	I like to participate in teachers' association.					

22	I like to spend more time with students, inside the school campus.					
23	I like to work for students, who are detained in the class.					
24	I like to design my own module of teaching to teach topic which seems to be difficult for students.					
25	I like to use various teaching-learning materials in the classroom.					
26	I like to contribute in the students' overall growth and development.					
27	I like teaching because it gives me self satisfaction.					
28	I like to work with young minds as it's enjoyable and stimulating.					
29	I believe in the value of 'service to mankind'.					
30	I like organizing educational tours for students.					
31	I like preparing students for annual function.					
32	I like arranging remedial classes for students.					
33	I like doing observation of teaching of fellow B.Ed. students.					
34	I like the teaching skill training given by the teachers.					
35	I like doing content analysis.					
36	I like making lesson plans.					
37	I like preparing unit plan.					
38	I like to spend my leisure time by interacting with students.					
39	I like to learn and gain knowledge continuously.					
40	I like to share knowledge with others.					

➤ **Note:** *The following is the full form of abbreviations used here,*

Abbreviation	Full form
SA	Strongly Agree
A	Agree
UN	Undecided
D	Disagree
SD	Strongly Disagree

Appendix-IV

ATTITUDE TOWARDS TEACHING PROFESSION

Dear friends,

This is an attitude scale that can measure your attitude towards the teaching profession. Your attitude towards this profession is the product of your personality, interest, need, aptitude and environment. Your attitude may be positive or negative. It does not matter at all if your attitude towards the teaching profession is either positive or negative. Indicate your response in the form of tick mark (√) in the appropriate place. Your response will be kept confidential and it will be used only for research purpose.

Thanking you,

Researchers

Name of the Student: _____

B.Ed. Roll No.: _____

SR. NO.	STATEMENTS	STRONGLY POSITIVE	POSITIVE	NEUTRAL	NEGATIVE	STRONGLY NEGATIVE
1	Teaching is a noble profession.					
2	Teaching is a well paid profession.					
3	Teaching is an interesting profession.					
4	Teaching is a challenging profession.					
5	Teaching gives a lot of satisfaction.					
6	Teaching enhances creativity.					
7	There is a great demand for teaching professionals in the society.					
8	There are good chances of getting employment after the completion of the Teacher Education programme.					

SR. NO.	STATEMENTS	STRONGLY POSITIVE	POSITIVE	NEUTRAL	NEGATIVE	STRONGLY NEGATIVE
9	There is a great demand for teaching professionals in the international market.					
10	Teachers enjoy respect in the society.					
11	Teachers contribute to the development of the society.					
12	Teachers play a major role in making of the future citizens.					
13	Teachers enjoy high status and position in the society.					
14	Teacher training institutes are preparing effective teachers.					
15	Teacher training institutes have a commitment towards their work.					
16	The curriculum of teacher training institutes is adequate in terms of theoretical inputs.					
17	The curriculum of teacher training institutes is adequate in terms of practical and skill based inputs.					
18	Teacher educators are dedicated towards their profession.					
19	Teacher educators have the required competencies.					
20	Teacher educators are highly motivated.					
21	The apex bodies at the national and state level are involved in the continuous improvement of the teacher education programmes.					
22	The national and state governments have a positive attitude towards the teaching profession.					
23	I can do well in the teaching profession.					
24	I have a genuine interest in the teaching profession.					
25	I like the teaching profession.					

Appendix-V
KNOWLEDGE TEST

Dear friends,

Given below are several incomplete statements. Under each incomplete statement you will find four alternatives with the help of which you can complete that statement. In some cases you will observe that more than one alternative can complete the statement. In such cases you have to choose that alternative which is most appropriate and which completes the statement in the best way. Indicate your choice by encircling the alphabetic serial number of the alternative selected.

1. In determining the learning outcomes, the particular technique of evaluation is selected in consideration to
 - A. Learning experiences
 - B. Topic of teaching
 - C. Educational objectives
 - D. Method of teaching
2. Educational evaluation is a _____ process
 - A. Progressive
 - B. Continuous
 - C. Regular
 - D. Discontinuous
3. In the schools, administrators take decisions regarding admissions and promotions on the basis of _____
 - A. Results of evaluations
 - B. Learning experiences
 - C. Personal relations
 - D. Intelligence level
4. Evaluation is useful to the students as it _____ them towards further learning
 - A. Brings
 - B. Helps
 - C. Forces
 - D. Motivates
5. Results of continuous evaluation lead the students towards _____.
 - A. Self evaluation
 - B. Learning
 - C. The goal
 - D. Knowledge
6. Testing is _____
 - A. A measurement of learning outcome
 - B. An evaluation technique
 - C. The process of evaluation
 - D. A technique of teaching
7. Through measurement, we obtain a _____ description of the learning outcomes.
 - A. Qualitative
 - B. Detailed
 - C. Short
 - D. Quantitative

8. _____ should be taken into consideration during evaluation.
- Only measurable learning outcomes
 - Only quantitative learning outcome
 - Both measurable and non measurable learning outcome
 - Only non measurable outcome
9. Testing is useful for the evaluation of _____ of the aspects of development of the pupils
- All
 - Some
 - None
 - Many
10. If the scores obtain through a test are consistent when administered at two different times, the test is said to possess _____.
- Validity
 - Reliability
 - Objectivity
 - Usability
11. A comprehensive programme takes into consideration of _____.
- Only one aspect of the child's development
 - Some aspects of the child's development
 - Many aspects of the child's development
 - All aspects of the child's development
12. For evaluation purposes educational objectives should be stated in terms of pupil's behaviour because these _____.
- Are related to learning
 - Are directly observable
 - Are not directly observable
 - Are Correspondent to teacher's work
13. Errors of measurement involved in a tool of evaluation decrease its _____.
- Subjectivity
 - Usability
 - Objectivity
 - Reliability
14. If the scoring is based only on the students' answers and is not influence by the scorer's opinions then it is considered to be _____.
- Valid
 - Definite
 - Objective
 - Reliable
15. Various tools of evaluation are to be used in school evaluation program, because it is _____ in nature.
- Continuous
 - Specific
 - Comprehensive
 - Detailed
16. In performance tests students have to deal with_____.

- A. Words
B. Objects
C. Ideas
D. Figures
17. Tests used for the purpose of determining students learning in different subjects are called _____.
- A. An achievement test
B. Tests of learning
C. Diagnostic tests
D. Classroom test
18. Observational techniques used in evaluation are generally _____.
- A. Less objective
B. Less specific
C. Highly objective
D. Highly unspecific
19. Rating scales are used under _____.
- A. Testing technique and observational technique
B. Observational technique only
C. Testing technique and self-reporting technique
D. All the given three techniques of evaluation
20. Aptitude tests are used _____.
- A. To measure learning in school subjects
B. To diagnose learning difficulties
C. To predict the area of success in future performance
D. To measure the intelligence
21. Methods adopted to determine social relationships among different groups of students are called as _____.
- A. Social relationship techniques
B. Social intelligence tests
C. Social status tests
D. Socio-metric techniques
22. In a good question paper there should not be choices between different content areas because, _____.
- A. It reduces the objectivity
B. It reduces specificity
C. It reduces the validity
D. It reduces the usability
23. Measures of central tendency of a set of scores represent the _____ scores of the group
- A. Below average
B. Near to average
C. Average
D. Above average
24. The quartile deviation of a set of scores takes into consideration the middle _____ percentage of the scores
- A. 25
B. 50
C. 35
D. 60

25. The lowest and the highest scores represented in a class interval are called as _____.
- A. Class interval
 - B. Class sizes
 - C. Limit scores
 - D. The limits of the class interval
26. The limit of growth is fixed by,
- A. Internal factors of the organism
 - B. Nutrition and exercise
 - C. Both of these
 - D. None of these
27. Development is,
- A. Maturation
 - B. Learning
 - C. Synthesis of abilities
 - D. All of them
28. Development takes place when
- A. Environmental forces work on the organism
 - B. Environmental forces interact with the hereditary forces in an organism
 - C. Both of these
 - D. None of these
29. Which of the following statement about development is correct?
- A. Process of development can be improved by exercise and nutrition
 - B. Development may be positive and negative.
 - C. Development proceeds from general to specific
 - D. All of these
30. All humans contain _____ pairs of chromosomes.
- A. 26
 - B. 23
 - C. 24
 - D. 25
31. In which of the following stages the child looks self centered?
- A. Infancy
 - B. Early childhood
 - C. Adolescence
 - D. Adulthood
32. The period of sensory-motor adaptation of Piaget is
- A. 0-2 years
 - B. 1-3 years
 - C. 3-5 years
 - D. 4-6 years
33. Learning is a _____.
- A. Process
 - B. Product
 - C. Both process and product
 - D. Neither process nor product
34. Development implies an increase in
- A. Age only
 - B. Size only
 - C. Ability of the child to function properly
 - D. None of these

35. Adjustment is a _____.
- A. Process
 - B. Product
 - C. Both process and product
 - D. Neither process nor product
36. Which of the following people probably has the best motor coordination?
- A. A six-month infant
 - B. A bright nursery school student
 - C. A kindergartener
 - D. A high school student
37. Any two children born at the same time
- A. Probably will weigh the same
 - B. Probably will be the same height
 - C. Should be expected to read at precisely the same level
 - D. Generally will differ somewhat as to their respective heights, weights and reading levels
38. When something new in the environment evokes an already learned behavior on part of the child, we call this process as _____.
- A. Accommodation
 - B. Assimilation
 - C. Adaptation
 - D. Adjustment
39. After about age two, the child passes from the stage of sensory-motor development to the stage of _____.
- A. Circular reactions
 - B. Mental combinations
 - C. Conceptual development
 - D. Abstract thinking
40. In _____, reinforcement is provided after the response is made by the organism.
- A. Conditioning
 - B. Classical conditioning
 - C. Operant conditioning
 - D. Habitual conditioning.
41. To a hungry person, which of the following probably has the greatest value as a reinforcer?
- A. Water
 - B. Praise
 - C. Food
 - D. A smile
42. To a well-fed, well-clothed individual with a strong need for social approval ____ is likely to have the greatest value as a reinforcer.
- A. Achievement
 - B. Wealth
 - C. Shelter
 - D. Acceptance by his peers
43. An example of primary reinforcer is
- A. Food

- B. Warmth
 - C. A grade of “A” in psychology
 - D. Money
44. Which of the following may be considered a secondary reinforcer?
- A. Food
 - B. Water
 - C. High grades in school
 - D. Warmth
45. Attributing one’s own unacceptable behaviour to someone else is called as _____.
- A. Projection
 - B. Regression
 - C. Repression
 - D. Displacement
46. The child, who learns that no behavior at his command will lead to reinforcement, may revert to behavior that was successful earlier in his life. We call this mechanism of defense as _____.
- A. Projection
 - B. Rejection
 - C. Displacement
 - D. Sublimation
47. The extinction of a response occurs when that response is followed by _____.
- A. Reinforcement
 - B. Education
 - C. Punishment
 - D. Interest
48. The single most important source of reinforcement in the social development of most children is _____.
- A. The family
 - B. The teacher
 - C. The peer group
 - D. Elders
49. In the stage-wise theory of Jean Piaget, the stage of ‘Abstract Learning’ is _____.
- A. Pre-operational stage
 - B. Formal operational stage
 - C. Concrete operational stage
 - D. Sensory-motor stage
50. In age-wise theory of Erickson, the psychosocial stage i.e. Industrious versus Inferiority falls between the age of ____.
- A. 3-6 years
 - B. 2-3 years
 - C. 6-9 years
 - D. 10-19 years
51. Instructional objectives are meant for
- A. Only teachers
 - B. Only students
 - C. Both teachers and students
 - D. School authorities

52. An intent communicated by a statement describing a proposed change in the learner's behaviour is known as
- Behavioral objective
 - Objectives
 - General objectives
 - Instructional objectives
53. _____ includes those objectives which deal with recall and recognition of facts and development of various intellectual abilities and skills.
- Psychomotor domain
 - Affective domain
 - Cognitive domain
 - All the above
54. Objective in the domain concern feelings and attitudes that students are expected to develop as a result of instruction, is known as _____.
- Affective domain
 - Cognitive domain
 - Psychomotor domain
 - None of these
- Classify the following objectives in terms of domain
 - Cognitive domain
 - Affective domain
 - Psychomotor domain
 - None of the domain
- The students will be able to
55. List major events during the reign of Akbar
- -
 -
 -
56. Cite some features of ancient and modern education
- -
 -
 -
57. Play badminton effortlessly
- -
 -
 -
58. Do additional work in the area of interest
- -
 -
 -
59. Type on a Hindi typewriter with not more than 30% errors
- -
 -
 -
60. Evaluate a poem on the basis of the given criteria
- -
 -
 -
- Given below are a few classroom situations wherein a teacher faces problems of management. From the following principles, name the principle of classroom management a teacher should adhere to in order to overcome the problems.
 - Principle of teacher behavior
 - Principle of clarity and mastery over content
 - Principle of personal attribute
 - Principle of democratic behavior
61. Students exhibit undesirable behavior towards the teacher in the classroom

- A. B. C. D.
62. Students in the classroom fail to understand the subject matter presented by the teacher
A. B. C. D.
63. Students do not express concern for their fellow students
A. B. C. D.
64. Students dislike the teacher because of favoritism shown by him towards some students
A. B. C. D.
65. The evaluation carried out during the developmental process of curriculum is known as _____
A. Summative evaluation
B. Formative evaluation
C. Comprehensive evaluation
D. None of these
66. The knowledge, attitude, skills etc. that a learner acquires as a result of some activities in the school is known as _____
A. Learning experiences
B. Learning outcomes
C. Educational objectives
D. Educational evaluation
67. ICT stands for
A. Information Common Technology
B. Information and Communication Technology
C. Information and Computer Technology
D. Information Concerned Technology
68. ICT includes
A. E-mail
B. Internet
C. Educational television
D. All the above
69. Which of the following is the main objective of teaching?
A. To give information related to the syllabus
B. To develop thinking power of students
C. To dictate notes to students
D. To prepare students to pass the examination
70. Teacher uses teaching aids for
A. Making teaching interesting
B. Making teaching within understanding level of students
C. Making students attentive
D. The sake of its use
71. Effectiveness of teaching depends on
A. Qualification of teacher
B. Personality of teacher
C. Handwriting of teacher
D. Subject understanding of teacher
72. Which one of the following is a good method of teaching?

- A. Lecture and Dictation
 - B. Seminar and Project
 - C. Seminar and Dictation
 - D. Dictation and Assignment
73. Identify the category which does not fall under cognitive domain
- A. Knowledge
 - B. Synthesis
 - C. Application
 - D. Manipulation
74. Which of the following purposes is served by CAI
- A. Teachers get rid of teaching
 - B. Students get individualized instruction
 - C. Colleges and Universities need not appoint teachers
 - D. Strengthens the relationship between teacher and student
75. The domain which is related with the coordination of mind and body while performing physical actions, is known as
- A. Acting domain
 - B. Affective domain
 - C. Psychomotor domain
 - D. Cognitive domain
76. _____ is considered a sign of motivated teaching.
- A. Questioning by students
 - B. Pin drop silence in the class
 - C. Maximum attendance in the class
 - D. Remedial work given by the teacher
77. After the lunch break, while teaching, you find that students are not taking interest in the lesson. What would you do?
- A. Use audio-visual aids based on multiple intelligences to make the lesson interesting
 - B. Change the topic immediately
 - C. Take the children out to play in the ground
 - D. Ask them to put their heads down on the desk and relax
78. Group project work helps in developing
- A. Competition among learners to excel in academics
 - B. Good memory in the young learners
 - C. A high level of ambition to achieve
 - D. Collaboration, critical thinking and problem solving
79. Which of the following will be most appropriate to maximize learning?
- A. Teacher should identify her cognitive style as well as of her students' cognitive style.

- B. Individual difference in students should be
smoothened
by pairing similar students.
- C. Teacher should focus on only one learning style
to
bring optimum result.
- D. Students of similar cultural background should
be kept
in the same class to avoid difference in opinion.
80. If students repeatedly make errors during a lesson, a
teacher should
- A. Make changes in instruction, tasks, timetable or
seating
arrangements.
- B. Leave the lesson for the time being and come:
back to it
after some time.
- C. Identify the erring students and talk to principal
about
them.
- D. Make erring students stand outside the
classroom.
81. Differentiate instruction is
- A. Using a variety of groupings to meet student
needs.
- B. Doing something different for every student in
the class.
- C. Disorderly or undisciplined student activity.
- D. Using groups that never change.
82. The idea behind doing group activities for students
in place of activities for individual students, could
be
- A. To overcome the negative emotional response to
individual competition which may generalise
across
learning.
- B. To make it easy for teachers to observe groups
instead
of individual students.
- C. To rationalise the: time available with schools
most of
which do not have enough time for individual
activities.
- D. To reduce the infrastructural cost of the activity.
83. Measurement is by nature –
- A. Qualitative
- B. Quantitative
- C. Both (a) & (b)
- D. None of the above
84. Project method is used

- A. In child centred curriculum
 - B. In content centred
 - C. In integrated curriculum
 - D. In aim centred
85. Name the autocratic teaching strategy-
- A. Discussion
 - B. Project strategy
 - C. Demonstration
 - D. Discovery
86. Audio-visual aid cannot be used at what stage of a lesson –
- A. Introduction
 - B. Presentation
 - C. Recapitulation
 - D. Evaluation
87. While planning the teaching a teacher does not perform the activity –
- A. Task-analysis
 - B. Identification of teaching objectives
 - C. Writing the learning objectives
 - D. Recapitulation
88. Which one of the following is the best method of teaching?
- A. Lecture
 - B. Discussion
 - C. Demonstration
 - D. Narration
89. If a student is not able to answer in your class then you will—
- A. Ask another student to answer
 - B. Ask easier question
 - C. Punish him
 - D. Ask him to sit down
90. In order to modify the undesirable behaviour of a student the most effective method is-
- A. To punish the student
 - B. To bring it to the notice of parents
 - C. To find out the reasons for the undesirable behaviour and provide remedies
 - D. To ignore it
91. The verbs write, list, label, and name, when used in an examination, test the:
- A. Comprehension level
 - B. Application level
 - C. Knowledge level
 - D. Synthesis level

92. Which type of evaluation is carried out at the end of a course of study?
- A. Summative
 - B. Assessment
 - C. Formative
 - D. A and B
93. Which test is carried out to determine the 'special ability' of a learner?
- A. Aptitude
 - B. Attitude
 - C. Achievement
 - D. Scholastic
94. What is the disadvantage of the project method of teaching?
- A. It is learner-centered
 - B. Learners get firsthand knowledge
 - C. The learners are not well supervised
 - D. The learner's interest is considered
95. In the introduction part of a lesson plan you get the students'
- A. Assignments
 - B. Previous knowledge
 - C. Attention
 - D. Abilities

96. In which domain does the following objective fall?
At the end of the lesson the learner should be able to hit the football using the head.
- A. Affective domain
 - B. Cognitive domain
 - C. Psychomotor domain
 - D. A and C domains
97. Which combination of teaching methods listed below would encourage the learner-centered paradigm?
- A. Individualized instruction and lecture method
 - B. Simulation and demonstration
 - C. Lecture method and experimentation
 - D. Projects and Direct experiences
98. Of the following, the most appropriate step for a teacher to improve class discipline is to :
- A. Implement punishment
 - B. Evaluate and improve his/her teaching material, methods, approaches
 - C. Call principal
 - D. Call a teacher-parent meeting to discuss the situation
99. The best method of teaching is to
- A. Impart information
 - B. Ask students to read books

- C. Suggest good reference material
 - D. Initiate a discussion and participate in it
100. When young learners seem to lose interest in a lesson, the teacher should
- A. Allow them to go out and play
 - B. Ask them to sleep for a while
 - C. Tell a story or conduct an interesting activity
 - D. Ask them to sit quietly for some time
101. Parents should play a _____ role in the learning process of young children.
- A. Sympathetic
 - B. Neutral
 - C. Negative
 - D. Proactive
102. A teacher, because of his/her democratic nature, allows students to sit all over the class. Some sit together and discuss or do group reading. Some sit quietly and read themselves. A parent does not like it. Which of the following may be the best way to handle the situation?
- A. Parents should show trust in the teacher and discuss the problem with the teacher
 - B. Parents should take away the child from that school
 - C. Parents should complain against the teacher to the principal
 - D. Parents should request the principal to change the section of their ward
103. Kritika who does not talk much at home, talks a lot at school. It shows that
- A. She does not like her home at all
 - B. Her thoughts get acknowledged at school
 - C. The school provides opportunities to children to talk a lot
 - D. Teachers demand that children should talk a lot at school
104. Features assigned due to social roles and not due to biological endowment are called
- A. Gender role attitudes
 - B. Gender role strain
 - C. Gender-role stereotype
 - D. Gender role diagnosticity
105. Students observe fashion shows and try to imitate models. This kind of imitation may be called .
- A. Primary simulation
 - B. Secondary simulation
 - C. Social learning

D. Generalisation

106. Socialisation includes cultural transmission and _____.
- A. Discourages rebellion.
 - B. Development of individual personality.
 - C. Fits children into labels.
 - D. Provides emotional support.
107. "Why to educate?" corresponds to :
- A. Functions of Education
 - B. Meaning of Education
 - C. Aims of Education
 - D. Agencies of Education
108. Which of the following is a formal agency of education?
- A. Family
 - B. College
 - C. State
 - D. Religion
109. Which of the following is not the main principle of Basic Education?
- A. Correlation method
 - B. Self-supporting
 - C. Craft centred education
 - D. Literary Education
110. Education as a subject of legislation figures in the
- A. Union List
 - B. State List
 - C. Concurrent List
 - D. Residuary Power
111. Education as a sub-system of society helps
- A. To cater to the needs of knowledge society.
 - B. To preserve the social customs and traditions.
 - C. To transform society through scientific and technological advances.
 - D. All of the above
112. Social change is a change in
- A. Social Relationships
 - B. Social Achievement
 - C. Social Values
 - D. Civilization
113. In socialization, the teacher should play the role of
- A. An agent
 - B. An administrator
 - C. A counsellor
 - D. All of the above

114. Social development is essentially a matter of
- Conformity to the demands of the social order
 - Achievement of social security and acceptance
 - Integration of one's purpose with those of the social order
 - The development of social skills
115. While delivering lecture if there is some disturbance in the class, a teacher should
- Keep quiet for a while and then continue.
 - Punish those causing disturbance.
 - Motivate to teach those causing disturbance.
 - Not bother of what is happening in the class.
116. Effective teaching is a function of
- Teacher's satisfaction.
 - Teacher's honesty and commitment.
 - Teacher's making students learn and understand.
 - Teacher's liking for professional excellence.
117. "Education and Society are two mutually supporting systems, interconnected, that one cannot thrive in the absence of the other." What is the reason?
- Education sustains society, preserves culture, ushers in new one and inculcates values.
 - Education helps to do away with social divisions and produces leaders for governance.
 - Education makes people self employable/employable.
 - Education modernizes and makes society civilized.
118. When a poor rural girl hailing from a socially disadvantaged family gets scholarship for higher studies and then lands in a high paid job in a city it is not an instance of education becoming
- A vehicle for social mobility
 - A tool for gender justice
 - A vehicle for geographical mobility
 - An instrument for social stratification
119. Considering that all behaviour occurs in context, what is the possible source of behaviour of a child who refuses to interact with the teacher and peers all the time?
- Materials being learnt are too simple or too challenging
 - The child has a fight with the parents
 - The child has been rejected or ridiculed by parents and adults
 - The child does not understand

120. The teachers and students in a school belong to a system
- A. Suprasystem
 - B. Subsystem
 - C. Interface system
 - D. Closed system
121. Schools are basically social institutions as
- A. They preserve and instill the values of our culture in future generations.
 - B. They suggest ways and means for social progress.
 - C. They suggest solutions to social problems.
 - D. They are established by the society.
122. The process of imbibing one's own culture in one's personality is termed as
- A. Enculturation
 - B. Acculturation
 - C. Socialization
 - D. Sanskritization
123. Which is not a criterion used consistently for placing people in a particular social class?
- A. Race
 - B. Religion
 - C. Knowledge
 - D. Wealth
124. The son of a rickshaw puller struggles and becomes an engineer. This is an example of
- A. Social change
 - B. Social stratification
 - C. Social mobility
 - D. Social cohesion
125. Equality of opportunities in education implies that each student
- A. Passes examination with first division
 - B. Gets equal number of books and stationery
 - C. Gets facilities according to his abilities and interests
 - D. Gets facilities according to his potential and level in the society
126. E-learning refers to
- A. acquisition of the mother tongue
 - B. learning English language as the first language.
 - C. Use of electronic media and information and communication technologies
 - D. A language course for foreign languages
127. Communication technology that enable sharing of educational resources within an institution
- A. Internet
 - B. Intranet

- C. Telephone
 - D. Audio-video cassette
128. Instructional technology means –
- A. To give lecture
 - B. To give training
 - C. Communication of information
 - D. None of them
129. The following comes in Audio aids–
- A. Moving Picture
 - B. Radio and Tape Recorder
 - C. Graph and Chart
 - D. None of them
130. Which of the following is an audio-visual aids?
- A. Radio
 - B. Television
 - C. Black-board
 - D. Above all
131. Projector is a –
- A. Visual aid
 - B. Audio Visual Aid
 - C. Audio Aid
 - D. None of the above
132. Computer is used in –
- A. E-mail
 - B. Internet
 - C. E-learning
 - D. All of them
133. The first web browser is
- A. Internet Explorer
 - B. Netscape
 - C. World Wide Web
 - D. Firefox
134. Which is not true of interactive video?
- A. Presentation of video pictures
 - B. Presentation of CAI materials
 - C. Use of principles of programmed instruction
 - D. Learning becomes meaningful rather than instructional
135. Internal communication within institutions is done through
- A. LAN
 - B. WAN
 - C. EBB
 - D. MMS
136. Which of the following is a social network?
- A. amazon.com

- B. eBay
 - C. gmail.com
 - D. Twitter
137. The Web.2 technologies which are helping in acquiring multiple knowledge are :
- A. You Tube
 - B. Facebook
 - C. Wikipedia
 - D. All the above
138. Using Radio-vision lessons, Television Discussions and Computer-based Activities to train teachers, is an example of
- A. Integrated Approach
 - B. Group-oriented Approach
 - C. Multi-Media Approach
 - D. Team Teaching Approach
139. In pedagogy, computer is used-
- A. To motivate the learner
 - B. To provide feedback
 - C. To interact with the learner
 - D. For all the above
140. Which of the following is the brain of the computer?
- A. Programme
 - B. Central processing unit
 - C. Memory
 - D. Hard Disc
141. The main task of educational computer is-
- A. Scoring the answers
 - B. Preserve the information
 - C. Analysis of data
 - D. All of the above
142. The correct meaning of C.A.I. is-
- A. Characteristics of Assistant Instructor
 - B. Computer Assisted Instruction
 - C. Community Assisted Instruction
 - D. None of the above
143. A fault in a computer programme which prevents it from working correctly is known as-
- A. Bug
 - B. Error
 - C. Boo-boo
 - D. Virus

144. The mere use of the computer does not mean technology has already been integrated in instruction.

- A. True
- B. False
- C. Both a and b
- D. None of the above

145. How educational technology is integrated in the teaching learning process?

- A. Ignore it
- B. Introduce, reinforce, supplement and extend skills
- C. Playing computer games
Visiting your facebook

146. Techno-Pedagogic competency is

- A. a science of using technology in teaching.
- B. a technique of combining principles of technology and principles of teaching.
- C. a set of skills of interweaving technology into teaching and learning both scientifically and aesthetically.
- D. a competence to develop techno pedagogic systems in education.

147. Video-Conferencing can be classified as one of the following types of communication :

- A. Visual one way
- B. Audio-Visual one way

- C. Audio-Visual two way
- D. Visual two way

148. Internet explorer is a type of

- A. Operating System
- B. Compiler
- C. Browser
- D. IP address

149. Which of the following does not belong to a projected aid?

- A. Overhead projector
- B. Blackboard
- C. Epidiascope
- D. Slide projector

150. Which form of educational technology is e-mail

-
- A. Hardware
- B. Software
- C. System Analysis
- D. None of them

Appendix-VI

OBSERVATION SCHEDULE

Name of the B.Ed. student observed: _____ Class: _____

Subject: _____ Topic: _____

Date: _____ Duration of observation: _____

Name of the school in which observation was done: _____

No.	Components of Teaching Skills	Weak	Average	Good	Very Good	Excellent
1	Creating situations for introducing the lesson by greeting, accepting greeting, securing attention and giving rapport					
2	Ensuring facilities like chalk, duster, teaching aids, apparatus etc. before the introduction of lesson					
3	Introduction of lesson linked with past experiences					
4	Link between introduction and main parts properly formed					
5	Using appropriate devices- techniques like questioning, example, exhibits etc. for effective introduction of lesson					
6	Using appropriate, relevant and to the point examples for illustration					
7	Explanation was clear and precise					
8	Explanation covered essential points					
9	Explanation was relevant to the content					
10	Continuity in explanation					
11	Appropriate body movements and gesture					
12	Change in notation, pitch and sensory focus					
13	Alteration in interaction pattern and pausing					
14	Aural-Visual switching was appropriate					
15	Varied in stimulus by the student teacher/No monotonous behavior of student teacher					
16	Content logically organized					
17	Content psychologically organized as per pupil's need					
18	Smooth flow of the content in the class					
19	Speed of the lesson adjusted to pupil's pace.					
20	Use of praising words and statements					
21	Accepting and using students' ideas and views					
22	Writing pupil's answers on blackboard					

No.	Components of Teaching Skills	Weak	Average	Good	Very Good	Excellent
23	Using pleasant and approving gestures and expressions					
24	Teaching aids appropriate to pupil's level					
25	Presentation of teaching aids at appropriate time					
26	Teaching aids' relevance to the content					
27	Teaching aids was according to the need of the subject					
28	Teaching aids properly displayed and visible to all the students					
29	Teaching aids appropriately used or handled					
30	Questions properly structured at different levels					
31	Asked grammatically correct questions					
32	Questions asked were unambiguous, precise and relevant to the content					
33	Questions delivered with appropriate speed, proper intonation and pitch allowing pause for thinking					
34	Questions asked, covered all the students					
35	Asking questions to make the students think					
36	Pupil's responses were handled properly by techniques like prompting, eliciting further information, refocusing and asking critical awareness questions					
37	Probing students to get answers					
38	For proper visibility, different colour of chalks were used as per colour and texture of blackboard					
39	Neat and clean blackboard writing					
40	Maintained eye contact while writing on the blackboard					
41	Optimal and judicious use of blackboard					
42	Completed teaching lesson in the given time					
43	Properly handled the questions and doubts asked by the students in the limited time					
44	While teaching, aptly managed the students' participation and maintained their interest in learning					
45	Maintaining classroom discipline throughout the class					
46	Using skills to manage the discipline of the class					

No.	Components of Teaching Skills	Weak	Average	Good	Very Good	Excellent
47	Ensuring maximum participation by students in the class					
48	Maintaining classroom discipline while employing teaching aid					
49	Did the closure (achieving closure) by summarizing the content taught					
50	Gave the lesson a logical closure by asking adequate recapitulation questions					

Appendix-VII

INTERVIEW SCHEDULE

❖ Admission process

1. Why did you join B .Ed. programme?
2. How is your admission done? What's the process of your admission?
3. How fair or impartial was your admission process?
4. Are you satisfied with the process of your admission?
5. Would you like to suggest anything regarding admission process- any change or modification?
6. Throw light on the positive and negative aspects of your admission process.

❖ Teaching- Learning Process

1. How do they teach theory? Does it have any implications or not?
2. Tell about the regularity of teaching-learning process. Does it satisfy you?
3. Is attendance compulsory for all? How much attendance is necessary?
4. What kinds of projects or assignments are given? Do you find it valuable?
5. Do you undertake any kind of research or action research during B.Ed. program?
6. Are you provided with skill training before practice teaching? Do you find it beneficial for you?
7. Do you have simulation lessons or microteaching?
8. Do practice one skill at a time or all the skills together in simulation/ microteaching?
9. How do simulation/ microteaching benefits you or prepares you for practice teaching in school?
10. What similarities or differences you observe or experience in simulation/ microteaching and practice teaching in school?
11. Does your teacher educator give feedback after each lesson delivered in the class, during practice teaching phase?
12. Does the feedback help you in improving your lesson for the next class?

13. Is it a detailed feedback?
14. What is being told in the feedback? OR What comments do you get in the feedback?
15. Is feedback given every day or at the completion of the practice teaching phase?
16. Does your supervisor observe each and every delivered lesson plan during practice teaching phase?
17. Do you also get peer feedback? How much effective it is?
18. How many B.Ed. students was there under one supervisor, during practice teaching phase?
19. What sort of teaching aids are used by you during practice teaching? Are they hand made or readymade teaching aids?
20. What kinds of activities are conducted by you during the practice teaching phase?
21. What kind of problems or difficulties you confront during practice teaching phase?
 - Duration of practice teaching phase (8days-14 days)- its availability
 - Classes available or given by the school for practice teaching
 - Distance of practice teaching school from home
 - Cooperation from teacher educator, school and its staff
 - Response/ behavior/ cooperation from students of the school
22. Would you like to suggest anything regarding practice teaching- any defects or how to improve it further?
23. Tell your experience of practice teaching as a whole. OR
How has been your experience of practice teaching as a whole?

❖ Evaluation Process

1. Do you have grading system or marking system?
2. Are you evaluated and assessed continuously throughout the B.Ed. programme?
3. Is your evaluation and assessment transparent in nature?

4. Is your evaluation done objectively and fairly?
5. Is there any kind of peer evaluation in theory or practice teaching? Yes/ No.
 - If yes. Is peer evaluation objective and effective?
 - If No. Do you think there should be peer evaluation?
6. How are you evaluated and assessed in theory papers?
7. What types of questions are asked in theory papers?
 - Objective/ subjective/ or both
 - Knowledge/ understanding/ application/ skill based
8. How you are evaluated and assessed in practice teaching?

Appendix-VIII
DETAILS OF WORKSHOP I FOR IN-SERVICE STUDENT-TEACHERS OF IGNOU

Day	Beginning	Session I	Session II	Session III	Session IV
1.		Welcome and introduction sharing of expectations.	About the B.Ed. programme: brief outline of aims, objectives and courses.	About the workshop: An overview of the purpose of the workshop and sharing of expectations.	Orientation to planning of instruction: Unit planning.
2.	Presentation of brief report and discussion on the previous day's activities	Demonstration & discussion: Unit planning	Plenary session: Lesson plan preparation	Small group sessions: Practice in lesson planning, discussion and guidance.	
3.	-do-	Orientation to development of teaching skills: Use of micro teaching as a method of training demonstration	Small group exercise: Planning and presentation of micro-lessons by student teachers followed by comments and discussion	Small group discussion: Practical oriented Assignment based on course "Curriculum and Instruction."	
4.	-do-	Orientation to curriculum transaction: Demonstration lessons I & II followed by discussion '		Plenary session: Discussion on various methods of teaching	Small group exercise: Preparation of lesson plans taking into account subject-wise methods of teaching.

5.	-do-	Plenary Session and discussion: Classroom management psychological principles	Demonstration on critical aspects of classroom management	Small group discussion: Practical applications of principles of classroom management	Small group discussion: Assignment on "Psychology of learning and development.
6.	-do-	Plenary- session & discussion: Use of psychological tests	Submission of reports of school-based practical activities followed by small group discussions		Small group subject-wise discussion: Teacher centred Instruction.
7.	-do-	Plenary session and discussion: learner-centred instruction.	Discussion on various types of learner-centred instruction with the help of case studies.	Small group discussion: Chalking out a group project plan for imparting instruction in various subjects.	Small group subject wise discussion: Assignment on content based Methodology Courses.

8.	-do-	Discussion on use of mass media in teaching learning: radio, TV, newspaper	Preparation of self made teaching aids Using locally available materials	Small group discussion: Presentation by workshop facilitator: case studies on the guidance and counselling role of the teacher in the classroom.	Small group discussion: Proper use of aids, media and guidance in various subjects.
9.	-do-	Plenary session: Achievement test preparation	Discussion and practice: Preparation of blue print in the concerned subject.		Small group exercise: Preparation of test items
10.	-do-	Preparation of achievement test according to prepared blue print	Plenary session and discussion: Analysis and interpretation of data taking case studies as example.	Plenary session and discussion: Fundamentals of diagnostic testing to identify learning disabilities or giftedness	Small group discussion: Practical oriented assignment based on the course "Educational Evaluation."
11.	-do-	Plenary session & discussion; Preparation of remedial teaching material for slow learners	Plenary session and discussion; Preparation of enrichment material for gifted children.	Small group exercise: Preparation and planning for enrichment or remedial teaching, its monitoring and evaluation.	
12.	-do-	Plenary session and discussion: Action Research; its need, methodology and utilization. Student teachers prepare action Plan.	Valedictory.		

Appendix-IX

DETAILS OF WORKSHOP II FOR IN-SERVICE STUDENT-TEACHERS OF IGNOU

Day	Beginning	Session I	Session II	Session III	Session IV
1.		Welcome and Introduction and sharing of expectations.	About the workshop: An overview of the purpose of the workshop.	Discussions and feedback sessions: Experiences of lesson delivery, skills and competencies acquired. One or two peer demonstrations may be arranged.	
2.	Presentation of brief reports and discussion on previous day's activities.	Submission of school-based practical activities and small group discussion.		Plenary session: Teacher's role as manager [planning and implementing various activities in the school	Small group discussion: Managing various co-curricular activities by teachers. Reports prepared.
3.	-do-	Discussion on teacher's role in monitoring various resources of the school.	Specific exercise: How to monitor library as a resource center in the school?	Specific exercise: How can teachers monitor school Budgeting?	Small group discussion: Practical-oriented assignment based on course "Teacher and School".
4.	-do-	Discussion on community resources and school-community relationship.	Specific exercise: How are school and community interdependent?	Small group discussion: Education and school administration structure in different states.	Orientation to seminar presentation by student teachers on the topic: "Should education be made, a fundamental right?"
5.	-do-	Discussion on professional development of teachers: Avenues of growth student teachers to discuss their experiences.		Discussion on continuing education of teachers: Enrichment and Orientation student teachers to discuss their experiences.	
6.	-do-	Seminar presentation by student teachers in small groups on topic: "Should education up to Sec. level be made a fundamental right?"		Plenary session: Problems of Indian society.	Small group discussion: Taking up a social problem and suggesting educational solution.

7.	-do-	Formulation of plan and preparation of group reports on school education to solve social problem	Plenary session: Reforms and innovations in the examination system.	Small group discussion: Practical applications of innovations presented in the form of case studies by facilitator.	Small group discussion: Practical-oriented assignment based on course "School and Society".
8.	-do-	Small group discussion on the choice of optional subject.			
		Evaluation of educational software for use in CAI (Computer in Education)	Improvement & up gradation self-instructional material (Distance Education)	Functioning of NGOs to promote social welfare & guidance (Guidance and counselling)	Evaluation of ET materials for use in schools (Educational Technology)
9.	-do-	Student teachers continue to work in groups and prepare reports. Also discussion on practical oriented assignment for special courses in the respective groups.			Presentation of reports to entire group of student teachers.
10.	-do-	Report presentation and Discussion continues.	Discussion and exchange of views on action research conducted by student-teachers and the implementation of group project plans in the schools-based on guidance provided in workshop I.		
11.	-do-	Plenary session: Alternative schooling model-open school	Discussion on role of teacher student relationship in the open school system.	Small group: Discussion: looking various aspects of open schooling with the help of case studies presented by workshop facilitator.	Reporting of the group discussions and exchange of views.
12.	-do-	Feedback Session: Sharing experience of the workshop with the student – Teachers.			Valedictory.

Appendix-X

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A COMPARATIVE STUDY OF ATTITUDE TOWARDS TEACHING PROFESSION OF PRE-SERVICE AND IN-SERVICE STUDENT-TEACHERS IN GUJARAT

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Abstract

The present investigation was a comparative study under descriptive research which aimed at studying, identifying and comparing the attitude towards teaching profession of Pre-service and In-service student-teachers and the significant difference between their attitudes. The study was conducted in Gujarat and the investigators selected 205 Pre-service student-teachers randomly as sample from three English Medium B.Ed. colleges out of six, of the academic year 2014-15. Similarly, 186 English medium In-service student-teachers of second year of the academic year 2015 from two IGNOU study centers situated in Gujarat were taken as the sample. An attitude scale prepared by Dr. Ashutosh Biswal in the year 2005 with 5 point scales- Strongly positive, Positive, Neutral, Negative, Strongly negative, was used to measure the attitude of student-teachers towards teaching profession. The findings revealed that the attitude towards teaching profession of In-service student-teachers was stochastically larger than that of Pre-service student-teachers.

Key Words: Attitude, Teaching Profession, Student-Teachers, Gujarat.

INTRODUCTION

India has one of the largest systems of teacher education in the world. Teacher education refers to the policies and procedures designed to equip teachers with knowledge, favorable attitude, behaviors and skills that are required to perform their tasks effectively in the school and classroom. It fosters the idea that student-teachers are required to have positive attitude towards teaching profession, enough teaching aptitude, interest towards teaching-learning environment, knowledge of the theory and practices of education and the skills of teaching, so that they can perform their roles effectively. Such teachers are prepared or trained in the teacher training institutes either through face-to-face mode or through distance mode. From the review of related literature, the investigators came across the studies carried out by Buch (1959), Mehrotra (1973), GCPI (1976), Kaul (1977), Verma (1979), Kaur (2007), Kavita (2011) and Gunjal (2014) which revealed that training had favourable effect on the attitude of teacher trainees towards teaching profession and teachers' attitudes towards teaching have an effect on their classroom performance. It not only affects and influences their teaching practice but also their students' behavior and learning in the classroom settings. That's why they have a crucial role in making students with high or low attitude towards their subjects. Therefore, attitude is an important aspect of teacher trainees. According to Kannan and Subramanian (2004), "attitude is sum total of man's imagination and feelings, prejudice or bias, preconceived notions, ideas, threats and conceptions about a specific topic. It is admittedly a subjective and professional affair." Attitude towards teaching profession affects perception, judgment and other cognitive process of a teacher to do well in his profession. A positive attitude towards teaching profession will make a teacher to be a professional having the capabilities like, innovative, risk taking, hard working and having mastery in the content. Teacher training institutions play a vital role in the acquisition of these competencies, skills and concepts through the organization of various teacher education programs, i.e. B.Ed. through regular and distance mode. But the issue is whether they already possess the skills, attitude and required knowledge in education to teach effectively or learn it during the B.Ed. program. To what extent different types of teacher training institutions are able to achieve their objectives and influence their attitude towards teaching. Whether B.Ed. through regular mode and B.Ed. through distance mode have the same impact on the attitudes of Pre-service and In-service student-teachers, respectively?

How different types of teacher training programs affects student-teachers' attitude towards teaching is the concern in the present study, which the investigator is curious to find out.

OBJECTIVE OF THE STUDY

The study was designed with the following objective:

1. To compare the attitude towards teaching profession of Pre-service and In-service student-teachers.

HYPOTHESIS OF THE STUDY

Following null hypotheses was tested at 0.05 level of significance for the present study:

1. There will be no significant difference in the attitude of Pre-service and In-service student-teachers towards teaching profession.

METHODOLOGY

The present study was a comparative study under descriptive research.

SAMPLE: For the present study the investigator wanted those Pre-service and In-service student-teachers as a sample, who had face to face B.Ed. program of one year duration and two years B.Ed. program in distance mode with some face-to-face components, respectively; who had English as the medium of instruction. Therefore, sample was selected purposively. The investigators selected 205 Pre-service student-teachers randomly as sample from three English Medium B.Ed. colleges out of six, of the academic year 2014-15. Similarly, 186 English medium In-service student-teachers of second year of the academic year 2015 from two IGNOU study centers out of nine, situated in Gujarat were taken as the sample.

RESEARCH TOOL: An attitude scale prepared and standardized by Dr. Ashutosh Biswal in the year 2005 with 5 point scales- Strongly positive, Positive, Neutral, Negative, Strongly negative, was used for the present study to measure the attitude of student-teachers towards teaching profession.

DATA COLLECTION: The data were collected personally by meeting the sample: Pre-service and In-service student-teachers. The researchers distributed the attitude scale to the student-teachers, guided them to fill it and the filled in attitude scale were retrieved on the spot.

DATA ANALYSIS: Scores obtained from the mentioned tool were analyzed by employing quantitative data analysis techniques, i.e. Mean, Standard Deviation, Standard Error of Mean and Mann- Whitney U-test. The non-parametric Mann Whitney U-test was used to analyze the data as the sample was taken purposively as it is considered as the most powerful non-parametric equivalent of t-test of parametric family.

RESULTS AND DISCUSSION

To achieve the objective and to test the null hypothesis, the data were analyzed using Mean, Standard Deviation and Mann-Whitney U-test which is given and discussed in table 1 and table 2.

Table 1: Mean, Standard Deviation and Standard Error of Mean wise distribution of Attitude of Pre-service and In-service Student-teachers towards teaching profession

Student-teachers	N	Mean	Standard Deviation	Standard Error of Mean
Pre-service	205	72.41	23.85	1.67
In-service	186	77.06	24.38	1.79

From the table 1, it was found that the Mean of In-service student-teachers was higher than that of Pre-service student-teachers. From the Standard Deviations and Standard Error of Means of both the groups it was also observed that the Pre-service student-teachers were more homogeneous in terms of their attitude towards teaching profession in comparison to their pre-service counterpart. To find whether the difference in the Mean was significant or by chance and to test the H_0 , Mann-Whitney U-test was used as the sample was taken purposively. The summary of the Mann-Whitney U-test is given in table 2, followed by analysis.

Table 2: Summary of Mann-Whitney U-test for attitude of Pre-service and In-service Student-teachers towards teaching profession, with the Number of sample, Sum of Ranks, U-value, z-value and Probability

Student-teachers	N	Sum of Ranks	U-value	z value	Probability (p)
Pre-service	205	38013	21232.00	1.90	0.0287
In-service	186	38717			

From table 2 it was observed that by referring Table for normal probability (Table A of Siegel, 1956) under null hypothesis (H_0) of z, for $z \leq 1.90$, the two tailed probability was found to be 0.0287 which was lower than our decided significance level (α) i.e. 0.05. Hence the null hypothesis i.e. 'there will be no significant difference in the attitude of Pre-service and In-service student-teachers towards teaching profession' was rejected and it can

be said that the attitude towards teaching profession of In-service student-teachers is stochastically larger than that of Pre-service student-teachers.

This finding of the present study has a positive implication for the teaching profession that stops the critics those are against the In-service B.Ed. program. The positive attitude of In-service student-teachers towards the teaching profession may be due to the two year duration of the program and availability of proper instructional materials and their interest towards the teaching profession.

MAJOR FINDING OF THE STUDY

The attitude towards teaching profession of In-service student-teachers is stochastically larger than that of Pre-service student-teachers in Gujarat.

EDUCATIONAL IMPLICATIONS

The following are the implications drawn out from the findings of the present study.

1. Attitude plays a crucial role in teaching. The College Selection Committee could try to check the attitude of would be student-teachers at the time of admission into the B.Ed. course.
2. By testing the attitude of student-teachers, we would be able to identify better teachers for the society apart from their 'interest in teaching' and 'aptitude'.
3. Attitudinal changes inculcate skills among student-teachers which directly help them in the profession of teaching.
4. The findings can give suggestions to the curriculum framers to frame a suitable curriculum required for B.Ed. program so that favorable attitude towards teaching profession can be developed among the student-teachers.

CONCLUSION

The research study reveals that the attitude towards teaching profession of In-service student-teachers is stochastically larger than that of Pre-service student-teachers. Therefore, the findings suggest that both the In-service and Pre-service B.Ed. programs are of serious nature catering to the need of specific group. Thus, the attitudinal transformation should be the focal point in the teacher training programs. This study may help the teacher educators to plan or to bring about certain modifications in the teacher training programs, both in content and methodologies, in such a way that the attitude of the prospective teachers is enhanced which will eventually get translated into actions or skills

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