APPENDIX VIII - LIST II OF RECENT DEVELOPMENTS IN EDUCATION FOR TEACHER EDUCATORS' RATING ON SIGNIFICANCE AND ESSENTIALITY

(For Ph. D. Research only)

M. S. UNIVERSITY OF BARODA
BARODA.2.

Code No.

AWARENESS AND KNOWLEDGE OF RECENT DEVELOPMENTS IN EDUCATION AND THEIR CORRELATES AMONG B.Ed. AND M.Ed. STUDENTS

GUIDE	INVESTIGATOR
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TO THE COLLEGE/UNIVERSITY TEACHER

Dear Friend,

As you know, there have been many developments in education in India ever since Independence. Here is an attempt to find out how far B.Ed. and M.Ed. students are aware of these developments in education. It is also proposed to study how far the variables such as (1) their attitudes to the teaching profession, (2) their socio-economic status and (3) their achievement levels in the University Semester examinations are related to their range and level of awareness and knowledge of these recent developments in education.

A study such as this will throw light on how far the B.Ed. and M.Ed. students are up-to-date in their awareness and knowledge of developments in education. This might help

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teacher-educators in their overall effort to provide an up-to-date knowledge of education to their students.

I would, therefore, request you to treat this investigation as a professional work, respond to this booklet and complete it without omitting a single item. I assure you, your responses will be treated with the customary professional confidence and they will be reported statistically only in the final research document.

I thank you for your kind co-operation in this endeavour.

Yours sincerely

M. RAGHURAM SINGH

October, 1977.   Investigator

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S E C T I O N   I

PROFORMA FOR BASIC DATA REGARDING RESPONDING TEACHER-EDUCATORS

As you know in educational research, certain variables associated with the respondents are important for making meaningful interpretations of the findings, you may please fill out all the items as completely and correctly as possible.

1. Name of your college/
   university department   ....

2. Your sex (Please check (_/)   Male   ( )   Female ( )

3. Your age (Please check _/)   20-24 ( )   40-44   ( )
                                  25-29 ( )   45-49   ( )
                                  30-34 ( )   50-54   ( )
                                  35-39 ( )   55-59   ( )

4. Your highest academic qualifications

   (Please state) (a) Academic   ....

                   (b) Professional.........................

5. Your professional status
   (Please check _/)

   College Professor   ( )   University Professor   ( )

   College Asst.Prof.   ( )   University Reader   ( )

   College Tutor/   University Lecturer   ( )
        Demonstrator   ( )

6. Name of the subject you teach   ....

7. Do you handle classes for B.Ed.?
   (Please check (_/)   Yes ( ) No ( )

8. Do you handle classes for M.Ed.?
   (Please check _/)   Yes ( ) No ( )

9. Do you guide students for M.Ed.
   research? (Please check _/)   Yes ( ) No ( )

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10. Your professional experience
    (Please state, completed years and months)

    (a) School level   ....

    (b) College level   ....

    (c) University level   ....

S E C T I O N   II

RATING OF TEACHER-EDUCATORS REGARDING (1) THE SIGNIFI-
CANCE OF ITEMS OF RECENT DEVELOPMENTS IN EDUCATION AND
(2) THE ESSENTIALITY OF THESE ITEMS FOR B.Ed. STUDENTS

Listed below are items of recent developments in education under twelve categories. You may indicate the importance and significance of each item on a five point scale with the following scoring principle:

Strongly significant :   Score of 4

Somewhat significant :   Score of 3

Uncertain   :   Score of 2

Not significant   :   Score of 1

Not at all significant :   Score of 0

I myself do not know this item :   X

You may indicate the essentiality of each item for the B.Ed. student on a five point scale, with the following scoring principle:

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The B.Ed. student ought to know completely   4

The B.Ed. student is expected to know a good deal   3

The B.Ed. student is expected to know something   2

The B.Ed.student may happen to know about
                    its mere existence   1

The B.Ed. student need not know even about its
                    mere existence   0

Please indicate your personal judgment on each item in the list, with regard to its "significance" in general and "essentiality" for the B.Ed. student by encircling the respective scores in the columns against the items concerned following the scoring keys given above.

EXAMPLE	SIGNIFICANT	ESSENTIAL

The Madras English Language   ④ 3 2 1 0   X   4 3 ② 1 0
Teaching (MELT) campaign

In this illustration, the item is marked as a "strongly significant" recent development in education and "the B.Ed. student is expected to know something" of the item.

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0

1.0 <u>EDUCATION AND THE STATE</u>

A. Matters of STATE POLICY:

1.1	National policy on Education, 1968	4	3	2	1	0	X	4	3	2	1	0
1.2	Education being placed in the concurrent list of the constitution,1976	4	3	2	1	0	X	4	3	2	1	0
1.3	Secular nature of education in the public schools of India	4	3	2	1	0	X	4	3	2	1	0
1.4	National structure and pattern of education	4	3	2	1	0	X	4	3	2	1	0
1.5	Free and compulsory primary education	4	3	2	1	0	X	4	3	2	1	0

B. National Schemes for the Talented:

1.6	NCERT'S National Talent Search Scheme	4	3	2	1	0	X	4	3	2	1	0
1.7	NCERT'S National Rural Talent Search Scheme	4	3	2	1	0	X	4	3	2	1	0
1.8	NCERT'S National Science Talent Search Scheme	4	3	2	1	0	X	4	3	2	1	0

2.0 <u>EDUCATION AND THE TEACHERS</u>

A. Teacher Development:

2.1	In-service education and Training of Teachers	4	3	2	1	0	X	4	3	2	1	0
2.2	Summer Institutes for teachers	4	3	2	1	0	X	4	3	2	1	0
2.3	Action research by teachers	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
2.4	National programme of seminar readings for teachers and teacher-educators by NCERT	4	3	2	1	0	X	4	3	2	1	0
2.5	Experimental and Development Projects by teachers, supported with NCERT fund	4	3	2	1	0	X	4	3	2	1	0
	B.											
2.6	Evaluation of teaching	4	3	2	1	0	X	4	3	2	1	0
2.7	Panel Inspection of Schools in Tamil Nadu	4	3	2	1	0	x	4	3	2	1	0
	C. Professionalism of Teachers:											
2.8	Professional autonomy of teachers	4	3	2	1	0	X	4	3	2	1	0
2.9	Teachers' Centre (like the one in SCERT, Madras)	4	3	2	1	0	X	4	3	2	1	0
2.10	Teacher aides	4	3	2	1	0	X	4	3	2	1	0
3.0	EDUCATIONAL PSYCHOLOGY											
3.1	Robert Gagne's Learning types	4	3	2	1	0	X	4	3	2	1	0
3.2	Mastery learning concept (B.S.Bloom)	4	3	2	1	0	X	4	3	2	1	0
3.3	Flexible grouping of pupils	4	3	2	1	0	X	4	3	2	1	0
3.4	Achievement Motivation	4	3	2	1	0	X	4	3	2	1	0
3.5	Guidance and Counselling	4	3	2	1	0	X	4	3	2	1	0
3.6	Classroom climate	4	3	2	1	0	X	4	3	2	1	0
3.7	Ned Flanders' Interaction Analysis	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
4.0	**EDUCATIONAL MANAGEMENT AND ADMINISTRATION**											
	A. Conceptual Stage:											
4.1	Educational management by objectives	4	3	2	1	0	X	4	3	2	1	0
4.2	Participative management of educational institutions	4	3	2	1	0	X	4	3	2	1	0
4.3	Human relations and communications in management	4	3	2	1	0	X	4	3	2	1	0
4.4	Methetics	4	3	2	1	0	X	4	3	2	1	0
4.5	Assessment of organisational climate of educational institutions	4	3	2	1	0	X	4	3	2	1	0
4.6	Differentiated staffing	4	3	2	1	0	X	4	3	2	1	0
4.7	Open-Plan School	4	3	2	1	0	X	4	3	2	1	0
4.8	College complex	4	3	2	1	0	X	4	3	2	1	0
4.9	Quality control in education	4	3	2	1	0	X	4	3	2	1	0
4.10	Management of educational innovations	4	3	2	1	0	X	4	3	2	1	0
4.11	Operations research	4	3	2	1	0	X	4	3	2	1	0
4.12	The concept of accountability	4	3	2	1	0	X	4	3	2	1	0
	B. Practice Stage:											
4.13	Nationalisation of School text-books	4	3	2	1	0	X	4	3	2	1	0
4.14	Shift system for schools	4	3	2	1	0	X	4	3	2	1	0
4.15	The school complex programme	4	3	2	1	0	X	4	3	2	1	0
4.16	Flexible scheduling of school-work	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
4.17	Central Kitchen for Midday Meals Programme	4	3	2	1	0	X	4	3	2	1	0
4.18	Autonomous status to certain colleges	4	3	2	1	0	X	4	3	2	1	0
4.19	Decision-making in educational management	4	3	2	1	0	X	4	3	2	1	0
4.20	Semester system of course organisation	4	3	2	1	0	X	4	3	2	1	0
4.21	Mixed-ability grouping of pupils	4	3	2	1	0	X	4	3	2	1	0
4.22	In-basket training technique for managers	4	3	2	1	0	X	4	3	2	1	0
4.23	Cost-effectiveness analysis	4	3	2	1	0	X	4	3	2	1	0
5.00	METHODS OF TEACHING AND LEARNING											
	A. Educational Technology:											
5.1	Mobile Science Laboratory for Schools	4	3	2	1	0	X	4	3	2	1	0
5.2	AIR Programme use in schools	4	3	2	1	0	X	4	3	2	1	0
5.3	Demonstration method	4	3	2	1	0	X	4	3	2	1	0
5.4	Educational Television(ETV)	4	3	2	1	0	X	4	3	2	1	0
5.5	Synchronised tape-slide presentation	4	3	2	1	0	X	4	3	2	1	0
5.6	Overhead Projector	4	3	2	1	0	X	4	3	2	1	0
5.7	Language laboratory	4	3	2	1	0	X	4	3	2	1	0
5.8	Closed circuit television for educational use	4	3	2	1	0	X	4	3	2	1	0
5.9	Computer-assisted instruction	4	3	2	1	0	X	4	3	2	1	0
5.10	Teaching machine	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X.	4	3	2	1	0
	B. Focussed on the Learner:											
5.11	Independent study	4	3	2	1	0	X	4	3	2	1	0
5.12	Activity-based method of teaching and learning	4	3	2	1	0	X	4	3	2	1	0
5.13	Discovery learning	4	3	2	1	0	X	4	3	2	1	0
5.14	Remedial teaching	4	3	2	1	0	X	4	3	2	1	0
5.15	Resources-based teaching and learning	4	3	2	1	0	X	4	3	2	1	0
5.16	Simulation	4	3	2	1	0	X	4	3	2	1	0
5.17	Educational games	4	3	2	1	0	X	4	3	2	1	0
5.18	Programmed instruction	4	3	2	1	0	X	4	3	2	1	0
5.19	Open-shelf library	4	3	2	1	0	X	4	3	2	1	0
	C. Focussed on the Group:											
5.20	Brain-storming	4	3	2	1	0	X	4	3	2	1	0
5.21	Buzz-session	4	3	2	1	0	X	4	3	2	1	0
5.22	Panel discussion	4	3	2	1	0	X	4	3	2	1	0
	D. Focussed on the Teacher:											
5.23	Microteaching	4	3	2	1	0	X	4	3	2	1	0
5.24	Teaching models	4	3	2	1	0	X	4	3	2	1	0
5.25	Team teaching	4	3	2	1	0	X	4	3	2	1	0
6.00	EDUCATIONAL EVALUATION											
	A. Conceptual Dimension:											
6.1	Concepts of Formative and Summative evaluation (B. S. Bloom)	4	3	2	1	0	X	4	3	2	1	0
6.2	Objectives-based testing and examining	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
6.3	Criterion-referenced testing and examining	4	3	2	1	0	X	4	3	2	1	0
6.4	Taxonomies of Educational Objectives (B.S.Bloom, et al.)	4	3	2	1	0	X	4	3	2	1	0
6.5	Improved Question.paper construction	4	3	2	1	0	X	4	3	2	1	0
6.6	Objective-type tests	4	3	2	1	0	X	4	3	2	1	0
6.7	Structured essay-type questions	4	3	2	1	0	X	4	3	2	1	0
6.8	Diagnostic tests	4	3	2	1	0	X	4	3	2	1	0
6.9	Unit tests	4	3	2	1	0	X	4	3	2	1	0
6.10	Open-book examinations	4	3	2	1	0	X	4	3	2	1	0
	B. Administrative Dimensions											
6.11	Progressive and cumulative assessment	4	3	2	1	0	X	4	3	2	1	0
6.12	Internal assessment	4	3	2	1	0	X	4	3	2	1	0
6.13	Question/Item Banking	4	3	2	1	0	X	4	3	2	1	0
6.14	Central valuation of examination answer-scripts	4	3	2	1	0	X	4	3	2	1	0
6.15	Increasing objectivity in marking answer-scripts by using a scoring key,etc.	4	3	2	1	0	X	4	3	2	1	0
6.16	Computer-processing of examination marks and results	4	3	2	1	0	X	4	3	2	1	0
6.17	Compartmentalisation of examination	4	3	2	1	0	X	4	3	2	1	0
6.18	Non-graded schooling	4	3	2	1	0	X	4	3	2	1	0
6.19	Automatic annual promotion during the school course	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
6.20	Declaring No pass/fail in school final examination	4	3	2	1	0	X	4	3	2	1	0
6.21	Course evaluation	4	3	2	1	0	X	4	3	2	1	0
	C. Statistical Dimension:											
6.22	Randomisation of answer-scripts for valuing and marking purposes	4	3	2	1	0	X	4	3	2	1	0
6.23	Awarding grades (either independently or based on percentages)	4	3	2	1	0	X	4	3	2	1	0
6.24	Use of the technique of scaling of marks	4	3	2	1	0	X	4	3	2	1	0
6.25	Use of standard scores	4	3	2	1	0	X	4	3	2	1	0
7.00	**EDUCATION AND THE CURRICULUM**											
7.1	Compulsory physical and health education	4	3	2	1	0	X	4	3	2	1	0
7.2	Modern Mathematics in the school-curriculum	4	3	2	1	0	X	4	3	2	1	0
7.3	UNESCO-UNICEF Science	4	3	2	1	0	X	4	3	2	1	0
7.4	Integrated curriculum	4	3	2	1	0	X	4	3	2	1	0
7.5	Nutrition education	4	3	2	1	0	X	4	3	2	1	0
7.6	Population education	4	3	2	1	0	X	4	3	2	1	0
7.7	Work experience in school education	4	3	2	1	0	X	4	3	2	1	0
7.8	Vocationalisation of higher secondary education	4	3	2	1	0	X	4	3	2	1	0
7.9	The three language formula	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
8.00	EDUCATION AND THE COMMUNITY											
	A. New Outlook:											
8.1	Equality of educational opportunity and education of the disadvantaged sections of the people	4	3	2	1	0	X	4	3	2	1	0
8.2	Non-formal education	4	3	2	1	0	X	4	3	2	1	0
8.3	Lifelong integrated education	4	3	2	1	0	X	4	3	2	1	0
8.4	The concept of deschooling	4	3	2	1	0	X	4	3	2	1	0
	B. The Education System's Response to Community -Needs:											
8.5	Correspondence education own-time education)	4	3	2	1	0	X	4	3	2	1	0
8.6	Evening college courses (Part-time education)	4	3	2	1	0	X	4	3	2	1	0
8.7	Functional Literacy Programme	4	3	2	1	0	X	4	3	2	1	0
8.8	Book banks in schools and colleges	4	3	2	1	0	X	4	3	2	1	0
8.9	Community and social service by college students	4	3	2	1	0	X	4	3	2	1	0
8.10	Open University	4	3	2	1	0	X	4	3	2	1	0
	C. Community-Support for Education:											
8.11	Mid-day Meals Scheme	4	3	2	1	0	X	4	3	2	1	0
8.12	Parent-Teacher Association	4	3	2	1	0	X	4	3	2	1	0
8.13	SchoolImprovement Projects through community support	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
9.00	EDUCATIONAL REPORTS											
	A. National:											
9.1	The University Education Commission Report (Dr.S. Radhakrishnan), 1949	4	3	2	1	0	X	4	3	2	1	0
9.2	Report of the Committee on Rural Higher Education (Dr. K. L. Shrimali)	4	3	2	1	0	X	4	3	2	1	0
9.3	Indian Education Commission Report entitled, "Education and National Development" (Dr.D.S.Kothari) 1964-66	4	3	2	1	0	X	4	3	2	1	0
	B. British:											
9.4	Crowther Committee Report on Education of Boys and Girls between the ages of 15 and 18, HMSO, 1959	4	3	2	1	0	X	4	3	2	1	0
9.5	Plowden Committee Report on 'Children and their Primary Schools", HMSO, 1967	4	3	2	1	0	X	4	3	2	1	0
9.6	Lord Robbins Report on Higher Education in the U.K., 1964	4	3	2	1	0	X	4	3	2	1	0
9.7	James Report on "Teacher Education in the U.K.", 1971	4	3	2	1	0	X	4	3	2	1	0
	C. American:											
9.8	J.S.Coleman's Report on "Equality of Educational Opportunity" in the U.S.A., 1966	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
10.00	EDUCATIONAL PLANNING											
	A. Policy and Planning:											
10.1	Planning for equalisation of educational opportunity	4	3	2	1	0	X	4	3	2	1	0
10.2	Planning for higher secondary education	4	3	2	1	0	X	4	3	2	1	0
10.3	Planning a Multiple-entry exit system of education	4	3	2	1	0	X	4	3	2	1	0
	B. Approaches to Planning:											
10.4	Manpower planning	4	3	2	1	0	X	4	3	2	1	0
10.5	Institutional Planning	4	3	2	1	0	X	4	3	2	1	0
10.6	Economics of education	4	3	2	1	0	X	4	3	2	1	0
10.7	Futurology and Educational Planning	4	3	2	1	0	X	4	3	2	1	0
	C. Plan:											
10.8	Use of demographic statistics in educational planning	4	3	2	1	0	X	4	3	2	1	0
10.9	Educational survey	4	3	2	1	0	X	4	3	2	1	0
10.10	Integrated planning	4	3	2	1	0	X	4	3	2	1	0
10.11	Costing Educational Plan	4	3	2	1	0	X	4	3	2	1	0
10.12	Feasibility testing	4	3	2	1	0	X	44	3	2	1	0
10.13	Cost-benefit analysis	4	3	2	1	0	X	4	3	2	1	0
	D. From Planning to Implementation:											
10.14	School mapping and educational mapping	4	3	2	1	0	X	4	3	2	1	0
10.15	Student flow model and Cohort-analysis	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
10.16	Project Formulation	4	3	2	1	0	X	4	3	2	1	0
10.17	Critical Path Method	4	3	2	1	0	X	4	3	2	1	0
10.18	Programme Evaluation and Review Technique (PERT)	4	3	2	1	0	X	4	3	2	1	0
10.19	Plan Evaluation	4	3	2	1	0	X	4	3	2	1	0
10.20	Performance budget	4	3	2	1	0	X	4	3	2	1	0
10.21	Planning-Programming-Budgeting System (PPBS)	4	3	2	1	0	X	4	3	2	1	0
11.00	**EDUCATIONAL LITERATURE**											
11.1	Work-book for students	4	3	2	1	0	X	4	3	2	1	0
11.2	Programmed texts	4	3	2	1	0	X	4	3	2	1	0
11.3	Towards a Learning Society The Perspective Plan of Tamil Nadu, 1972-84, Tamil Nadu Planning Commission	4	3	2	1	0	X	4	3	2	1	0
11.4	Towards a Functional Learn-ing Society, Tamil Nadu	4	3	2	1	0	X	4	3	2	1	0
11.5	Taxonomy of Educational Objectives, Vol.I (Cognitive Domain)(Bloom, et al.)Longmans, 1958	4	3	2	1	0	X	4	3	2	1	0
11.6	Taxonomy of Educational Objectives, Vol. II (Affective Domain) (David R.Krathwohl,et al.) Longmans, 1964	4	3	2	1	0	X	4	3	2	1	0
11.7	Learning To Be - Report of the Edgar Faure Commission by UNESCO	4	3	2	1	0	X	4	3	2	1	0
11.8	School is Dead - An essay on alternatives in educa-tion - Evertt Reimer	4	3	2	1	0	X	4	3	2	1	0
11.9	Deschooling Society - Ian Lister	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
11.10	Future Shock - Alvyn Toffler	4	3	2	1	0	X	4	3	2	1	0
12.00	EDUCATIONAL AGENCIES											
	A. State Level:											
12.1	State Council of Educational Research and Training (SCERT),Madras	4	3	2	1	0	X	4	3	2	1	0
12.2	The State Institutes of Education	4	3	2	1	0	X	4	3	2	1	0
12.3	The State Evaluation Units	4	3	2	1	0	X	4	3	2	1	0
12.4	Examination Reform Units in select Universities	4	3	2	1	0	X	4	3	2	1	0
	B. Regional Level:											
12.5	Tech.Teachers' Training Institute (Southern Region), Madras	4	3	2	1	0	X	4	3	2	1	0
12.6	Regional Institute of Eng., Southern Region, Bangalore	4	3	2	1	0	X	4	3	2	1	0
12.7	Regional Colleges of Education in India	4	3	2	1	0	X	4	3	2	1	0
	C. National Level:											
12.8	Rural Higher Institutes	4	3	2	1	0	X	4	3	2	1	0
12.9	Central Institute of English, Hyderabad	4	3	2	1	0	X	4	3	2	1	0
12.10	Kendriya Vidyalaya Sangathan	4	3	2	1	0	X	4	3	2	1	0

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Item No.	Item - Statements	Significant						Essential				
		4	3	2	1	0	X	4	3	2	1	0
12.11	National Council of Educational Research and Training (NCERT), New Delhi	4	3	2	1	0	X	4	3	2	1	0
12.12	Indian Council of Social Science Research (ICSSR), New Delhi	4	3	2	1	0	X	4	3	2	1	0
12.13	University Grants Commission (UGC)	4	3	2	1	0	X	4	3	2	1	0
12.14	Association of Indian Universities, New Delhi	4	3	2	1	0	X	4	3	2	1	0
12.15	National Staff College for Educational Planners and Administrators, New Delhi	4	3	2	1	0	X	4	3	2	1	0
	D. International Level:											
12.16	UNESCO Regional Office for Education in Asia, Bangkok	4	3	2	1	0	X	4	3	2	1	0
12.17	International Institute of Educational Planning (IIEP), Paris	4	3	2	1	0	X	4	3	2	1	0