

TEACHING APTITUDE & Attitude Test

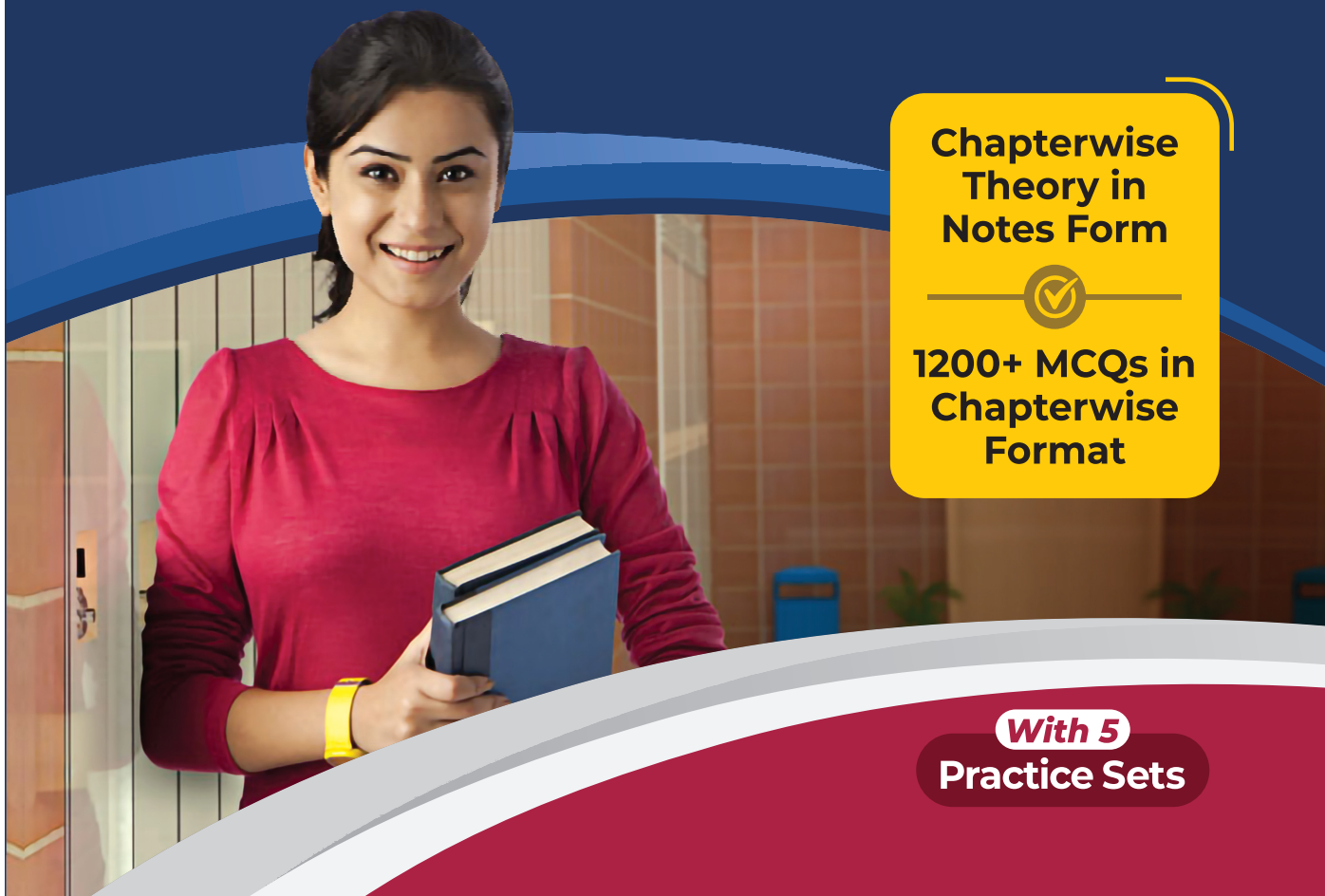
Useful for B.Ed Entrances and
Other Teacher Recruitment Exams

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TEACHING APTITUDE & Attitude Test

Useful for B.Ed Entrances
and Other Teacher
Recruitment Exams



Compiled & Edited by
Arihant 'Expert Team'



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PREFACE



The book entitled 'Teaching Aptitude and Attitude Test' has been designed to meet the requirements of candidates preparing for all the prestigious B.Ed. Entrance Examinations conducted by different universities of our country. Teaching is a noble profession and needs to be given its due credit. A good teacher is expected to have certain qualities like confidence, patience, compassion for students, dedication to excellence, unwavering support, willingness to help student achieve, pride in students accomplishments and passion for life. To meet all these criteria, a candidate willing to choose teaching as a profession, need to undergo a prior assessment test so that he or she could do justice to the profession as well as enjoy and get true satisfaction.

The present book is a novel attempt to meet the standards of this esteemed profession and help the candidates appearing in the entrance examinations. The language of book is simple and easy to understand. The wide coverage of topics, provides it a complete solution for the purpose. It can be presumed that the 'book' will be a boon for the aspirants.

All attempts are made to make the 'book' error free and authentic. However, despite of all our efforts some errors may crept in. Criticism, reviews are welcome from all the respectable teachers, students and all other readers. We assure you to improve the 'book' in further editions to meet your satisfaction and accuracy.

Publisher

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Chapter 01

Teaching Aptitude and Attitude

People always differ from one another in their performance in one or the other fields of human activity like music, art, mechanical work, teaching, leadership, etc. Many individuals under same circumstances perform out well from others and prove themselves to be more suitable and efficient in certain jobs. Such capability is very important for a teacher to be a successful teacher which can be developed through proper training.

Concept of Teaching

Teaching is a methodology in which various activities are involved. The word 'teaching' is derived from the word 'to teach' which means 'to instruct'.

Teaching is a process in which one individual gains knowledge or learn something from a more knowledgeable person. Teaching can be better understood by understanding teaching behaviour at three levels, i.e.,

- (i) First level—Teaching skill
- (ii) Second level—General teaching behaviour
- (iii) Third level—Specific teaching behaviour

All these three levels are inter-related. At the first level, teaching can be defined as a set of component teaching skills. Such teaching skills are necessary to bring about the realisation of set

of instructional objectives. These instructional objectives are the set of goals which a teacher set to achieve at the end of his class.

Definitions of Teaching

According to **N.L. Gage**, "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. It is a personal relationship between the teacher and the taught causing behaviour modification."

According to **H.C. Morrison** "Teaching is a disciplined social process in which the teacher influences the behaviour of the less experienced pupil and helps him develop according to the needs and ideas of the society."

According to **Jackson**, "Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in other participants (students)."

Clarke defined the scope of teaching and included all those organised activities as teaching that may result in modifying the behaviour of the learner.

According to **J.B. Hongh and James K Duncan**, "Teaching is an activity with four phases, i.e., a curriculum phase, a planning phase, instructing phase and an evaluating phase."

According to **Amidon**, “Teaching is a process of interaction between the teacher and the taught as a cooperative enterprise, a two way traffic.”

According to **Dewey**, “Teaching and learning are not separated processes and learning comes through doing.”

According to **Rabindranath Tagore**, “Teaching is a natural process and it should be done in natural environment, close to nature.”

Concept of Aptitude

The word ‘aptitude’ is defined in various ways by psychologists. An aptitude is not the same thing as ability or interest. It is more specific, measuring only certain aspects of functioning within a limited range. A person with a verbal ability cannot have aptitude for all the different tasks or vocations connected with verbal ability. Aptitude is only in part of born or native.

According to **Bingham** (1937) “A condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some (usually specified) knowledge, skill or set of responses, such as ability to speak, a knowledge to produce music, etc.”

Bingham states that aptitude is a measure of probabilities of success of an individual with training in certain type of situation, such as playing piano.

Thus, aptitude is something more than the ability. It is ability plus suitability of performance. For example, a person may be a good scholar, as he possesses high verbal ability, but it does not mean that he must be good teacher.

The Bingham’s definition also found support from Freeman (1955) as he defines aptitude as a combination of characteristics which connotes an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organised responses, such as ability to speak a language, to become a musician, to do mechanical work, teaching, etc.

According to **George K. Bennett, Harold G. Seashore** and **Alexander G. Weisman** (1959), “Aptitude embraces any characteristics which is pre-disposed to learning including intelligence, achievement personality, interests and special skills.”

Thus, we can say that definition of Bingham (1937) is the most acceptable definition as it covers the majority of the views expressed in other definitions.

Characteristics of Aptitude

- It is symptomatic or suggestive of one’s ability for a particular work or job.
- It is a present condition with a future reference to person’s potential ability to do something.
- It connotes more than potential ability in performance and implies fitness and suitability for the activities in question.
- It is innate capacities resulted from the interaction of heredity and environment.
- Aptitude embraces any characteristics which pre-disposes learning which includes intelligence, achievement, personality, interest and special skills.

Types of Aptitude

Generally, aptitude is of two types

1. **Positive Aptitude** People with positive aptitude view life challenges, religion, institutions and the situations they go through with confidence are sure that they can deal with them. They do not dwell on the problems and difficulties of the past and does not let them dictate his life. They would rather learn from the past mistakes and move on.
2. **Negative Aptitude** People with negative aptitude do not seek solution and progress. They always have negative thoughts about the society, religion, politics, community, etc. They lack self-esteem and positivity. These affect their thinking procedures and actions.

Teaching Aptitude

Teaching aptitude is the capacity to acquire proficiency with a given amount of training in teacher education. It refers to the capacity of an individual to be skilled in teaching by receiving formal or informal training. Thus, teaching aptitude is helpful in predicting the future success of an individual in teaching field after providing appropriate opportunities and training.

Many factors are involved with teaching aptitude and it depends upon certain personal traits, intellect and temperament. Research studies revealed that many factors have dominant roles in teaching aptitude.

Teaching mainly needs three qualities, i.e., knowledge, communication skills and aptitude. A teacher with good aptitude must be aware of the essential components of teaching like lesson planning, motivating students, teaching-learning strategies, comprehensive evaluation, effective communication and interaction, etc.

Concept of Attitude

Attitude refers to a set of emotions, beliefs and behaviours towards a particular object, person, thing or event. Attitudes are often the result of experience or upbringing and they can have powerful influence over behaviour. Psychologists define attitudes as learned tendency to evaluate things in a certain way. This can include evaluation of people, issues, objects or events.

Definitions of Attitude

According to **Gordon Allport**, “An attitude is a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situation with which it is related.”

According to **Thurstone**, “An attitude denotes the total of man’s inclinations and feelings, prejudice

or bias, pre-conceived notions, ideas, fears, threats and other any specific topic.”

According to **N.L. Munn**, ‘Attitudes are learned pre-dispositions towards aspects of our environment.

They may be positively or negatively directed towards certain people, service or institution.”

Characteristics of Attitude

- Attitudes are complex combination of things, we call personality, beliefs, values, behaviours and motivations.
- An attitude exists in every person’s mind. It helps to define our identity, guide or actions, and influence how we judge people.
- Attitude helps us define how we see situations and define how we behave towards the situation or object.
- It provides us with internal cognitions or beliefs and thoughts about people and objects.
- It can also be explicit and implicit. Explicit attitude is that we are consciously aware of and implicit attitude is unconscious, but still affects our behaviour.
- Attitude causes us to behave in a particular way toward an object or person.
- An attitude is a summary of a person’s experience. Thus, an attitude is grounded in direct experience predicts future behaviour more accurately.
- It includes certain aspects of personality as interests, appreciation and social conduct.
- It indicates the total of a man’s inclinations and feelings.
- An attitude is a point of view, substantiated or otherwise, true or false, which one hold towards an idea, object, or person.
- It has aspects, such as direction, intensity, generality or specificity.
- It may be positive or negative and may be affected by age, position and education.

Teaching Attitude

Teaching is a dynamic activity which requires a favourable attitude and certain specific competencies from its practitioners. Teacher's proficiency depends on the attitude he possesses for the profession. The positive attitude helps the teacher to develop a conducive learner-friendly environment in the classroom.

Infact, the teacher's roles and responsibilities have found extension outside his classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep a teacher in the forefront.

Changing times have added new dimensions to teaching profession. Thus, it requires specified competencies and right attitude.

Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is a deciding factor of the teacher's performance. Through the right attitude, the teacher can do justice to his profession.

Importance of Positive Attitude

- A positive attitude towards learning is very necessary for being a successful learner.
- Formal classroom learning is very important and valuable for positive attitude.
- All kinds to learning opportunities need a positive attitude.
- A positive attitude and a belief in our ability will help us to enjoy the learning process and discover many opportunities for learning.

Ways to Develop Positive Attitude

There are different ways to develop positive attitude, such as

Utilise the most important hours of the day

Make the most of the early morning hours of the day more productive. We must practice reading and writing at early hours because with the passing of time, we are involved in other activities as well.

Prioritise the goals and duties We should not exhaust our available time in doing the least priority jobs and leave a very little time for doing the most important work in our life that matters a lot.

Open for learning Open for learning anything and everything that looks complex and critical for the first time. This will help us breaking out from our comfort zone and trying something different rather than spending time on doing same routine work. We will be empowered to deal with the difficult and challenging emotions required for growth and evolution.

Upgrade yourself intellectually, emotionally and spiritually Set yourself apart from the ordinary crowd and upgrade yourself intellectually, emotionally and spiritually. Quickly we will realise that we can work with people much more effectively, solve problems easily and create an amazingly satisfied lifestyle.

Nourish your mind and soul We must enhance our current mental situation and improve our current priorities, goals, choices and daily behaviours. We should learn from our mistakes, and elevate ourselves with no regrets and repents.

Exercise

- 1 Teaching is a skillful application of
 - (a) Knowledge
 - (b) Experience
 - (c) Scientific principles
 - (d) All of the above
- 2 Teaching can be better understood by understanding teaching behaviour at levels.
 - (a) two (b) three (c) four (d) five
- 3 are necessary to bring about the realisation of set of instructional objectives.
 - (a) Teaching skills (b) Teaching methods
 - (c) Both (a) and (b) (d) None of these
4. Teaching can be analysed in terms of teacher behaviour at least at three levels, they are
 - (a) teaching skills, learning behaviour and teaching behaviour
 - (b) general teaching behaviour, specific teaching behaviour and learning skills
 - (c) teaching skills, general teaching behaviour and specific teaching behaviour
 - (d) learning skills, teaching skills and specific teaching behaviour
- 5 Following the analysis at what level, teaching can be defined as a set of component skills for the realisation of a specified set of instructional objectives?
 - (a) First level (b) Second level
 - (c) Third level (d) None of these
- 6 At which level teaching skills can be defined as a set of inter-related teaching behaviours for the realisation of specific instructional objectives?
 - (a) Specific teaching skills
 - (b) General learning behaviour
 - (c) Specific teaching behaviour
 - (d) General teaching behaviour
- 7 Who has/have defined the term 'teaching skills' as "a set of related teaching behaviours which in specified types of classroom interaction situations tend to facilitate the achievement of specified types of educational objectives"?
 - (a) McIntyre
 - (b) White
 - (c) McIntyre and White Both
 - (d) None of the above
- 8 Who of the following consider 'teaching as a personal relationship between teacher and taught causing behaviours modification'?
 - (a) Gage (b) Clarke
 - (c) Green (d) Amidon
- 9 Teaching is a process of interaction between teacher and taught-who states this?
 - (a) Amidon (b) Green
 - (c) Clarke (d) None of these
- 10 Who of the following stated that teaching should be done in natural environment?
 - (a) Tagore (b) Amidon
 - (c) Green (d) Clarke
- 11 What is the first and foremost objective of teaching?
 - (a) To impart knowledge only
 - (b) To develop skills that can help learners to solve their real life problems
 - (c) To give lectures in the class
 - (d) None of the above
- 12 Specific teaching behaviour can be brought about by
 - (a) specific teaching skill
 - (b) by reading from a book
 - (c) imitating other
 - (d) All of the above

- 13** Teaching aptitude means
 (a) devotion towards teaching work
 (b) the desire to become a teacher
 (c) all the requisite abilities to do the job of a teacher
 (d) None of the above
- 14** Important aspect of teaching aptitude is
 (a) the capability of the teacher to let the students realise the truth
 (b) the capability of the teacher to check the creativity of his students
 (c) the capability of the teacher to make student vocation oriented
 (d) the capability of the teacher to make teaching student oriented
- 15** Our attitude towards knowledge should be
 (a) to accept what is proved by science on the basis of empirical evidence
 (b) not to accept anything that is not personally verified
 (c) to accept as the final truth
 (d) to accept believing in the scope for improvement
- 16** Which of the following statements is most reasonable?
 (a) Teachers motivate students to acquire knowledge
 (b) Teachers are born
 (c) Teachers are capable of teaching
 (d) Interpretation of a complex theory is very useful for development of thinking process in students
- 17** The most beneficial aspect of the teaching profession is
 (a) an opportunity to dominate the children
 (b) an opportunity to express yourself
 (c) sufficient number of holidays in a year
 (d) hefty earnings from tuition work, besides earnings through salary
- 18** "Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some (usually specified) knowledge, skill or set of responses, such as ability to speak a knowledge, to produce music, etc." is the speaker.
 (a) Bingham (b) Macclean
 (c) Taxler (d) Freeman
- 19** said that "aptitude embraces any characteristics which is pre-disposed to learning including intelligence, achievement personality, interests and special skills."
 (a) George K. Bennett
 (b) Harold G. Seashore
 (c) Alexander G. Weisman
 (d) All of the above
- 20** is symptomatic or suggestive of one's ability for a particular work or job.
 (a) Knowledge
 (b) Aptitude
 (c) Attitude
 (d) None of the above
- 21** Aptitude is of types.
 (a) two (b) three
 (c) four (d) six
- 22** is the capacity to acquire proficiency with a given amount of training in teacher education.
 (a) Knowledge
 (b) Power of reasoning
 (c) Teaching aptitude
 (d) None of the above
- 23** Aptitude test is used to
 (a) measure success
 (b) measure proficiency
 (c) to indicate success in any task
 (d) measure the capacity/capability
- 24** Psychologists define as a learned tendency to evaluate things in a certain way.
 (a) Attitude
 (b) Aptitude
 (c) Knowledge
 (d) None of the above
- 25** According to, "An attitude is a mental and neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situation with which it is related."
 (a) Gordon Allport
 (b) Frank Freeman
 (c) Thur Stone
 (d) None of the above

- 26** “Attitude can be described as a learned pre-disposition to respond in a consistently favourable or unfavourable manner for a given object”. Who is/are the speaker(s)?
 (a) Martin Fishbein (b) Icek Ajzen
 (c) Milton Rokeach (d) Both (a) and (b)
- 27** An attitude may be positive or negative and may be affected by
 (a) age (b) positive
 (c) education (d) All of these
- 28** By adopting which method we can develop our learning attitude?
 (a) Utilise the most important hours of your day
 (b) Prioritise your goals and duties and open for learning
 (c) Upgrade yourself intellectually, emotionally and spiritually and nourish your mind and soul
 (d) All of the above

Answers

1 (d)	2 (b)	3 (a)	4 (c)	5 (a)	6 (d)	7 (c)	8 (a)	9 (a)	10 (a)
11 (b)	12 (a)	13 (c)	14 (d)	15 (a)	16 (a)	17 (b)	18 (a)	19 (d)	20 (b)
21 (a)	22 (c)	23 (c)	24 (a)	25 (a)	26 (d)	27 (d)	28 (d)		

Chapter 02

Aptitude Towards Education

Education is a process that continues throughout life. It is comprised of knowledge, experience, skills and attitudes.

It is helpful in the development of a society as it develops good citizens for future. Due to education, the socio-economic, cultural and political development of students can be possible.

Concept of Education

The word 'education' has been derived from the Latin word 'Educatum' which means 'to educate'. It is a systematic system as education has its set aims, objectives, curriculum and teaching methods as per the learner's attitude and abilities.

Following are the views of some prominent scholars regarding education

According to **J.S. Mill**, "Through education, people of one generation transfer culture to the people of another generation, so that they can preserve it and if possible can also progress in it."

According to **Tagore**, "The meaning of education is to enable the mind to discover the truth and to express it while making it its own".

According to **Vivekananda**, "Education is the display of the perfection embodied in man".

According to **Kant**, "Education is the development of the completeness of the individual to which he is capable".

According to **Froebel**, "Education is the process by which the child's innate powers come out".

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

Characteristics of Education

- Education is a continuous process. It starts with the birth of the individual and continues till death.
- It is not only limited within the educational institutes, but individual can get it from any sphere of his life.
- It helps to develop the inner qualities and powers of an individual.
- Education should ensure adequate preparation for immediate life. This will encourage the pupil to learn.
- The aim of education is self-realisation of the individual.
- It solves the problems of students and helps them to choose the right path in their life.
- Properly educated society will become a civilised society. Thus, the importance of education is immense for human society.

Objectives of Education

- Education has a great social significance. Thus, educational philosophers and outstanding teachers have given education a high place in their works.
- Education helps develop a mentally and physically strong individual.
- Education aims at the transmission of cultural heritage through history text books. Through education we become aware of our past, its art, literature, philosophy, religion and music.
- It helps to develop overall growth of an individual. Education helps to discover the God given talents of individual and work towards their fullest development.
- It educates the individual and inspires the child to learn more for life.
- The educational institutes must take a lead to imbibe in the young minds the true education, which includes not only academic excellence, but also the development of the complete personality.
- With the right mixture of academics and personal care, education gives a sure footing for a great future. Thus, the aim of education is to prepare every child to face the challenges of the world in a positive manner.
- Education instills in the pupils, the values of love, freedom, forgiveness, honesty and justice.
- 'Total Education' implies a holistic approach to education and which is concerned with the total development of an individual. It aims at developing the body, mind and spirit to the greatest extent.
- Proper education develops feelings of nationalism among students. It also helps to develop leadership ability among them.
- It nurtures creative potential in students which will make them fit for a better livelihood.
- Education must bring out the great caliber of every child. It makes every child to apply his theoretical knowledge in the practical field.

Types of Education

1. **Formal Education** The education which is given regularly and formally is known as formal education.

It is intentional, organised and structured form of learning, imparted in educational institutions like school, college and university in order to modify the behaviour of an individual. It is facilitated by a teacher or trainer, intentional on the part of the learner and leads to certification.

2. **Informal Education** The system of education which is always going on random basis, which has no specific plan is known as informal education. It has no specific aims and no teaching methods.

It is learning that goes on in daily life and can be received through daily experiences, such as from family, peer group, the media and other influences in a person's environment. It covers a vast array of learning that all people take part in, in their lives every day.

In this type of education, the learner picks up knowledge from the television, radio, even from conversations with friends and family members.

3. **Non-Formal Education** After seeing the shortcomings of formal and informal education, a new system of education was developed which is known as non-formal education. It has an adopted strategy where the students' attendance is not fully required. Here the educative progress has a more flexible curricula and methodology.

The activities or lessons of the non-formal education take place outside the institutions or schools. Here the needs and interest of the students are taken into consideration. It meets the individual needs better.

Other Types of Education

1. General Education General education is also called Liberal education. In this education, efforts are made to develop the child at a normal level. According to the educationists, this education should be compulsorily adopted by the human, because it motivates the man from animal like behaviour to human behaviour. The aim of this education is to prepare the child for a normal life.

2. Special Education Special education is that type of education which is conducted for a particular purpose.

In this education, special care is taken so that education should be according to child's interests, abilities and capabilities, because this education prepares the child for a particular field or profession. Through this education, opportunities are given to the child in such a way that he can develop his creativity and to reach his life's goal.

Exercise

- 1** Which of the following elements is involved in the education process?
 - (a) Knowledge
 - (b) Skill
 - (c) Attitude
 - (d) All of the above
- 2** The word 'education' is derived from which of the following languages?
 - (a) Latin
 - (b) English
 - (c) French
 - (d) None of these
- 3** Which of the following development of students is possible through education?
 - (a) Social
 - (b) Economic
 - (c) Political
 - (d) All of these
- 4** Education has its set
 - (a) Teaching methods
 - (b) Aims
 - (c) Curriculum
 - (d) All of the above
- 5** Who said that "Education is the development of the completeness of the individual to which he is capable"?
 - (a) Tagore
 - (b) Kant
 - (c) JS Mill
 - (d) None of these
- 6** Who said that "Education is the display of the perfection embodied in man"?
 - (a) Kant
 - (b) J.S. Mill
 - (c) Tagore
 - (d) Vivekanand
- 7** According to whom, "Education is the process by which the child's innate powers come out"?
 - (a) Aristotle
 - (b) Tagore
 - (c) Froebel
 - (d) None of these
- 8** Which of the following is the characteristic of education?
 - (a) It is a continuous process
 - (b) It starts with birth and continues till death
 - (c) It is not limited within the educational institutes
 - (d) All of the above
- 9** Which of the following is true about education?
 - (a) It helps to develop inner qualities and powers of an individual
 - (b) The aim of education is self-realisation of the individual
 - (c) It solves problems of students
 - (d) All of the above
- 10** Which of the following is the objective of education?
 - (a) To develop physical and mental development of students.
 - (b) It aims to transmission of cultural heritage through history textbooks.
 - (c) It helps to develop overall growth of an individual.
 - (d) All of the above

- 11** The education which is given regularly is known as
 (a) Formal education
 (c) Non-formal education
 (c) Informal education
 (d) None of the above
- 12** The system of education which is always going on random basis and has no specific plan is known as
 (a) Formal education
 (b) Informal education
 (c) Non-Formal education
 (d) None of the above
- 13** Which is the aim of Informal education?
 [Chhattisgarh BEd 2016]
 (a) To reduce education budget
 (b) To end the autonomy of schools
 (c) To provide formal education
 (d) To impart education to common people
- 14** After seeing the shortcomings of formal and informal education, which new system was developed in education?
 (a) Non-formal education
 (b) Group education
 (c) Direct education
 (d) Indirect education
- 15** General education is also known as
 (a) Formal education
 (b) Liberal education
 (c) Informal Education
 (d) None of the above
- 16** In general education efforts are made to develop the child at
 (a) Normal level (b) Specific level
 (c) Social level (d) Psychological level
- 17** Which education is conducted for a particular purpose?
 (a) Special education
 (b) Informal education
 (c) Non-formal education
 (d) Democratic education
- 18** Teacher aim to help children to develop their abilities through education
 [Rajasthan BEd 2016]
 (a) Individually
 (b) Individually and in socially desirable ways
 (c) Only in socially desirable ways
 (d) The way the children want
- 19** Education should be such that the student should be
 (a) Well cultured
 (b) Professionally self-reliant
 (c) Endowed with moral virtues
 (d) All of the above
- 20** On what basis will you determine whether your education is successful or not?
 (a) If it increases your respect
 (b) If it gives you self-satisfaction
 (c) If it benefits others also
 (d) If it gives you a job

Answers

1 (d)	2 (a)	3 (d)	4 (d)	5 (b)	6 (d)	7 (c)	8 (d)	9 (d)	10 (d)
11 (a)	12 (b)	13 (d)	14 (a)	15 (a)	16 (a)	17 (a)	18 (b)	19 (d)	20 (b)

Chapter 03

Inclusive, Child Centered and Progressive Education

Inclusive Education

Inclusive education means all children in the same classroom irrespective of their diverse background are in the same school to get proper education.

Inclusive education is about looking at the ways our schools, classrooms, programmes and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms activity involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children and between teachers in the school.

Inclusive education is a way of thinking about how to be creative to make our schools a place where all children can participate. Creativity in inclusive education means teachers learn to teach in different ways or design their lessons in an appropriate way so that all children can be involved.

As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life.

Features of Inclusive Education

- Accepting unconditionally all children into regular classes.
- Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
- Developing education goals according to each child's abilities.
- This means that children do not need to have the same education goals in order to learn together in regular classes.
- Designing schools and classes in such a way that help children learn and achieve to their fullest potential.
- Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.
- Having principals, teachers, parents and others work together to determine the most affective ways of providing a quality education in an inclusive environment.

Benefits of Inclusive Education

- Through inclusive education, all children would be able to be a part of their community and develop a sense of belongingness and be better prepared for life as good citizens.
- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes with other children.
- It provides all children with opportunities to develop friendship with one another. Friendships provide role models and opportunities for growth.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.

Types of Inclusive Children

On the basis of individual differences, under inclusive education, children have been divided into three types - normal child, special child and deprived child, which can be understood in the following ways

1. Normal Children

The children who are of average physical and mental level and having an IQ level 90-100, are known as normal children. Normal children do not experience any obstacle in performing tasks involving normal physical and mental exertion, like most children in the class, they are also average in academic achievement. Their learning speed is also average or normal.

Whereas on the contrary, children with special needs are uncomfortable and unable to do such tasks, because they are deprived of physical defects or society.

2. Special Children

Such children who are physically, mentally and emotionally different from normal children are called special children.

Types of Special Children

Gifted Children Generally such children, whose IQ level is 120 or above, are called gifted children. Therefore, it is clear from this point that a gifted child is identified on the basis of his intelligence.

Mentally Retarded Children Mentally retarded children are called such children, who are suffering from mental retardation. Generally, mental retardation refers to the child's intelligence which is less than normal or average children.

But psychologists have considered the criterion of mental retardation not only in intelligence, but also in accommodative behavior. That is, such a child whose intelligence level (IQ) is less than 90 as well as there is a decrease in accommodative behavior, then he is known as a mentally retarded child.

Visually Impaired Children Such children who are affected by visual impairment are known as visually impaired children. Visual impairment is such a disability of the child which creates a hindrance in the child's vision. Visually impaired children do not see the letters written on the blackboard in the classroom properly, due to which they are not able to concentrate and study in the class.

Hearing Impaired Children Such children who are affected by hearing impairment are known as Hearing Impaired Children. Such a disability that causes hearing impairment in a person is called hearing impairment. Hearing impairedness separates the child from the society, due to which the language development of the child gets hampered.

Language Impaired Children Language is the only medium through which we exchange our thoughts. Through language one person communicates his thoughts to another person and understands the thoughts of others and responds appropriately to them. Children who have

language-related defects have more adjustment difficulties in school and children's academic achievement and social development are severely affected.

Education of Special Children in India

The National Policy of Education, 1986 has been an important initiative in the direction of education in India. In this, provision has been made for education for the disabled children in the implementation program presented by the **Acharya Ramamurthy Committee**, which are as follows

- Provision of special school, and integrated education for disabled children.
- To arrange for vocational training and for training of teachers for innovation.
- Appointing specialised teachers, training educational administrators and simplifying the curriculum and its process.
- To arrange special learning materials, equipments, etc., in the schools.

3. Deprived Children

The general meaning of the word 'deprived' is 'to be left unaffected by the normal comforts of life'. In this sense every child can be said to be a deprived child; because every child remains unaffected by some or the other comforts. Psychologically deprived child means such children who come from socio-economically and culturally disadvantaged community.

Types of Deprived Children

Socially Deprived Children It includes those children who are disadvantaged in the society and are deprived of the facility of education due to many reasons. Several measures are being taken for these reasons.

For example; Opening more schools, providing residential facilities, providing free education facilities, etc.

Economically Deprived Children It includes those children who are backward from the economic point of view, due to which educational facilities are not available adequately to such children.

Children of Scheduled Castes and Scheduled Tribes In India, about 90% of the families in the Scheduled Castes and Scheduled Tribes community are those who are socio-economically and culturally backward and the children of such families are called deprived children.

Child Centered Education

Child centered education consists of education in which the child is the focal point of learning. Teaching is provided keeping in mind the interest, tendencies and abilities of the child. It gives importance to individual learning.

Child centered learning is one aspect of progressive education because it considers learning as a natural process for a child in which he/she learns from carrying out day-to-day activities.

Here, the teacher focuses on a child's learning, not on what the teacher teaches. The teacher must act as a guide who encourages, instructs and stimulates a child as per its needs, because every child has different capabilities and needs.

Characteristics of Child Centered Education

The characteristics of child centered education are as follows

- It considers the growth of a child as a priority.
- It makes the child's learning interesting and meaningful.
- It recognises the child's potential and utilises effectively.
- It leads to overall development of the child in physical moral and spiritual areas.

Principles of Child Centered Education

The basic principles of child centered education can be understood through various aspects as given below

1. **Understanding of Child Psychology** The teacher/educator must understand that the children's behaviour is governed by their requirements, social cognitive abilities, etc. Thus, shifting the focus of instruction from teacher to the student. Thus for instance, teacher will need to adopt different strategies educating the high intelligence, average intelligence and poor intelligence children.
2. **Evaluation and Testing** Evaluation of learning is important to understand that the learning is effective or not. Traditional testing techniques replaced the child centered learning by Continuous and Comprehensive Evaluation (followed by CBSE since 2010).
3. **Syllabus** This needs to be upgraded periodically. It must be based on a psychological analysis of the children's needs, values and variety required. It should be flexible to take care of all types of learners.
4. **Managing Discipline** Child psychology is used to manage discipline in a child centered classroom. The teacher will need to have a flexible response to various kinds of indiscipline indulged in by the learners.
5. **Practical Orientation** Learners should be oriented towards practical aspects of the topic being taught to them. They must learn the value of experimentation to solve problems. As research in child psychology gives new knowledge of the psychology of children. The teacher should try to implement this knowledge in the classroom.
6. **Diagnosis and Dismantling of Problems** Various kinds of problems occur in the

classroom. The teacher must understand how to categorise each problem and find a solution to it by using his knowledge of child psychology.

Progressive Education

Progressive education is a reaction against the traditional style of teaching. It is pedagogical movement which includes experience over learning facts at the expense of understanding what is being taught. It is based on the idea that we should teach children how to think and that a test cannot measure whether or not a child is an educated person.

The process of 'learning by doing' is at the heart of this style of learning. It uses 'hands-on' projects as a means of learning.

Definitions of Progressive Education

Locke believed that "truth and knowledge arise out of observation and experience rather than manipulation of accepted or given ideas." He further mentioned that children need to have concrete experiences in order to learn.

Rousseau continued in Locke's line of thinking by saying that "Sub-ordination of students to teachers and only memorisation of facts would not lead to an education."

Frobel laid the foundation for modern education based on his understanding that children have unique needs and capabilities. He believed in 'self-activity' and play essential role in child education.

Dewey was a principal figure in the 'Progressive Education Movement' from the 1880s to 1904, and developed the philosophy of education as well as concrete school reforms. In beginning of 1897, Dewey published a summary of his theory on progressive education.

Dewey's Theory of Progressive Education

According to Dewey, progressive education consists of the following five aspects

1. **Education** It is participation of the individual in the social consciousness of the race. The educational process has two sides, the psychological and the sociological, with the psychological forming the basis. A child's own instincts will help develop the material that is presented to it. This forms the basis of Dewey's assumption that one cannot learn without motivation.
2. **School** It must represent the current life; thus, parts of the student's home life (such as moral and ethical education) should take part in the schooling process. The teacher is a part of this, not as an authoritative figure, but as a member of the community who is there to assist the student.
3. **Curriculum** The curriculum in schools should reflect the development of humans in society. The study of the core subjects like languages, science, history, etc., should be coupled with the study of practical skills like cooking, sewing and manual training. Dewey also felt that progress is not in a succession of studies but in the development of new attitudes towards and new interests in actual experiences.
4. **Method of Education** This must be focused on the child's powers and interests. Information presented to the student will be transformed into new forms, images and symbols by it so that the information fits with its development and interests. The development of this is natural.
5. **Social Progress as Related to the School** Education is the most fundamental method of social reconstruction for progress and reform. Thus, Dewey understood that schools were a means to reconstruct society

and so, educationists must be given the proper equipment to help perform this task and guide their students.

Importance of Progressive Education

Learners have different capabilities and interests, so they develop in different ways. Thus, progressive education is important, because it takes care of this variation by

- giving children full opportunity to develop by providing an environment for development.
- not allowing any discrimination between learners.
- educating learners by cooperative learning.
- developing democratic values in the students.
- making education more practical with emphasis on self-learning.
- asking teachers to permit learners to design their own learning experiences according to their interests and capabilities.
- making children work on projects, so that they develop self-confidence, maturity and independence.
- making children learn how to work together with others which instills discipline in their personalities.
- developing their moral character.

Characteristics of Progressive Education

- Curriculum is designed according to the interests of children.
- The approach to education is developmental, meaning that each child has unique needs for its own development.
- Collaborative learning is used for developing social values and skills.
- The teacher works as a facilitator.
- Rote learning is discouraged and there is less emphasis on textbooks.

Types of Progressive Education

Progressive education can be humanistic (focusing on arts and social sciences), constructivist (focusing on the child's creativity) or Montessori (teachers act as facilitators of learning in this type developed by the Italian doctor and educationist Maria Montessori).

These are discussed below

1. Humanistic

This is also called person- centered education. It is an approach to education based on the work of humanistic psychologists like Abraham Maslow and Carl Rogers.

Here empathy, caring about students and genuineness on the part of the learning facilitator (i.e. teacher) were found to be the key traits of the most effective teachers. Important objectives include developing children's self-esteem, their ability to set and achieve appropriate goals, and their development toward full autonomy.

2. Constructivist

This is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Its guiding principles are as follows

- Learning starts with the issues around which students are actively trying to construct its meaning.
- The learning process focuses on primary concepts and the educators focus on making connections between facts and fostering new understanding in students.
- The educators understand the mental models that students use to perceive the world and the

assumptions they make to support those models.

- The only effective way to measure learning is to make the assessment a part of the learning process, so that it provides students with information on the quality of their learning.

3. Montessori

The Montessori philosophy is child-directed approach for primary level school children that is based on scientific observation of individuals from birth to adulthood.

It is focused on allowing children to make their own choices in learning, with a teacher guiding the process rather than leading it.

Differences between Traditional Education and Progressive Education

Parameter	Traditional Education	Progressive Education
School	Institution for preparing children for life	A part of life
Learners	Absorb information and obey rules	Actively participate in problem-solving
Parents	Treated as outsiders	Considered as the primary (first) teachers
Society	Separate from school	Extension of the classroom
Knowledge	Given by lectures and assignments	Constructed through direct experience and social interaction

Exercise

- 1** The quality of education depends upon of teachers.
 (a) ability (b) efficiency
 (c) interest (d) Both (a) and (b)
- 2** There are generally types of education.
 (a) two (b) three
 (c) four (d) five
- 3** Education starts with the birth of the individual and continues till death, thus it is
 (a) a continuous process
 (b) a rational process
 (c) a common process
 (d) None of the above
- 4** provides better opportunities for learning as children with varying abilities are often better motivated when they learn in classes surrounded by other children.
 (a) Inclusive education (b) School education
 (c) Proper education (d) None of these
- 5** Inclusive education develops a sense of belonging and better preparation for life in the as children and adults.
 (a) school (b) higher institutions
 (c) community (d) None of these
- 6** In order to solve the problem of aimlessness in education, we should develop [MP Pre BEd 2016]
 (a) democratic citizenship
 (b) centralised education
 (c) straight and forward aims
 (d) reform the administrative set-up
- 7** When a child fails in class, then it means [UK BEd Entrance Exam 2017]
 (a) child is not able to study
 (b) child has not memorised the answer
 (c) child should take tuition
 (d) system is failed
- 8** Inclusion of children with special needs [CTET Sep 2016]
 (a) is detrimental to children without disabilities
 (b) will increase the burden on schools
 (c) requires a change in attitude, content and approach to teaching
 (d) is an unrealistic goal
- 9** Successful inclusion requires all except [KVS TGT 2017]
 (a) appropriate techniques and procedures for monitoring individual student progress
 (b) teachers accept responsibility for the learning outcomes of students
 (c) teachers have the knowledge and skills needed to select and adapt curricula and instructional methods according to individual student's need
 (d) a competitive learning environment that focuses on individual's achievement
- 10** Inclusive education includes [UK BEd Entrance Exam 2017]
 (a) the special school that encourage the special child through education
 (b) only the girl students education
 (c) disabled child
 (d) the child who are differently abled at the physical, intellectual, social, language, etc.
- 11** In inclusive education which one of the following is least important trait? [UK BEd 2017]
 (a) Sensitive regarding students
 (b) Attachment and patience for students
 (c) Knowledge of student's incompetence
 (d) Socio-economic level of teacher
- 12** The concept of 'Inclusive Education' as advocated in the Right to Education Act, 2009 is based on [CTET Dec 2019]
 (a) the behaviouristic principles
 (b) a sympathetic attitude towards disabled
 (c) a rights based humanistic perspective
 (d) mainstreaming of the disabled by offering him/her primarily vocational education.

- 13** The term 'inclusion' means educating child with special need in the regular classroom for [MP Pre BEd 2010]
 (a) sometime
 (b) most of the time
 (c) full time
 (d) during social activities in the school
- 14** In an inclusive classroom, a teacher individualised education plans. [CTET Dec 2019]
 (a) should not prepare
 (b) should occasionally prepare
 (c) should actively prepare
 (d) should discourage the preparation of
- 15** An inclusive school reflects on all the following questions except [MP Pre BEd 2019]
 (a) Do we believe that all students can learn?
 (b) Do we work in teams to plan and deliver learning enabling environment?
 (c) Do we properly segregate special children from normal to provide better care?
 (d) Do we adopt strategies catering for the diverse needs to students?
- 16** In an inclusive classroom with diverse learners, cooperative learning and peer-tutoring [MP Pre BEd 2019]
 (a) should be actively discouraged and competition should be promoted
 (b) should be used only sometimes, since, it promotes comparison with classmates
 (c) should be actively promoted to facilitate peer-acceptance
 (d) should not be practised and students should be segregated based on their abilities
- 17** In diverse inclusive classroom the coeval and cooperative learning is [UK BEd Entrance Exam 2017]
 (a) discourage effectively and should encourage competition
 (b) practice sometime because it encourages the comparability to peers
 (c) effectively encourage in which coeval should be encourage
 (d) not implement and should separate students as per their capacity
- 18** Which of the following is not a feature of child-centered education?
 (a) Learning by doing
 (b) Learning by living
 (c) All of the above
 (d) None of the above
- 19** Which of the following is not a feature of child-centered education?
 (a) It makes learning interesting and meaningful
 (b) It stresses on timely completion of the syllabus
 (c) It provides complete freedom to the child to grow naturally
 (d) It considers growth of a child as a priority
- 20** The emphasis from teaching to learning can be shifted by [CTET Jan 2012]
 (a) focusing on examination results
 (b) adopting child-centered pedagogy
 (c) encouraging rote learning
 (d) adopting frontal teaching
- 21** Child-centered education involves [CTET Sept 2015]
 (a) children sitting in a corner
 (b) learning in restricted environment
 (c) activities that do not include play
 (d) hands on activities for kids
- 22** Child-centered pedagogy means [CTET Feb 2016]
 (a) giving moral education to the children
 (b) asking the children to follow and imitate the teacher
 (c) giving primacy to children's voices and their active participation
 (d) letting the children be totally free
- 23** Which one of the following situations is illustrative of a child-centered classroom? [CTET Feb 2016]
 (a) A class in which the teacher dictated and the students are asked to memorise the notes
 (b) A class in which the textbook is the only resource the teacher refers to
 (c) A class in which the students are sitting in groups and the teacher takes turns to go to each group
 (d) A class in which the behaviour of students is governed by the rewards and punishments, the teacher would give them

- 24** Child-centered education refers to [UK 2017]
 (a) encourage the experience and learning of a child
 (b) communicate the child what to do by the teacher
 (c) encourage the child to adopt the prescribed notice
 (d) teacher centric class
- 25** Which one of the following situations is illustrative of a child-centered classroom? [CG Pre BEd 2018]
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 (b) A class in which the textbook is the only resource the teacher refers to
 (c) A class in which the students are sitting in groups and the teacher takes turns to go to each group.
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 (a) giving moral education to the children
 (b) asking the children to follow and imitate the teacher
 (c) giving primacy to children's voices and their active participation
 (d) letting the children to be totally free
- 27** Child-centered education refers to [UP BEd Joint Exam 2019]
 (a) encourage the experience and learning of a child
 (b) communicate the child what to do by the teacher
 (c) encourage the child to adopt the prescribed notice
 (d) teacher centric class
- 28** A teacher can encourage children to become effective problem solver by [CTET July 2019]
 (a) encouraging children to make guesses and to look at multiple solutions to the problem
 (b) writing step-by-step solution to all the questions in the textbook
 (c) giving them plenty of opportunities to answer similar kinds of questions from the textbook
 (d) emphasising on rote memorisation of the information given in the textbook
- 29** Children should.....questions in the class. [CTET 2019]
 (a) be stopped from asking
 (b) be encouraged to ask
 (c) be discouraged to ask
 (d) not be allowed to ask
- 30** 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 by themselves. A parent does not like it. Which of the following may be the best way to handle the situation?
 (a) Parents should complain against the teacher to the parents
 (b) Parents should request the principal to change the section of the ward
 (c) Parents should show trust in the teacher and discuss the problem with the teacher
 (d) Parents should take away the child from that
- 31** Who created the concept of the kindergarten?
 (a) Montessori
 (b) Dewey
 (c) Rosseau
 (d) Frobel
- 32** A school founded on the progressive ideology will expect all students to
 (a) actively construct knowledge by participation and collaboration
 (b) follow the teachers' instructions faithfully
 (c) get good marks in all exams
 (d) learnt what the teachers teach without questioning
- 33** Sarla, a Hindi teacher, never answers directly a question raised by a student in class. Instead, she gives other students time to think of the answer, discuss in group, etc., before leading them to the correct answer. She is following which of the following approaches to teaching?
 (a) Behaviourist (b) Traditional
 (c) Progressive (d) None of these

- 34** A 'progressive' teacher should always motivate her students to
- (a) ask all the queries they have
 - (b) acquire knowledge of the content given
 - (c) interact actively in any discussion in the classroom
 - (d) participate occasionally
- 35** Which one of the following is not a basic feature of progressive education?
- (a) It considers each child as the same
 - (b) Integrated curriculum approach is used
 - (c) Less emphasis is laid on textbooks
 - (d) curriculum is designed as per the interests of children
- 36** Montessori education is basically for
- (a) women's education
 - (b) teenage children
 - (c) older students
 - (d) young children
- 37** The best learning is that in which
- (a) it is given by a knowledgeable teacher
 - (b) the pupils learn themselves
 - (c) it is given by using educational technology
 - (d) None of the above
- 38** Which of the following is a feature of progressive education? [CTET Jan 2012]
- (a) Flexible timetable and seating arrangement
 - (b) Instruction based solely on prescribed textbooks
 - (c) Emphasis on scoring good marks in examinations
 - (d) Frequent tests and examinations
- 39** In the Progressive Model of Education as implemented by CBSE, socialisation of children is done in such a way, so as to expect them to [CTET Feb 2014]
- (a) give up time-consuming social habits and learn how to score good grades
 - (b) be an active participant in the group work and learn social skills
 - (c) prepare themselves to conform to the rules and regulations of society without questioning
 - (d) accept what they are offered by the school irrespective of their social background
- 40** In context of progressive education, which of the following statements is true, according to Dewey? [CTET Feb 2014]
- (a) There should not be a place for democracy in a classroom
 - (b) Students should be able to solve social problems themselves
 - (c) Curiosity does not belong to the inherent nature of students rather it is to be cultivated
 - (d) Students should be observed and not heard in the classroom
- 41** Teachers, in order to help learners construct knowledge, need to focus on [CTET Feb 2015]
- (a) making sure the learner memorises everything
 - (b) scores/marks obtained by the learner
 - (c) involving the learner for active participation
 - (d) mastering learning of concepts by the learner
- 42** Children have the potential to create knowledge and make meaning. From this perspective the role of a teacher is that of a [CTET Sept 2015]
- (a) communicator and lecturer
 - (b) facilitator
 - (c) director
 - (d) negotiator
- 43** In a progressive classroom set-up, the teacher facilitates learning by providing an environment that [CTET Sept 2016]
- (a) is restrictive
 - (b) discourages inclusion
 - (c) encourages repetition
 - (d) promotes discovery
- 44** Which one of the following options best describes progressive education? [CTET Dec 2018]
- (a) Project method, ability grouping, ranking
 - (b) Learning by doing, project method, cooperative learning
 - (c) Thematic units, regular unit test, ranking
 - (d) Personalised learning, ability grouping, labelling students

- 45** Which one of the following statements about progressive education explains 'Education is life itself'? [CTET 9 Dec 2018]
 (a) Life is the true educator
 (b) School education should continue as long as possible
 (c) Schools are not required, children can learn from their life experiences
 (d) Education in schools should reflect the social and natural world
- 46** Children are most creative when they participate in an activity [UK BEd Entrance Exam 2018]
 (a) to escape their teacher's scolding
 (b) under stress to do well in front of others
 (c) out of interest
 (d) for rewards
- 47** Progressive education is associated with which of the following statements? [IGNOU BEd Entrance Exam 2019]
 (a) Teachers are the originators of information and authority
 (b) Knowledge is generated through direct experience and collaboration
 (c) Learning proceeds in a straight way with factual gathering and skill mastery
 (d) Examination is norm-referenced and external
- 48** In progressive education children are seen as [CTET July 2019]
 (a) blank slates (b) miniature adults
 (c) passive imitators (d) active explorers
- 49** If a child's educational achievement is deteriorating day by day, which of the following may be the most probable reason for this? [BHU BEd Entrance Exam 2020]
 (a) He/She is earning money
 (b) He/She is in bad company
 (c) Teachers are not teaching properly
 (d) Lack of concentration
- 50** In a progressive classroom setup, the teacher facilitates learning by providing an environment that [CTET Sept 2016]
 (a) is restrictive
 (b) discourages inclusion
 (c) encourages repetition
 (d) promotes discovery

Answers

1 (d)	2 (b)	3 (a)	4 (a)	5 (c)	6 (b)	7 (d)	8 (c)	9 (d)	10 (d)
11 (d)	12 (b)	13 (c)	14 (c)	15 (c)	16 (d)	17 (d)	18 (c)	19 (b)	20 (b)
21 (d)	22 (c)	23 (c)	24 (a)	25 (c)	26 (c)	27 (c)	28 (a)	29 (b)	30 (c)
31 (d)	32 (a)	33 (c)	34 (c)	35 (a)	36 (d)	37 (b)	38 (a)	39 (b)	40 (b)
41 (c)	42 (d)	43 (d)	44 (d)	45 (c)	46 (c)	47 (a)	48 (a)	49 (c)	50 (d)

Aptitude Towards Learner

Teaching is an art of giving knowledge to students in an effective way. As a profession, it can be described as an occupation, which provides highly specialised intellectual services. It is a set of attitude and a technique which refers to the capacity of an individual to be skilled in teaching by receiving formal or informal training.

Since the late 19th and early 20th centuries, aptitude tests have been used to measure abilities, talents, motor skills, reasoning and even artistic abilities. Schools use aptitude tests to measure the abilities of a child.

Learning is the process of assimilation of knowledge resulting from the interaction between the teacher and the child or learner. According to **Skinner**, “Learning is a process of progressive behaviour through experience and training.”

Teaching Approach

Teaching approach is a set of principles, beliefs or ideas about the nature of learning which is used for classroom instruction. Before taking the class, the teacher prepares himself with the subject matter and the technique. Teaching technique is a well-defined procedure used to accomplish a specific activity or task. Teachers

take different approaches. Some important approaches are as follow

1. **Teacher-Centered Approach** Teacher-centered approaches are more traditional in nature, focusing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching and are typified by the lecture type presentation.

In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information. Sometimes, the teaching method is purely based on his own wish and procedure. This arbitrary approach is not regarded as proper approach.

2. **Child-Centered Approach** Student-centered teaching approaches place a much stronger emphasis on the learner's role in the learning process. Sometimes, it is also referred to as discovery learning, inductive learning or inquiry-based learning.

When teacher is using student-centered approaches to teaching, he sets the learning agenda. Sometimes, teachers participate with the students in the whole learning procedure. This is also known as Participative Approach.

3. **Non-Interfering Approach** In this approach, teacher tries to avoid his responsibility. He wants to involve other teacher to do his work. But the other teacher cannot take his own decision. It is considered as negative approach.
4. **Democratic Approach** This approach is considered as the best approach of teaching. In this approach, the teacher uses methods to encourage creative and critical thinking of every student. It aims to empower students to exercise self-determination in terms of their education. Students are allowed to ask questions, give suggestions and their own views.
5. **Static Approach** In this teaching approach, teacher follows a static or fixed method. He does not bother about the students, their aptitudes, etc. In this approach, only the teacher's voice is heard, students are inactive. This is not regarded as proper methodology.
6. **Dynamic Approach** In this approach, teacher makes his method according to the learner. The teacher facilitates the learning process by allowing the learner to be engaged in the learning process with his guidance. In this method, student remains very active.

Learner

A learner is someone who is learning about a particular subject or how to do something. In other words, a learner is a person who is trying to gain knowledge or skill in something by studying, practising, or being taught.

Classification of Learner

1. **Visual Learner** Visual learners learn best when information is presented using patterns, shapes and other visual aids in place of written or spoken words. One way teachers can differentiate their instruction

for visual learners is by using graphs and organisers to teach a lesson.

2. **Auditory Learner** To help auditory learners, teachers can post audio recordings of lessons on the class website and can incorporate group activities that require students to explain concepts. Various aspects of sound, for example pitch, volume, tempo, rhythm, resonance, etc. are important for auditory learners.
3. **Motor Learner** These learners learn through motor activity. Various aspects of action e.g. frequency, duration, intensity, pressure, etc. are important for them.
4. **Kinesthetic Learner** These learners learn best when they use tactile experiences and carry out physical activity to practice by applying new information.
People who prefer this mode are connected to reality either through concrete personal experiences, for example, practices or simulations.
5. **Logical Learner** These learners are the ones who are always making list, getting organised and trying to find the link between one piece of the puzzle and another. Logical learners are a natural fit for mathematics, science and other logic based subjects in schools.

Types of Learner

1. Child Learner

Babies are born ready to learn and their brains develop through use. They need a stimulating environment with lots of different ways to play and learn. He needs plenty of chances to practice what he is learning.

Child learns best by activity engaging with her/his environment. This includes

- Observing things, watching faces and responding to voices.

- Listening to sounds, making sound and singing.
- Exploring—e.g. putting things in her/his mouth, shaking things and turning things around.
- Asking questions.
- Experimenting with textures, objects and materials like water, sand and dirt.
- Doing things that stimulate all her/his senses e.g. touch, taste, smell, vision and hearing.

Characteristics of Child Learner

The main characteristics of child learner are

1. **Child learners get bored quickly** If the activities are not interesting and engaging enough, young learners get bored easily. This is because they have a limited attention span. Generally, after ten minutes, they can get disinterested in the activities at hand.
2. **Child learners are meaning-oriented** They may understand what is being said without necessarily understanding every individual word. They may not only guess and interpret what is being uttered, but they also respond to it with whatever language resources they have at their disposal.
3. **Child learners like to discover things** They are characterised by curiosity and enthusiasm. They like to make sense of the world around them through engaging and motivating activities where they have to discover by themselves rather than being told.
4. **Child learners prefer concrete activities** According to Piaget's Cognitive Development theory, young learners are still developing. They are making their own way from concrete to abstract thinking. Unlike adults who are more analytical, they are not yet well equipped to learn abstract concepts such as grammar rules.
5. **Child learners are more ego-centric** They prefer to talk about themselves. Children

under the age of 12 need individual attention and approval from the teacher.

6. **Child learners are imaginative** Young learners are imaginative. Activities that are full of imagination is a source of enjoyment for them. It is sometimes difficult for them to distinguish reality from imagination.
7. **Child learners imitate** They learn by imitating adults. It is amazing how humans imitate and discover things from a very young age. Children acquire communication skills through social interactions. As imitation functions as a learning tool in children, it is rewarding to use it to teach children new skills and knowledge.

Role of Teacher Towards Child Learner

The teacher should follow some rules to teach the children. These are as follow

- The content should be interesting and motivating.
- Praising the children's performance is of paramount importance.
- Since children try to imitate teacher, the latter should be a good model of language use and social behaviours. The teacher's pronunciation, for instance, matters enormously, children imitate it perfectly well.
- The classroom should be ideally colourful and spacious enough to be able to move around without any problem. Teacher should supervise these.
- The teacher must be careful that the activities of children should take place in stress and anxiety-free atmosphere when they work in groups.

2. Adolescent Learner

Adolescence is a period of transition between childhood and adulthood that involves number of changes in body and mind.

Adolescence is a phase of life between 12 and 18 years of age.

Now, we will discuss the characteristics of adolescent learners from the point of view of academic, social, emotional and cognitive.

Characteristics of Adolescent Learner

(i) Academic or Intellectual Development

- Moving from concrete to abstract thinking.
- Prefers active over passive learning experiences.
- High achievement when challenged and engaged.
- An ability to be self-reflective.
- Demand relevance in learning and what is being taught.
- An intense curiosity and a wide range of intellectual pursuit, few of which are sustained over the long term.

(ii) Social Development

- As interpersonal skills are being developed, fluctuates between demand for independence and a desire for guidance and direction.
- Seeking approval of peers and others with attention-getting behaviours.
- Experimenting with ways of talking and acting as part of searching for a social position with peers.

(iii) Emotional and Psychological Development

A desire to become independent and to search for adult identity and acceptance.

- Mood swings marked by peaks of intensity and by unpredictability.
- Self-consciousness and being sensitive to personal criticism.
- Concern about physical growth and development.

(iv) Moral Development

- An understanding of the complexity of moral issues like question values, cultural expressions, etc.
- Being influenced by adult role models.

- Show compassion and are vocal for those who are downtrodden sections.
- Impatient nature regarding the pace of change.

Role of Teachers Towards Adolescent Students

Teacher can take some important steps for the teaching of adolescent students. These include

- Adopting brain-storming sessions.
- Developing hope of success by telling stories of great men.
- Framing different committees in the school.
- Creating debate, writing, cultural clubs for adolescent students.
- Introducing remedial and coaching classes for needy students.
- Arranging excursions and field trips.
- Making continuous comprehensive evaluation.
- Mention reasonable teacher-people ratio.

3. Adult Learner

Adult Learner (mature student) is a person who is older and is involved in forms of learning. Adults learner falls in a specific criteria of being experienced and does not always have a high school diploma. Many of the adults learners go back to school to finish a degree, or earn a new one.

Characteristics of Adult Learner

(i) Academic Development

- The adult learners are more autonomous and self-directed. They are goal oriented and practical.
- Relevancy-oriented and see reasons for learning something. They are not dependent on the others for direction.
- They appreciate in educational programmes that are organised and have clearly defined elements.
- They evaluate learning in terms of result and its utility to their life situations.

(ii) **Social Development**

- Adult person is well aware about the social environment in which he lives.
- He is bound by social customs, traditions, rituals, etc. He gives his own criticism and views on social customs.
- He carries out his social responsibilities efficiently and effectively and also capable of carrying out his teaching work.

(iii) **Emotional Development**

- Adult learner is able to make emotionally correct decision. He understands ideas and facts through proper reasoning rather than taking decisions emotionally.

- The learning process helps them in the development of their emotional instincts.

(iv) **Cognitive Development**

- It focuses learning in the mental and psychological process of mind and not on behaviour.
- They are concerned with perception and the process of information. He is capable of taking right decision with regard to resolving factual, psychological and argumentative factors.
- The adult learners are efficient enough to analyse moral, social and religious values of teaching.

Differences between Adolescent and Adult Learners

On the basis of learning, the differences between Adolescent and Adult Learners are discussed below

Elements	Adolescents	Adults
Learner	They are in search for personal identity.	Adults are more disciplined than adolescents.
Role of Learner's Expectation	They are in need of activities that meet their needs and learning expectations.	They have a clear understanding of their learning objectives.
Orientation to Learning	They become disruptive when they lose interest in the lesson or feel bored.	They need to be involved in choosing what and how to learn.
Motivation for Learning	They need help and support from the teacher and to be provided with constructive feedback.	They prefer to rely on themselves and work on their own pace.
Demand for Learning	They can draw upon a variety of resources in the learning environment, including personal experience, the local community, and the Internet.	They come to the classroom with a wide range of knowledge, expectations, and experiences.
Environment	They need the teacher to build bridges between the syllabus and their world of interests and experiences.	They are able to do a wide range of activities.
Activities of Learning	They can learn abstract issues and do challenging activities.	Adults learn at various rates and in different ways according to their intellectual ability, educational level, personality, and cognitive learning styles.
Evaluation	Their personal initiative and energy are moved into action through meaningful involvement with relevant and current content.	They come into the classroom with diverse experiences, opinions, thoughts, and beliefs which need to be respected.

Exercise

- 1 approaches are direct instruction, deductive teaching and lecture type presentation.
 - (a) Teacher-centered
 - (b) Child-centered
 - (c) Non-interfering
 - (d) None of the above
- 2 Which of the following strategies of teaching-learning is obstacle in developing creativity? [CG Pre BEd 2019]
 - (a) Help students to think in flexible ways
 - (b) Encourage students to take risk
 - (c) Over control students during teaching-learning
 - (d) Guide students to be persistent and delay gratification
- 3 The classroom activities must suit the specific abilities of the students in the class, the responsibilities for this lies with the [IGNOU BEd Entrance Exam 2019]
 - (a) class teacher to translate curriculum as she/he expects/judges appropriate for students
 - (b) curriculum development to make it flexible for each and every learner
 - (c) systemic factors must take note of the needs to the diverse learners
 - (d) textbook developers must keep in mind the difficulty level of the learners
- 4 Child-centered teaching approach is also known as approach.
 - (a) Non-interfering
 - (b) Democratic
 - (c) Traditional
 - (d) Participative
- 5 Which teaching approach is regarded as the best approach?
 - (a) Teacher-centered
 - (b) Child-centered
 - (c) Democratic
 - (d) Traditional
- 6 Why does the child get bored easily?
 - (a) If the activities are not interesting
 - (b) If the activities are engaging enough
 - (c) They have a limited attention span
 - (d) All of the above
- 7 The children under the age of 12 need from the teacher.
 - (a) individual attention
 - (b) approval
 - (c) moral values
 - (d) Both (a) and (b)
- 8 Children try to imitate teacher, thus the teacher should be
 - (a) good model of language use and social behaviours
 - (b) pronounce correctly
 - (c) soft spoken
 - (d) Both (a) and (b)
- 9 Which of the following skills are needed for present day teacher to adjust effectively with the classroom teaching?
 - I. Knowledge of technology
 - II. Use of technology in teaching-learning
 - III. Knowledge of students' needs
 - IV. Content mastery

Codes

 - (a) I and III
 - (b) II and III
 - (c) II, III and IV
 - (d) II and IV
- 10 To cater the individual differences in his classroom, a teacher should [CTET Sep 2016]
 - (a) segregate and label children based on their marks
 - (b) engage in a dialogue with students and value their perspectives
 - (c) impose strict rules upon his students
 - (d) have uniform and standard ways of teaching and assessment
- 11 "Having a diverse classroom with children from varied social, economic and cultural backgrounds enriches the learning experiences of all students." This statement is [CTET Sep 2016]
 - (a) correct, because children learn many skills from their peers
 - (b) correct, because it makes the classroom more hierarchical
 - (c) incorrect, because it leads to unnecessary competition
 - (d) incorrect, because it can confuse the children and they may feel lost

- 12** Which of the following statements about children are correct? [KVS TGT 2017]
I. Children are passive recipients of knowledge.
II. Children are problem solvers.
III. Children are scientific investigators.
IV. Children are active explorers of the environment.
Codes
(a) II, III and IV (b) I, II, III and IV
(c) I, II and III (d) I, II and IV
- 13** Which of the following is the most important for teachers? [MP Pre BEd Entrance Exam 2017]
(a) Maintaining good discipline
(b) To solve the difficulties of students
(c) Punctuality
(d) Have a good time
- 14** The purpose of education should be [BHU BEd Entrance Exam 2017]
(a) developing business skills in students
(b) developing social awareness in students
(c) preparing students for examination
(d) preparing students for practical life
- 15** Moral values can be effectively inculcated among the students when the teacher
(a) frequently talks about values
(b) himself practices them
(c) tells stories of great persons
(d) talks of Gods and Goddesses
- 16** When a normal student behaves in an erratic manner in the class, you would
(a) pull up the student then and there
(b) talk to the student after the class
(c) ask the student to leave the class
(d) ignore the student
- 17** For an efficient and durable learning, learner should have
(a) ability to learn only
(b) requisite level of motivation only
(c) opportunities to learn only
(d) desired level of ability and motivation
- 18** Which of the following is/are the cause(s) of individual differences among learners?
(a) Differences in Attitude
(b) Differences in Intelligence
(c) Differences in Age
(d) Differences in Achievement
- 19** The students learn best by
(a) listening (b) reading
(c) doing (d) seeing
- 20** Some students in a class exhibit great curiosity for learning. It may be because such children
(a) are gifted
(b) come from rich families
(c) show artificial behaviour
(d) create indiscipline in the class
- 21** The learners always appreciate
(a) a well-researched and informative lecture
(b) a well-organised and presentable lecture
(c) a concise and stimulating lecture
(d) All of the above
- 22** Learners can learn more effectively by
(a) listening
(b) taking detailed written notes
(c) actively participating
(d) All of the above
- 23** Learners should not be encouraged to
(a) ask as many questions as possible both inside and outside the class
(b) actively interact with other learners in group work
(c) participate in as many co-curricular activities as possible
(d) memorise all the answers to questions which the teacher may ask
- 24** Students can be classified into four types on the basis of their learning. Which one of the following seeks meaning and reasoning to the learning?
(a) Innovative learner
(b) Analytic learner
(c) Common sense learner
(d) Dynamic learner
- 25** The period of adolescence is known as the period of stresses and strains. What type of behaviour is unwanted from the learners at that period?
(a) Silence and hush-hush policy
(b) Attitude of independence
(c) Sympathetic understanding
(d) Individual thought process

- 26** The ability to learn by an individual is
 (a) acquired by the individual
 (b) developed by the teacher
 (c) absorbed from environment
 (d) occurred from within
- 27** Which among the following is type of individual differences?
 (a) Difference in attitudes
 (b) Difference in achievement
 (c) Physical difference
 (d) All of the above
- 28** Difference in children's interests, tendencies and character are which differences?
 (a) Personality differences
 (b) Emotional differences
 (c) Racial differences
 (d) Economic differences
- 29** Which of the following factors would help students improve their academic performance? [KVS TGT 2017]
 I. Frequent evaluation of performance
 II. Positive teacher-student relationships
 III. Close teacher-parent interactions
 IV. Instruction at a higher level
Codes
 (a) I and III (b) II and IV
 (c) I and IV (d) II and III
- 30** Every learner is unique means that [IGNOU BEd Entrance Exam 2017]
 (a) no two learners are alike in their abilities, interests and talents
 (b) learners do not have any common qualities, nor do they share common goals
 (c) a common curriculum for all learners is not possible
 (d) it is impossible to develop the potentials of learners in a heterogeneous class
- 31** Primary school children will learn most effectively in an atmosphere [IGNOU BEd Entrance Exam 2017]
 (a) where the teacher is authoritative and clearly dictates what should be done
 (b) where the focus and stress are only on mastering primarily cognitive skills of reading, writing and mathematics
 (c) where the teacher leads all the learning and expects students to play a passive role
 (d) where their emotional needs are met and they feel that they are valued
- 32** Doing activities with children will be effective only if [Bihar BEd Entrance Exam 2018]
 (a) the teacher conducts them to complete her 'Lesson Plan'
 (b) the teacher does them as a pretense to obey her principal's directions for activity-based learning
 (c) she believes that activity-based education will help the child in understanding the concepts
 (d) the teacher does not know why she is doing it
- 33** In the constructivist framework, learning is primarily [CTET Dec 2019]
 (a) based on rote-memorisation
 (b) centered around reinforcement
 (c) acquired through conditioning
 (d) focused on the process of meaning making
- 34** The best place for a child's cognitive development is [UK BEd Entrance Exam 2019]
 (a) playground
 (b) auditorium
 (c) home
 (d) school and class environment
- 35** A teacher can identify a stressed child when the child shows the following behaviour. [UP BEd JEE 2020]
 (a) Aggressive behaviour
 (b) Full concentration in studies
 (c) Excessive talking
 (d) Hyperactivity
- 36** "These learners learn best when they use textile experiences and carry out physical activity to practice by applying new information." They are which type of learners?
 (a) Auditory learners
 (b) Kinesthetic learners
 (c) Visual learners
 (d) Motor learners