APPENDICES
APPENDIX - A

Content To Be Taught

I. W. C. Begley's Concept of School Discipline.
II. Froebel's Concept of School Discipline.
III. Dowey's Concept of School Discipline.
IV. School Plant.
V. Continuous Evaluation.
VI. School Organization.
VII. School Administration.
VIII. Classwise Time Table.
IX. Teacherwise Time Table.
X. Educational Ladder.
XI. Reward.
XII. Punishment.
XIII. School Supervision.
XIV. Student Activities.
XV. School Parliament.
APPENDIX - B

Department of Education
Devi Ahilya Vishwavidyalay, Indore
U.G.C. Workshop on Models of Teaching
Lesson Plan Format (Advance Organizer Model)

Name ............... Class .........................
Subject ................ Topic .........................
Date ...............

- - - - - - - - - - - - - - - - - - - - - - - -

I. Educational objectives in Behavioural Terms.

II. Phase One: Presentation of Advance Organizer.

1. Identify the concepts, proposition or principle on which the Advance Organizer is based.
3. Essential characteristics of Advance Organizer.
4. Different Examples of the idea in the Organizer.
5. Major similarities between existing idea and new information.
6. Major differences between existing idea and new information.
7. Statement of Advance Organizer.

III. Phase II: Presentation of Learning Material.

8. Description of major ideas in the new learning material.

IV. Phase III: Strengthening Cognitive Structure.

9. Skills to be used for promoting active reception learning.
a. Examples of the Concept, proposition or principle pertaining to new Learning material.

b. Translating new learning material into students own terminology.

10. a. Assumptions or inferences made in the new learning material.

b. Exploring above mentioned assumptions in the presentation.
Department of Education
Devi Ahilya Vishwavidhyalya, Indore

Lesson Plan Format (LPF)
(For Concept Attainment Model)

Date ............ Name ......................
Class .......... Institution .................
Subject/topics ..................................

- - - - - - - - - - - - - - - - - - - - - -

Reception Model of Concept Attainment

1. Educational (behavioural) objectives -
   1.
   2.
   3.

2. Name of the Concept . . . . . .

3. Type of Concept - Conjunctive/Disconjunctive/Relational.

4. Medium - Picture/words/Statement/any other.

   1.
   2.
   3.

   1.
   2.
   3.
7. Noisy attributes (if any).
   1.
   2.

8. Rule -

Phase I. Presentation of data and Identification of the Concept.

<table>
<thead>
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Phase II. Testing Attainment of the Concept.

Unlabelled additional examples and Justification.

Phase III. Analysis of Thinking Strategies.

1. Questions on description of thinking process for hypothesis.
2. Questions on rules of attributes/ Hypothesis in the thinking strategies.
3. Evaluation of the effectiveness of strategies and types of thinking process -
Lesson Plan Format of Traditional Method

<table>
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<td>Institution ............</td>
</tr>
<tr>
<td>Subject/Topic:</td>
<td>........................................</td>
</tr>
</tbody>
</table>

I. Introduction.

1. Recapitulation of Previous Knowledge.
2. Naming the Concept.
3. Importance of Concept.

II. Statement of Behavioural Objectives.

III. Presentation of Definition.

IV. Exemplification of Definition.

V. Description of Teachers' verbalization in each phase of the Method.
APPENDIX - C
Lesson Plan No.1

Date

Name

Class

Institution

Subject/Topic

Reception Model of Concept Attainment

1. Educational (behavioural) Objectives -
   i. The students will be able to describe school plant.
   ii. The students will be able to write the different parts of school plant.

2. Name of Concept - School Plant

3. Type of Concept - Conjunctive

4. Medium - Words and Statements

5. Essential attributes of Concept -
   i. The site of the school
   ii. The building of the school.

6. Non-Essential attributes of Concept -
   i. Industry
   ii. Community Hall in the city.

7. Noisy attributes (if any)
   i.
   ii.

8. Rule - The school plant includes sites of the school, the building, the classrooms, library rooms, science laboratories, school playgrounds, lighting, ventilation, school furniture etc.
## Phase I: Presentation of Data and Identification of Concept

### Purpose and Procedure of the Model

<table>
<thead>
<tr>
<th>Order</th>
<th>Positive Examples</th>
<th>Negative Examples</th>
<th>Hypothesis</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A piece of land is very far away from the noisy atmosphere. The school authorities choose this for their some purpose. There is also a nice approach to reach here from the town. The site has the good natural and physical facilities.</td>
<td>The industrialists select a piece of land and construct the building for their own purpose.</td>
<td>$H_1$ They choose the site of the school.</td>
<td>Because the site of the school should have good location, and outside the town, near park, near the school population, pleasant surrounding, open and spaces, but for the building of the factory all those things are not essential.</td>
</tr>
<tr>
<td>2.</td>
<td>There is a building outside the town. The children go to sit there. The teachers come and teach them.</td>
<td>There is a building in the town. The people are busy in purchasing different types of goods from there.</td>
<td>$H_1$ The children are always taught in school building by the teacher.</td>
<td>Because proper can be given in school building.</td>
</tr>
<tr>
<td>3.</td>
<td>The students sit in the room and the teacher come and teach them.</td>
<td>There is no proper arrangement of sitting The students move around the building.</td>
<td>$H_1$ The teachers teach their students in the class-room.</td>
<td>Because most of the teaching-learning process is done in the classroom.</td>
</tr>
</tbody>
</table>
4. There are different types of apparatus and instruments in a particular big size room in school. The students are mixing some chemicals in a pot. They are doing their experiments. The students are studying in a big hall. There are number of books. They consult the books and make their notes. 

H₁ the students are doing their experiment in laboratory. Because for the experiment, the laboratory is essential.

5. In the spare time the students sit in a big hall. There are number of books in different subjects. The students take the books from the shelves and read them and also make important notes for their study purpose in their subjects. The students sit in a room. They gossip each other about rummer and local news loudly and usually sing a song in that room. 

H₂ The students sit in the Library for their study purpose. Because noisy disturbance is not allowed in the library.
The teacher will ask the following questions that will focus students' thinking on the essential attributes.

1. For the construction of the building, what are the essential things? (The site of the building, material regarding the construction of the building).

2. For opening the school, what is the essential? (School building and the teachers).

Now the teacher will ask the students to compare the 'yes' examples and contrast the attributes of the 'yes' examples with those of the "no" examples. The teacher will also ask the students to generate and test hypothesis about the identity of the concept. At the end of this phase, the teacher will ask the students to name the concept.

Now the students will give the name of the concept and that is "School Plant", and the teacher will re-emphasize that 'this is the concept of school plant.'

Phase II. Testing Attainment of the Concept After attaining the concept the teacher will present additional examples and will ask the students whether they contain the attributes of concept.
1. There are different types of paintings are hanging on the wall of a room. The students come in a particular period in that room. They make different types of drawings and paintings.

2. The section officer comes in the school. He sit in one of the rooms attached with Principal’s Office. The teachers and the students use to put their applications regarding their problems. The Principal ask the Section Officer to give him Office files.

3. The teachers use to sit in a room/taking their class.

4. The teachers live nearby school. These quarters are constructed by the school authorities for their teachers.

Now the students will also supply their own examples to fit the concept.

Phase III. Analysis of Thinking Strategies.

A. Questions on description of thinking process for hypothesis.

1. Why the site of the building is essential? (without site the building cannot be constructed)

2. Without school building, what the problems will come up? (the children will not get fully shelter)

3. Why do the teachers teach their children in
classrooms? (for the systematic teaching-learning process).

4. Why the students cannot make their experiments in ordinary room? (the experiments requires systematic arrangement of different apparatus).

5. If the students do not sit in the library what will happen? (the habit of study will not be developed among the students more.)

B. Questions on roles of attributes/hypothesis in the thinking strategies.

1. What is the importance of the good site of the building? (the children will enjoy full natural atmosphere).

2. What is the role of the school building for the children? (the formal education can be given in better ways to the children).

3. What is the role of class-room in teaching-learning process? (the teachers can teach their children in systematic ways.)

4. What is the importance of laboratory in school? (the experiment can take its actual form in the laboratory).

5. What is the role of library in school? (it helps to the students in providing different types of books based on different subjects).
C. Evaluation of the effectiveness of Strategies and types of thinking processes -

The teacher will ask the following questions from the students.

1. What is school plant?
2. Write the important elements included in school plant?
Lesson Plan No. 2:

Date Name
Class Institution
Subject/Topic

Reception Model of Concept Attainment

1. Educational (behavioural) objectives:
   i. The students will be able to write about continuous evaluation.

2. Name of Concept - Continuous Evaluation

3. Type of Concept - Conjunctive

4. Medium - Words and Statements

5. Essential attributes of Concept -
   i. Academic performance
   ii. Different types of tests.

6. Non-Essential attributes of Concept -
   i. the school building
   ii. play-ground

7. Noisy attributes (if any)
   i. 
   ii. 

8. Rule - Continuous evaluation is the process of determining the extent to which an object is being attained, the effectiveness of teaching-learning experiences, provided in the classroom and the manner in which the goals of education has been accomplished.
### Phase I: Presentation of Data and Identification of Concept
#### Purpose and Procedure of the Model

<table>
<thead>
<tr>
<th>Order No.</th>
<th>Positive Examples</th>
<th>Negative Examples</th>
<th>Hypothesis</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students are awarded after passing examination of a particular class.</td>
<td>The students are appreciated at the play ground.</td>
<td>( H_1 ) The awarded students have their better academic performance.</td>
<td>Because passing in the examination by the students shows academic performance.</td>
</tr>
<tr>
<td>2.</td>
<td>The teachers use to assess their students by different devices.</td>
<td>The students use to sit in the library and read different books.</td>
<td>( H_1 ) The students give the different type of tests.</td>
<td>Because good assessment of the students can be done by the different test</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher use to check the academic performance of the students by the different types of test in every month after teaching the few chapter of the particular subject. The teachers also observe the personality of the students in classrooms as well as in school.</td>
<td>The students give only annually examination.</td>
<td>( H_1 ) The true performance of the students is assessed by giving the continuous tests.</td>
<td>Because the total performance can be assessed by the continuous tests.</td>
</tr>
</tbody>
</table>
4. After importing the several lectures in the classroom on the particular subjects, the teacher gives few questions written on a paper and ask the students to solve them. The teacher also provide answer sheet to the each students.

The teacher asks the questions from the students verbally.

$H_1$ The students give written test.

Because written tests require formal ways.

5. The teacher ask the different questions from the students verbally.

The teachers seek the answers from the students on the basis of written tests.

$H_1$ The students give oral tests.

Because oral test do not require any written format.
The teacher will ask the following questions that will focus students' thinking on essential attributes.

1. What is the real base to award the students? (On the basis of their academic performance)

2. How do the teachers assess the academic performance of their students? (with the help of different tests).

Now the teacher will ask the students to compare the "yes" examples and contrast the attributes of the "yes" examples with those of "no" examples. The teacher will also ask the students to generate and test hypothesis about the identity of the concept. At the end of this phase, the teacher will ask the students to name the concept.

Now the students will give the name of the concept and that is 'Concept of Continuous evaluation', and the teacher will re-emphasize that 'This is the concept of continuous evaluation.

Phase II. Testing Attainment of the Concept.

After attaining the concept, the teacher will present additional examples and will ask the students whether they contained the attributes of concept.

1. The teacher asks the students to go in the laboratory and do the experiment in physics for the
formation of images by the plane mirror.

2. The teachers give some homework to their students everyday.

3. The teachers ask the students to solve the questions in the classroom, like 'What is the importance of democracy in India'.

4. The teachers give the tests to the students and ask them to solve the questions in fifty words space provided in the question paper. Now the students will also supply their own examples to fit the concept.

Phase III. (A) Questions on description of thinking process for hypothesis:

1. Why are the students awarded as the 1st, IIInd & IIIrd class after passing their examination? (because they are classified for their academic performance)

2. Why do the students give the different type of test in the classroom? (the total assessment of the students can be done).

3. If there are no continuous tests given to the students, how will the teacher assess the outcomes of the students? (the teacher will not be in a position to assess the total outcomes of the students)
4. Why do the teachers give the written tests to the students? (the students are more free to express their ideas relating to the learning material).

5. Why do the teachers ask the oral questions from the students? (because the teacher can assess the student's academic achievement within the short time).

B. Questions on roles of attributes/hypothesis in the thinking strategies.

1. What is the importance of award to the students? (the students will get more encouragement further to improve their academic performance).

2. What is the role of assessment of the students? (the teacher can find out the students in their poor academic performance and they may be given remedial classes by the teachers).

3. What is the role of continuous tests giving to the students? (to judge their total performance).

4. What is the importance of written tests?

5. Why do the teacher take the oral tests from the students? (the teachers can save their time).
C. Evaluation of the effectiveness of Strategies and types of thinking processes -

1. What is continuous evaluation?

2. Write the different type of tests used in the process of evaluation.
Lesson Plan No. 3

Date

Name

Class

Institution

Subject/Topic

Reception Model of Concept Attainment

1. Educational (behavioural) objectives:
   i. The students will be able to state school organization.
   ii. The students will be able to write the different element of school organization.

2. Name of the Concept - School Organization

3. Type of Concept - Conjunctive

4. Medium - Words and Statements

5. Essential attributes of concept -
   i. Arrangement
   ii. Different objectives

6. Non-essential attributes -
   i. the supply of fertilizer in the school
   ii. Careless of the people

7. Noisy attributes (if any) -
   i.
   ii.

8. Rule - Organization is a part of administration, dealing with the 'systematic arrangement for definite purpose'.
It is concerned with the process of regulations, calenders, schedules, arrangement of equipment (both human and material) and other facilities of work. It includes its different element. Like-planning, budgeting, providing material equipment human equipment, instruction, activities, evaluating the end products, and directing commanding and controlling etc.
### Phase I: Presentation of Data and Identification of Concept
#### Purpose and Procedure of the Model

<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>The Principal makes the better functioning of the School.</td>
<td>Most of the time, teachers get confused to take their classes.</td>
<td>$H_1$ The Principal makes systematic arrangement.</td>
<td>Because systematic arrangement improves the functioning of the school.</td>
</tr>
<tr>
<td>2.</td>
<td>The school authorities set up the school for the definite purpose.</td>
<td>Unskilled person starts the work without deciding what he has to do.</td>
<td>$H_1$ The school authorities have some objectives before opening the school.</td>
<td>Because setting of the objectives beforehand helps to achieve progress of the work.</td>
</tr>
<tr>
<td>3.</td>
<td>The school authorities construct the different parts of the building in its proper place.</td>
<td>The farmers construct their building without proper planning.</td>
<td>The school has its systematic planning.</td>
<td>Little space of land can be utilized fully with the proper planning.</td>
</tr>
<tr>
<td>4.</td>
<td>The Principal keeps all the accounts clear to their authorities. He also aware about the requirement of money beforehand.</td>
<td>Most of the illiterate person make their expenditure improper way.</td>
<td>The Principal prepares the proper budget.</td>
<td>Because to meet the requirement of the school, the proper budget is required.</td>
</tr>
</tbody>
</table>
5. The government supplies the furnitures, chalk, dusters, different electrical and machanical instruments for the laboratory in the school.

The industrialists supply the fertilizer to the schools.

The material equipment are supplied in the school.

Because material equipment, the school can not run.

6. Most of the teachers are appointed in school every year.

The farmers keep tractors to cultivate their lands.

H₁ The school authorities appoint the teachers.

Because without teachers, the teaching-learning process can not be made in school.
The teacher will ask the following questions that will focus students' thinking on essential attributes.
1. How can the Principal run the school smoothly? (by making systematic arrangement).
2. What should be kept in mind before teaching the students in the classroom? (the goals to be achieved).

Now the teacher will ask the student to compare the 'yes' examples and contrast the attributes of the 'yes' examples with those of 'no' examples. The teacher will also ask the students to generate and test hypothesis about the identity of the concept. At the end of this phase, the teacher will ask the students to name the concept.

Now the students will give the name of the concept and that is 'Concept of School Organization' and the teacher will re-emphasize that this is the Concept of School organization.

Phase II. Testing Attainment of the Concept -

After attaining the concept, the teacher will present additional examples and will ask the students whether they contained the attributes of concept.

The teachers feel comfortable to teach the students. The students are participating in the
teaching-learning process of the teacher. There is the peaceful atmosphere in the class.

2. The students use to make tour excursion and also share in different types of debates in the school as well as outside school.

3. The teachers giving the different types of tests in the classroom to the students.

4. The Principal takes certain decisions after the students got their results.

Phase III.

A. Questions on description of thinking process for hypothesis.

1. Why do the Principal has systematic arrangement in the school? (for the good functioning of the school).

2. Why do the school authorities keep certain objectives before opening the school? (objectives helps to maintain certain guidelines).

3. If there is no planning in the school what will be happen? (the school cannot function properly)

4. What is the need of the budget in the school? (on the basis of budget the school authorities fulfil the needs of the school).

5. Why does the government supply the material equipment in the school? (With the help of material equipment, the teaching, learning process can be done well in the school).
6. If there is not any teacher in the school, how will the Principal run the school? (Principal cannot run the school without teachers).

B. Questions on roles of attributes/hypothesis in the thinking strategies.

1. What is the importance of systematic arrangement in school made by the Principal? (everything of the school will run smoothly)

2. What is the role of objectives keeping in mind before starting any work? (they provide certain guidelines).

3. What is the role of the proper budget to be made for the school? (the expenditure on can be minimized).

4. What is the importance of planning in the school? (proper planning improve the functioning of the school).

5. What are the main things included in material equipment? (furnitures, different types of instruments for the experimental work in the laboratories).

6. What is the role of the teacher in the school? (the teacher provide certain knowledge to the students in his particular subject).
C. Evaluation of the effectiveness of strategies and types of thinking processes -

1. What is school organization?

2. Write the five important elements of school organization.
Reception Model of Concept Attainment

1. Educational (behavioural) objectives.
   i. The students will be able to state school administration.
   ii. The students will be able to write the different elements of school administration.
2. Name of Concept. School Administration.
3. Type of Concept- Conjunctive
4. Medium - Words and Statements
5. Essential attributes of Concept -
   1. Management
   2. Control
6. Non-essential attributes of concept -
   1. Carelessness
   11. Freedom
7. Noisy attributes (if any) -
   1.
   11.
8. Rule: School administration means management, control and arrangement of educational activities in the school. The administrative process has its seven components. These are: decision making, planning, organizing, communicating, influencing, coordinating and evaluation.
### Phase I: Presentation of Data and Identification of Concept
#### Purpose and Procedure of the Model

<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>The principal utilizes school plant fully and the supply of the different goods and services are nice. The staff-members do not have any problem with the school office.</td>
<td>The teacher faces problem in handling the classroom situation</td>
<td>The Principal has good management in school.</td>
<td>Because in good management everything runs in its systematic way.</td>
</tr>
<tr>
<td>2.</td>
<td>The teachers take the classes in the right time. The students never absent themselves from their classes and do not make disturbances in the school. There is also proper supply of different goods needed in the school.</td>
<td>The students are more free in the school. Most of the teachers and students remain absent from the school.</td>
<td>The Principal has good control over the activities of the school.</td>
<td>Because in maintaining the good discipline in the school, the control over the school activities is required.</td>
</tr>
<tr>
<td>3.</td>
<td>Every part of the school building is in its proper place. There is a good timetable. The teacher do not get confused themselves to take their classes. The students feel comfortable in the classroom.</td>
<td>The students are confused to attend their classes. There is no proper time-table prepared by the class-teacher as well as the Principal of the school.</td>
<td>It is the systematic arrangement of educational activities.</td>
<td>Because for the successful teaching-learning process, the systematic arrangement of educational activities is required.</td>
</tr>
</tbody>
</table>
4. The Principal uses to call on the meeting with the teachers for the well functioning of the school. No any meeting is held in the school. The Principal makes certain decisions. Because good decision-making power helps the Principal to run the school well.

5. The teachers are informed about the every activities of the school. The students also get the proper information regarding them. The monthly progress of the students is informed to their parents in time. The farmers do not inform about the high yield of crops to their labourers. The Principal has good communication. Because effective communication system induces the functioning of the school.
The teacher will ask the following questions that will focus students' thinking on the essential attributes:

1. What is essential and important for the better functioning of the school? (good management).
2. What should be done by the Principal in school to maintain peaceful environment? (control over the school-activities).

Now the teacher will ask the students to compare the 'yes' examples and contrast the attributes of the 'yes' examples with those of the 'no' examples. The teacher will also ask the students to generate and test hypotheses about the identity of the concept. At the end of this phase, the teacher will ask the students to name the concept.

Now the students will give the name of the concept and that is 'School Administration'; and the teacher will re-emphasize that this is the concept of 'School Administration'.

Phase II. Testing Attainment of the Concept.

After attaining the concept the teacher will present additional examples and will ask the students whether they contain the attributes of concept.

1. The Principal has control over the teachers as well as the students in the school. The teachers and
students follow the rules and regulations of the Principal in school.

2. The teachers as well as the students help each other. They do their work very systematically.

3. The teachers give different types of devices to assess the academic achievement of the students.

Phase III.-A. Questions on description of thinking process for hypothesis.

1. Why does the Principal has good management in school? (for running of everything in systematic way).

2. If activities of the school are not controlled by the administrator, what will happen? (the problem of indiscipline will increase).

3. How can the educational activities be done in school systematically? (the Principal allots the work to his staff-members systematically).

4. Why does the Principal make certain decisions in the school? (for the progress of the school).

5. If there is no proper communication among the teachers and between the teachers and the students what will happen? (the efficiency of work can not be improved).
B. Questions on roles of attributes/hypothesis in the thinking strategies.

1. What is the role of good management in school?
   (good management helps in the progress of the school).
2. What is the importance of control in school?
   (It improves discipline).
3. What is the role of good arrangement in school?
   (everything runs smoothly).
4. What is the importance of nice decisions made by the Principal in school?
   (Good decisions help in solving the problems of the school).
5. What is the role of good communication in school?
   (Every person in school gets proper information).

C. Evaluation of the effectiveness of strategies and types of thinking process:

1. What is school administration?
2. Write important elements of school administration.
Lesson Plan No. 5

Date  
Name  
Class  
Institution  
Subject/Topics  
Reception Model of Concept Attainment  

1. Educational (behavioural) objectives:  
   1. The students will be able to state the class-wise time-table.  

2. Name of Concept - Class-wise time-table.  
3. Type of Concept - Conjunctive.  
4. Medium - Words and Statements  
5. Essential attributes of concept:  
   1. Name of the subject.  
   2. Name of the class  
6. Non-essential attributes of concept:  
   i. the playground  
   ii. school office.  
7. Noisy attributes (if any)  
   i.  
   ii.  
8. Rule:  
The class-wise time-table shows the name of the subject, name of the teacher and days of the week for each period, and whether the class will be taught in the classroom itself or in any special subject room.
Phase I. **Presentation of Data and Identification of Concept.**

**Purpose and Procedure of the Model**

<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>The teachers see the time-table and teach the students in the school.</td>
<td>The students are playing in the playground.</td>
<td>$H_1$ The teachers see name of the subjects in the school time-table.</td>
<td>Because without the name of the subject the school will not be completed.</td>
</tr>
<tr>
<td>2.</td>
<td>The teachers see the time-table and reach in the right class-room in which they have to teach the students.</td>
<td>Most of the students are sitting in the school-office.</td>
<td>$H_1$ the teachers see the name of the class in the time-table.</td>
<td>Because without seeing the time-table properly the teacher will get confused to reach in the class.</td>
</tr>
<tr>
<td>3.</td>
<td>The Principal see the time-table ask the teacher to take the class which is vacant.</td>
<td>The teachers are busy in teaching their classes.</td>
<td>$H_1$ The name of the teacher is written in the time-table.</td>
<td>Because with the help of the time-table, the Principal can make some arrangement to the class which is vacant-</td>
</tr>
</tbody>
</table>
4. The students carry their note-books according to the school time-table. The students are making a noise in the classroom. 

H_1. The days of the week for each period are written in school time-table.

Because without properly prepared school-time table the students will be in confusion to carry their books & note-books.
The teacher will ask the following questions that will focus students' thinking on the essential attributes.

1. What does the teacher teach the students in the classroom? (the subject).
2. Where do the teachers reach to teach their students? (in their different classes).

Now the teacher will ask the students to compare the 'yes' examples and contrast the attributes of the 'yes' examples with those of the 'no' examples. The teacher will also ask the students to generate and test hypothesis about the identity of the concept. At this end of this phase the teacher will ask the students to name the concept. Now the students will give the name of the concept and that is 'class-wise time-table', and the teacher will reemphasize the concept.

Phase II. Testing Attainment of the Concept.

After attaining the concept the teacher will present additional examples and will ask the students whether they contained the attributes of concept.

1. The time-table shows whether the class will be taught in the classroom itself or in any special subject room.
2. The Principal locates with the help of time-table which class is being taught by which teacher at a particular time.
3. The Principal knows what subject is being taught.
4. The Principal knows in which room of the school, the particular class is being taught.

Phase III. Analysis of Thinking Strategies -

A. Questions on description of thinking process for hypothesis.
1. Why do the teachers see name of the subjects in the school time-table?
   (so that they can teach them subject in proper time).
2. Why do the teachers see the name of the class in the time-table?
   (so that they can reach the particular class-room).
3. Why is the name of the teacher written in the time-table?
   (so that Principal can easily supervise the school)
4. Why are the days of the week for each period written in school time-table?
   (so that the whole activities of the school can be done smoothly).

B. Questions on roles of attributes/hypothesis in the thinking strategies:
1. What is the importance of the subject written in the school time-table?
   (the teacher can teach their subject easily).

2. What is the role of the name of the written in the time-table?
   (the teacher can reach in the particular room to teach the classes).

3. If the name of the teachers is not written in the time-table, what will happen in school?
   (the teacher will get confused to teach the classes).

4. Why does the Principal distribute the whole week into different periods in each day?
   (so that teacher may not get more burden of the school work).

C. Evaluation of the effectiveness of strategies and types of thinking process:

1. Write main elements included in class-wise time-table.
Lesson Plan No. 4

I. Educational Objectives in behavioural terms:
   (I) The students will be able to describe the school plants.
   (II) The students will be able to write the different parts of school plant.

II. Phase I. Presentation of Advance Organizer:
   1. Identify the concept, proposition or principle on which the Advance Organizer is based:
      School Plant.
   2. Nature of Advance Organizer: Comparative
   3. Essential characteristics of Advance Organizer:
      (I) Advance Organizer should have inclusiveness
      (II) Advance Organizer should have higher general level of abstraction.
      (III) New learning material should be related with the cognitive structure of the learners.
   4. Different examples of the idea in the organizer:
      (I) The school is just like a plant which has its different parts.
      (II) Like a plant school has its building, ground, etc. as its parts.
5. Major similarity between existing idea and new information:

(1) The plant can not completed without having its stem and without building school-plant can not be completed.

6. Major differences between existing idea and new information.

(1) The plant is included in living things but school plant is not living thing.

7. Statement of Advance Organizer:

The school plant includes building, grounds, furniture, laboratory equipment and apparatus etc.

III. Phase II. Presentation of Learning Material.

8. Description of major ideas in the new learning material:

Learning Material For Advance Organizer

School-Plant

The school plant includes building, grounds, furniture, laboratory equipment and apparatus etc. It is an integral part of a learning environment. A good plant may serve as a stimulating influence on children. The building should be erected in that part of the community where it is most accessible to the group of pupils it is designed to accommodate. The site should be large enough to permit expansion of the building to meet future needs and to
provide adequate playground, athletic, and parking facilities. It should be well drained and graded suitably for adequate landscaping. The building should be removed as far as possible from traffic, noise, and unsanitary conditions. It should be free from any and all obstructions to the admission of sunlight. The building line should be at least 150 feet from the street to assure such conditions.

The building should be planned and constructed to meet the needs of the educational program and to safeguard the health, happiness, and safety of the pupils. The task of the administrator is to make the plant serve the educational program in the most efficient way. The selection of the most desirable site will be no small factors in achieving this objective, the building should be large enough to meet the needs of the community.

The ordinary classrooms should be large enough to accommodate 30 to 40 students, but about a fourth or a fifth of the rooms should be large enough to accommodate from 40 to 50 students.

The location of the library should be determined by ease and rapidity of access. Generally, it should be placed in the center of the building, on the second floor, if there are three floors.
A well-designed auditorium program offers excellent opportunity for desirable school and community relationships. The auditorium should be equipped with a suitable stage, not less than 20 by 30 feet in size. A gymnasium makes possible a program of recreation, international sports, demonstrations and other activities that have acknowledged values. In this regard the auditorium may be utilized.

Laboratories should be exceptionally well lighted and ventilated. Devices to protect the safety and health of pupils should be used.

For teachers' room, provision should be made for a number of small offices for the use of teachers. The size of the cafeteria and the equipment needed will vary, of course, with the size of the high school and the number of students who patronize it. Ample room should be provided in the corridors and stairways for traffic in both directions. The most desirable type of seating for a classroom depends on the methods of teaching. The arrangement of heating, ventilation and lighting should be made.

Small high school should have outdoor playgrounds with a minimum of 3 and preferably 10, acres of play space.
The maintenance and administration of a large school plant require the work of persons with considerable executive ability and specialized training. The personnel of such a staff may be designated as (1) the director of building and ground, (2) the school purchasing agent, (3) the chief engineer, (4) the business agent or manager, and (5) the head janitor or custodian.

There should also be the school store as the center for all students activity purchasing, ticket sales and accounting.

Most boards of education find it advisable to adopt definite rules and regulations governing the case of buildings and other physical facilities. Such sets of rules and regulations are of great help to the principal and to the persons in charge of carrying out the details of work under his direction.

IV. Phase III. Strengthening Cognitive Structure.

9. Skills to be used for promoting active reception learning.

(a) Examples of the concept, proposition or principle pertaining to new learning material:
(I) The school is an integral part of a learning material.

(II) The good school plant serves as a stimulating influence on children.

(III) The site of the school-building should be large to be expanded to meet future needs and to provide adequate playground, attitude and parking facilities.

(IV) The building should be large enough to meet the needs of the community.

(V) The ordinary classroom should be large enough to accommodate 30 to 40 students.

(b) Translating new learning material into students own terminology:

The teacher will ask the following questions from the students to give the answers from new learning material into their own terminology.

Teacher : What is school plant?

Student : The school plant includes building, grounds, furniture, laboratory, athletic and parking facilities.

Teacher : What is the most important thing required for school building?

Student : The most important thing for the school plant is the site of the school building.
Teacher: What type of the site of the school building should be?
Student: The site should be large enough to permit expansion of the building.
Other Student: It should be well-drained and graded suitable for adequate landscaping.
Teacher: How should the building be planned?
Student: The building should be planned and constructed to meet the needs of the educational program and to safeguard the health, happiness and safety of the students.
Teacher: Where should the library be located in the school plant?
Student: Generally it should be located in the centre of the building, on the second floor, if there are three floors.
Teacher: What are the other parts of school-building?
Student: Auditorium, lighted and ventilated laboratories, a number of small offices for the use of the teachers.
Other Student: The well arrangement of heating, ventilation, and lighting should be made in the classroom.
(10). Inferences made in the new learning material:

The school-plant include building, grounds, furniture, laboratory, equipment, library classrooms, office, teachers' room, playground, a well designed auditorium, etc. and maintenance of all these parts can be done through the efficient personnel.
Lesson Plan No. 2

I. Educational Objectives in behavioural terms

(1) The students will be able to describe continuous evaluation.

(2) The students will be able to write total scheme of evaluation.

II. Phase I. Presentation of Advance Organizer:

(1) Identify the concept, proposition or principle on which the Advance Organizer is based:

'Continuous Evaluation'

(2) Nature of Advance Organizer: Comparative.

(3) Essential characteristics of Advance Organizer.

(I) Advance Organizer should have inclusiveness.

(II) Advance Organizer should have higher general level of abstraction.

(III) New learning material should be related with the cognitive structure of the learners.

(4) Different examples of the idea in the organizer:

(I) The students give the different tests in the school.

(II) The teachers use to give the different type of tests to their students to assess the academic achievement in the classrooms.
(5) Major similarities between existing idea and new information:
   (I) The students give different types of tests in the school.

(6) Major differences between existing ideas and new information.
   (I) On the basis of the total scheme of evaluation, the teachers assess the total performance of the students.

(7) Statement of Advance Organizer:

   Evaluation is the process of determining the extent to which an object is being attained, the effectiveness of teaching, learning, experiences, provided in the classroom and the manner in which the goals of education have been accomplished.

III. Phase II. Presentation of Learning Material.

(8) Describing of major ideas in the new learning materials

   Learning Material For Advance Organizer

   Continuous Evaluation

   Evaluation is the process whereby the values inherent in an event are determined. The term event is used here in a broad sense. Thus in education, the events evaluated may be an entire institutional programme, the
evaluation is needed to discover the extent of the effectiveness of the experiences with a view to bring about the desired changes in pupil. Evaluation, therefore, cannot be postponed till the end of the entire course of instruction. It has to be made at periodical intervals to improve learning. Evaluation must form an integral part of teaching because it is a continuous process related to the total learning situation. The following diagram shows the total scheme of evaluation.
the consequences of the program such as the achievement of the pupils, or any matter related to the program. The worth of an educational program must ultimately be evaluated in terms of the changes it produces in the pupils. The process of making an evaluation consists not in measuring the change but in judging whether the change is or is not desirable. The process of assessment may be related to a total process which involves a value judgement. The observations should be classed as assessments, and yet they may form part of the evaluative process.

In fact evaluation is the process of determining the extent to which an object is being attained, the effectiveness of teaching learning experiences, provided in the classroom and the manner in which the goals of education have been accomplished. The maintenance of good educational programmes and the improvements of educational procedures require good evaluation. Good evaluation, in turn, can only be made in relation to goals of instruction. It is therefore, that there is a close relationship between objectives, learning experiences and evaluation. Evaluation comes in at the planning stage when objectives are determined. Similarly learning experiences are also planned and organized in terms of objectives. At every stage in the learning process,
evaluation is needed to discover the extent of the effectiveness of the experiences with a view to bring about the desired changes in pupil. Evaluation, therefore, cannot be postponed till the end of the entire course of instruction. It has to be made at periodical intervals to improve learning. Evaluation must form an integral part of teaching because it is a continuous process related to the total learning situation. The following diagram shows the total scheme of evaluation.
### Total Scheme of Evaluation

<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Character and Personality Development</th>
<th>Social Development</th>
<th>Scholastic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Achievement in Skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written tests</th>
<th>Oral tests</th>
<th>Practical tests</th>
<th>Daily Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Type test</td>
<td>Short-Answer tests</td>
<td>New type tests</td>
<td>Standardised tests</td>
</tr>
<tr>
<td>Informal Teacher made tests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. Phase III. Strengthening Cogni Structure.

(9) Skills to be used for promoting active reception learning.

(a) Examples of the concept, proposition or principle pertaining to new learning material:

(I) The worth of an educational program must ultimately be evaluated in terms of the changes it produces in the students.

(II) The process of making an evaluation consists not in measuring the change but in judging whether the change is or is not desirable.

(III) The teachers give the different tests to measure the scholastic achievement of the students.

(IV) The teachers give the question paper to the students to ask the answers of the questions in which some of the questions are essay type, some of them are short-answer type questions.

(V) Most of the teachers assess the academic performance of the students by asking the different questions orally from the students in the classroom.

(b) Translating new learning material into students own terminology.

The teacher will ask the following questions
from the students to give the answer from new learning material into their own terminology.

Teacher : What is evaluation?
Student : Evaluation is the process whereby the values inherent in an event are determined.

Teacher : What is the total scheme of evaluation?
Student : The evaluation in which physical development, character and personality development, social development, and scholastic achievement are included to be assessed.

Teacher : How does the teacher assess the academic achievement?
Student : The teacher assesses the academic achievement through different tests.

Teacher : What are the different tests included in evaluation process of academic achievement?
Student : There are number of tests like, written tests, oral tests, practical tests, etc., to assess the academic achievement.

Teacher : What are the written tests?
Student : These are essay type tests and short answer tests.

Teacher : What are the short answer type tests?
Student : These are informal teacher-made tests and standardised test.
Teacher: Why is continuous evaluation required in assessing the different aspects of students' performance in school?

Student: At every stage in the learning process, evaluation is needed to discover the extent of the effectiveness of the desired changes in the students. It should not be postponed till the end of the entire course of instruction.

Teacher: Why should evaluation be included in the teaching-learning process?

Student: Evaluation is an integral part of teaching because it is a continuous process related to the total learning situation.

10) Inferences made in the new learning material.

Evaluation is the process whereby the different values in the form of potentialities of the students are determined. It is the continuous process to determine the extent to which an object is being attained, the effectiveness of teaching-learning experiences, provided in the classroom and the goals of education, have been accomplished. The teachers use different types of tests in this process.
Lesson Plan No. 3
Advance Organizer Model

I. Educational Objectives in behavioural terms:
   (1) The students will be able to describe school organization.
   (2) The students will be able to write the different elements of school organization.

II. Phase I. Presentation of Advance Organizer:
   1. Identify the concept, proposition or principle on which the Advance Organizer is based:
      School Organization
   3. Essential characteristics of Advance Organizer:
      I. Advance Organizer should have inclusiveness.
      II. Advance Organizer, should have higher general level of abstraction.
      III. New learning material should be related with the cognitive structure of the learners.
   4. Different examples of the idea in the Organizer.
      I. The captain organizes his team to win the match.
      II. The teachers organizes his learning material will to teach their students in the classroom teaching-learning process.
5. Major similarities between existing idea and new learning information:
   (1) The principal makes good arrangement of everything to achieve the definite purpose.

6. Major differences between the existing idea and new information:
   (1) The principal is bound to have good organization of the different elements in school than that of his personal life.

7. Statement of Advance Organizer:
   School organization is the systematic arrangement for definite purpose.

III. Phase II. Presentation of Learning Material.

8. Description of major ideas in the new learning material.

   Learning Material For Advance Organizer
   School Organization

   Organization is a part of administration, dealing with the 'systematic arrangement for definite purpose'. It is concerned with the process of regulations, calenders, schedules, arrangements of equipment (both human and material) and other facilities of work. Good organization ensures unity of efforts, efficiency and proper use of resources. Hence it includes everything regarding the
efficient functioning of the school machinery, securing the greatest benefit to the greatest number through an adoption of practical measures. It clarifies the functions and the activities of the agencies of education. It brings all the components of an educational programme in fruitful relationship and harmonises their mutual action. It ensures sound planning, efficient execution, good direction and proper economy. Organization is like a machine and its various parts.

There are different aims and objectives of organization which as follows:
1. Defining the school functions.
2. Coordinating the school activities.
3. Minimising the waste.
4. Simplifying the complexity of the tasks.
5. Learning to experimentation.

There are different elements of organization which are as follows:
1. Planning.
2. Budgeting.
3. Providing material equipment.
4. Providing human equipment.
5. Providing instruction.
6. Providing activities.
7. Providing requisites for new experimentation.
8. Evaluating the end-products.
9. Directing, commanding and controlling.
10. Recording and reporting.

IV. Phase III. Strengthening Cognitive Structure.
9. Skills to be used for promoting active reception learning.
   (a) Examples of the concept, proposition or principle pertaining to new learning material:
   I. Organization is a part of administration, dealing with the 'systematic arrangement for definite purpose.
   II. School Organization is concerned with the process of regulations, calendars, schedules, arrangements of equipment (both human and material) and other facilities of work.
   III. School Organization brings all the components of an educational programme in fruitful relationship and harmonises their mutual action.
   IV. School Organization ensures sound planning, efficient execution, good direction and proper economy.
   V. It is like a machine and its various parts.
(b) Translating new learning material into students own terminology:

The teacher will ask the following questions from the students to give the answers from new learning material into their own terminology.

Teacher: What is Organization?
Student: It is the systematic arrangement of anything.

Teacher: What is School Organization?
Student: It is the process of regulations, calendars, schedules, arrangements of equipment (both human and material) and other facilities of work.

Another student: It brings all the elements of an educational programme in fruitful relationship.

Another student: It ensures sound planning, efficient execution, good direction and proper economy.

Another Student: It is like a machine and its various parts.

Teacher: What are the different aims and objectives of organization?
Student: 1. Defining the school functions.

2. Coordinating the school activities.

Another student: 1. Minimising the waste.

2. Simplifying the complexity of the tasks.
Another Student: Learning to experimentation.
Teacher: What are the different elements of school organization?
Student: (1) Planning
       (2) Budgeting.
Another Student: (1) Providing material equipment.
       (2) Providing human equipment.
Another Student: (1) Providing instruction.
       (2) Providing activities.
Another Student: (1) Providing requisites for new experimentation.
       (2) Evaluating the end-products.
Another Student: (1) Directing, commanding, and controlling.
       (2) Recording and reporting.

10. Inferences made in the new learning material:

School organization is the process of systematic arrangement, concerned with the process of regulations, calenders, schedules, arrangement of equipment (both human and material) and other facilities of work. It has its definite dejectives like, defining the school functions, coordinating the school activities, etc. and it has its different elements like, planning, budgeting providing material equipment, human equipment, instruction, activities, requisites for new experimentation, evaluating the end-products, directing, commanding and controlling, recording and reporting etc.
I. Educational Objectives in behavioural terms.

1. The students will be able to describe the school administration.

2. The students will be able to write the different elements of school administration.

II. Phase I. Presentation of Advance Organizer.

1. Identify the concept, proposition, or principle on which the Advance Organizer is based:
   'School Administration'


3. Essential characteristics of Advance Organizer.
   (i) Advance Organizer should have inclusiveness.
   (ii) Advance Organizer should have higher general level of abstraction.
   (iii) New Learning material should be related with the cognitive structure of the learners.

4. Different examples of the idea in the organizer:
   (i) The Principal has his good administration in the school.
   (ii) The Principal controls everything with his well coordinated organization.
5. Major similarities between existing idea and new information:

(1) The Principal has good management in the school.

6. Major differences between existing idea and new information:

(1) The Principal always has more democratic approach in the school than that of the school.

7. Statement of Advance Organizer.

School administration is the process of management, control and arrangement of all activities in the school.

III. Phase II. Presentation of Learning Material.

8. Description of major ideas in the new learning material:

Learning Material for Advance Organizer

School Administration

Aims and objectives deal with the theoretical side of education, administration and organization concern with the practical side. Hence if national reconstruction depends upon educational reconstruction, the latter itself depends upon an efficient educational machinery. The goals can not be achieved without administration and organization.

The word 'administration' means management, control
and arrangement. L.S. Chandra Kant writes, "Although there is no single accepted definition of administration there is general agreement that it is concerned with the dealing and coordination of activities of group of people". Administration and organization are interdependent. Good administration depends upon good organization and vice-versa.

School administration and organization are concerned with a wide variety of tasks for running the educational machinery efficiently. Many attempts have been made to analyse the elements of such organization. Gregg describes the administrative process in terms of the following seven components:

1. Decision making
2. Planning.
3. Organising.
5. Influencing.
6. Coordinating.
7. Evaluating.

The above classification cannot be termed as final. An improved form of classification of the elements of the organization/ administration which suits Indian Schools is given below. Briefly speaking it includes the following:
1. Planning.
2. Budgeting.
3. Providing material equipment.
4. Providing human equipment.
5. Providing instruction.
6. Providing activities.
7. Providing requisites for new experimentation.
8. Evaluating the end-products.
9. Directing, commanding and controlling.
10. Recording and reporting.

IV. Phase III : Strengthening Cognitive Structure :

9. Skills to be used for promoting active reception learning.

(a) Examples of the concept, proposition or principle pertaining to new learning material :

I. The practical educational aspects depend upon an efficient educational machinery.

II. The Organization and administration are interdependent.

III. Administration means control, management, and arrangement.

IV. School administration is concerned with a wide variety of tasks for running the educational machinery.

V. Gregg describes the administrative process in terms of seven components, like decision making, planning
organising, communicating, influencing, coordinating and evaluating.

(b) Translating new learning material into students own terminology:

The teacher will ask the following questions from the students to give the answers from new learning material into their own terminology.

Teacher: What is administration?
Student: It is the process of managing, controlling, and arranging the different elements in the school-functioning.

Teacher: What is school administration?
Student: School administration concerns with wide variety of tasks for running the educational machinery.

Teacher: How does Gregg describe the administrative process?
Student: Gregg describes the educative process in terms of seven components.

Teacher: What are these seven components?
Student: (1) Decision making.
(2) Planning.
Another student: (1) Organizing.
(2) Communicating
Another Student: (1) Influencing.
(2) Coordinating.

Another Student: (1) Evaluating.

(10). Inferences made in the new learning material:

School administration means management, control, and arrangement of the different educational activities in the school. It has its seven components given by Gregg, as decision making, planning, organizing, communicating, influencing, coordinating, and evaluating.
I. Educational Objectives in behavioural terms:
   1. The students will be able to describe class-wise time-table.
   2. The students will be able to write the components of class-wise time-table.

II. Phase I. Presentation of Advance Organizer:
   1. Identify the concept, proposition or principle on which the Advance Organizer is based:
      Class-wise time-table
   3. Essential characteristics of Advance Organizer:
      (I) Advance Organizer should have inclusiveness
      (II) Advance Organizer should have higher general level of abstraction.
      (III) New Learning material should be related with the cognitive structure of the learners.
   4. Different examples of the idea in the Organizer:
      (I) Every School has its proper time-table.
      (II) The School time-table shows the daily allotment of time among the various subjects, activities, and classes.
5. Major similarities between existing idea and new information.

(I) The school time-table shows the class-wise time-table.

6. Major differences between existing idea and new information:

The class-wise time-table do not include the whole educational activities of the school.

7. Statement of Advance Organizer:

The class-wise time-table shows the educational activities in the form of teaching-learning process in the class-rooms in the school.

III. Phase II. Presentation of Learning Material.

8. Description of major ideas in the new learning material.

Learning Material For Advance Organizer

Class-wise time-table

The school time table is a methodical and a pre-arranged scheme of studies and activities. It is a plan, showing the daily allotment of time among the various subjects, activities and classes. It shows the hours of school work, the time allowed to different items of this work, the teaching load of each teacher, the length of each period and the time of interval. A time-table, in fact, is the second school clock, on the face of which are shown,
the intervals, the hours of the day between which lessons are given, the kind of activity in progress in each class-like recreation interval as well as the time for assembly and dismissal. It shows art, craft, community, social service and sports activities, which though regularly recurring, do not rank as ordinary lessons.

There are different types of time-table which are as follows:
1. Consolidated time-table for the whole school.
2. Class-wise time table.
3. Teacher-wise time table.
5. Room-wise time table.
7. Co-curricular activities time-table.

Class-wise time-table:

The State education authorities prescribe what subjects have to be taught in each class and how many periods per week should be provided for them. On this basis a time-table is prepared for each section of all the classes. This shows the name of the subject, name of the teacher and days of the week for each period. It is also indicated whether the class will be taught in the classroom itself or in any special subject room.
The Principal can locate through this Time-table which class is being taught by which teacher at a particular time. He can also know what subject is being taught and in which room of the school, the particular class is being taught.

IV. Phase III. Strengthening Cognitive Structure:

9. Skills to be used for promoting active reception learning.

(a) Examples of the concept, proposition, or principle pertaining to new learning material.

(1) The school time-table is a methodical and a pre-arranged scheme of studies and activities.

(2) The school time-table is a plan, showing the daily allotment of time among the various subjects, activities and classes.

(3) The school time-table shows the hours of school work, the time allowed to different items of this work, the teaching load of each teacher, the length of each period and the time of interval.

(4) The school time-table is like a clock, on the face of which are shown, the intervals, the hours of the day between which lessons are given, the kind of activity in progress in each class—like recreation interval as well as the time for assembly and dismissal.
The school time-table also shows art, craft, community, social service and sports activities etc.

(b) Translating new learning material into students own terminology.

The teacher will ask the following questions from the students to give the answers from new learning material into their own terminology.

Teacher: What is school time-table?

Student: It is a methodical and pre-arranged scheme of studies and activities.

Another Student: The School time-table is a plan showing the daily allotment of time among the various subjects, activities and classes.

Teacher: How many types of time-tables are therein the school?

Student: (1) Consolidated time-table for the whole school.

              (2) Class-wise time-table.

Another Student: (1) Class-wise time-table.

              (2) Teacher-wise time-table.

Another Student: (1) Free Period time-table.

              (2) Room-wise time-table.

Another Student: (1) Home work time-table.

              (2) Co-curricular activities time-table.
Another Student: Sports and games time-table.
Teacher: What is class-wise time-table?
Student: The class-wise time-table shows the name of the subject, name of the teacher and days of the week for each period.
Another Student: It also shows whether the class will be taught in the classroom itself or in any special subject room.
Teacher: What is the importance of class-wise time-table?
Student: The Principal can locate through this time-table which class is being taught by which teacher at a particular time.
Another Student: The Principal can also know what subject is being taught and in which room of the school, the particular class is being taught.

10. Inferences made in the new learning material:
Class-wise time-table shows the name of the subject, name of the teacher and days of the week for each period with the help of this time-table, the Principal can locate which class is being taught by which teacher at a particular time, and can also know what subject is being taught and in which room of the school, the particular class is being taught.
DIRECTIONS

This is a test of General Mental Ability. You will have 25 minutes to do it. There are 5 pages of this test with 100 questions. Examples of the various types of problems set in this test will be explained to you before you start on the Test Proper. All questions are in simple language. In all cases alternative answers are given, and what you have to do is simply to choose the right answer, and write its number on the Answer Sheet. Thus the answer to each question is always a number. So there is not much writing work to be done. There is only one correct answer to each question and each correct answer carries one mark. Time is rather short, and it is very rare for a person to complete all the test. So you should work very quickly and solve accurately as many as you can. Hence, if you find any problem too difficult for your type of knowledge, then do not spend much time over it and you may pass on to the next one.

Start when you are told, and go on as fast as you can.

Do not write anything on this booklet;
Do not mark it in any way.

Now turn over, and see the EXAMPLES of the Problems set in the text.

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Examples for Practice

Answers are given in the Answer Sheet, Column Examples

A few examples of the type of questions asked in this Test are given below. Answers to these examples are given on the Answer Sheet.

Now let us try these Examples:—

1. 3, 4, 5, 6, 7 What number comes next?
   (1) 8, (2) 7, (3) 6, (4) 9, (5) 5

2. Rich means the same as
   (1) Big, (2) Healthy, (3) Wealthy, (4) Full, (5) Old

3. Find the sum of the two smaller numbers and subtract from it the largest among those numbers, 4, 3, 5,
   (1) 6, (2) 4, (3) 5, (4) 1, (5) 2

4. Thick means the opposite of
   (1) Bough, (2) Hate, (3) Skin, (4) Thin, (5) Small

5. If a kitten is smaller than its mother write the figure of 8, otherwise write the figure 4

6. Which of these five is different from the rest?
   (1) Sweet, (2) Red, (3) Yellow, (4) Blue, (5) Green

7. A boy is to a girl as a man is to a
   (1) Cat, (2) Fowl, (3) Woman, (4) Child, (5) Toy

8. Three pillars, A, B, and C are standing in a row. If B is on the left of A and C on the on the right of A, which pillar is in the middle?
   (1) A, (2) B, (3) C

9. The game of cricket is more expensive than the game of hockey. The game of football is less expensive than the game of badminton. If the game of cricket be more expensive than the game of badminton but less expensive than the game of tennis which of these games is the most expensive?
   (1) Cricket, (2) Hockey, (3) Cricket, (4) Badminton, (5) Tennis

10. Trees are useful to us, because
    (1) they have leaves
    (2) they provide us with wood
    (3) birds sit upon them

You may ask questions you like and remove all your doubts now.
Please do not

turn this page until

you are told to do so
Test Proper

All answers go on Answer Sheet Column Page 1.

1. Ask p mean the opposite of
   (1) Dreaming, (2) Awake, (3) Leap, (4) Bed

   Asten. 1

2. Money is useful to us, because
   (1) it is made of silver
   (2) it can be easily carried in purse
   (3) it can be put into a bank
   (4) it can be exchanged for the goods we need.

   2

3. What means the opposite of
   (1) Agree, (2) Water, (3) Peace, (4) Number, (5) Dark

   3

4. They are very dangerous to us because
   (1) they are common carriers of plague germs
   (2) they frighten us in the dark
   (3) they dig holes in our houses
   (4) they bite persons who sleep on the floor.

   4

5. Weather means the same as

   5

6. Grass is is green as rose is to
   (1) I ton, (2) Bee, (3) Cow, (4) Red, (5) Jasmine

   6

7. Which one of these things is different from the rest?
   (1) Grapes, (2) Lemons, (3) Apples, (4) Oranges, (5) Sweets

   7

8. Short is to tall as day is to
   (1) Sport, (2) Night, (3) Tail, (4) Light, (5) Work

   8

9. 10, 16, 14, 12, 10, What number comes next?
   (1) 12, (2) 10, (3) 14, (4) 8, (5) 6

   9

10. Quaint means the same as
    (1) Light, (2) Right, (3) Jealous, (4) Enemies, (5) Friends

    10

11. Krishna is taller than Gopal, Suresh is shorter than Krishna. Who is tallest?
    (1) Krishna, (2) Gopal, (3) Suresh, (4) Ram

    11

12. Which one of these five is different from the rest?
    (1) Merchant, (2) Hindi, (3) Christian, (4) Muslim, (5) Bombay

    12

13. Camel is to desert as ship is to
    (1) Horse, (2) Oasis, (3) Sailor, (4) Sea, (5) Compass

    13

14. Which one of these five is different from the rest?
    (1) Dog, (2) Cow, (3) Bullock, (4) Fox, (5) Horse

    14

15. Mr. Tom is water than his son. Luck Mary is diller than her mother Mrs. Tom.
    Mr. Tom is water than Mrs. Tom. Who is the wisest?
    (1) Mr. Tom, (2) Luck, (3) Mary, (4) Mrs. Tom

    15

16. Who's one of these five is different from the rest?
    (1) Cughr, (2) Lion, (3) Crown, (4) Cat, (5) Dove

    16

17. 7, 5, 7, 9, 11, What number comes next?
    (1) 12, (2) 13, (3) 10, (4) 2, (5) 15

    17

18. We should not be eat and hurt others, because
    (1) we are civilized human beings
    (2) we may be hurt in the process
    (3) medical aid is not readily available
    (4) beating is usually unconvincing

    18

19. 4, 13, 22, 31, 40, What number comes next?
    (1) 47, (2) 51, (3) 49, (4) 31, (5) 53

    19

20. Coarse means the opposite of
    (1) Source, (2) Colour, (3) Line, (4) Court, (5) Grain

    20

( Time is short. Now go on to the top of Page 2 )
All answers go on Answer Sheet Column Page 2.

21. A cow is to a calf as goat is to a
(1) Horse, (2) Sheep, (3) Puppy, (4) Kid, (5) Dog 21

22. Dull means the opposite of
(1) Bright, (2) Work, (3) Lame, (4) Dead, (5) Dreadful 22

23. Which one of these five is different from the rest?
(1) Factory, (2) Temple, (3) Office, (4) Workshop, (5) Laundry 23

24. If a man’s younger brother is younger than his father write the figure 5, if not then write figure 6. 24

25. Which one of these five is different from the rest?
(1) Tea, (2) Coffee, (3) Lemonade, (4) Toast, (5) Sudanwater 25

26. 4, 8, 16, 32, 64. What number comes next?
(1) 65, (2) 96, (3) 16, (4) 4 , (5) 128. 26

27. It is greater responsibility than an engineer write the figure 4, if not then write the figure 7. 27

28. Peace is to white as war is to
(1) Soldier, (2) Snow, (3) Black, (4) Business, (5) Church 28

29. Write the figure of 6, if the double of five is equal to nine, if not and the half of eight is four, then write figure 5 otherwise write the figure 4. 29

30. Which one of these five is different from the rest?
(1) Customer, (2) Clerk, (3) Manager, (4) Peon, (5) Director 30

31. If a captain is more important than the sergeant write the figure 3, if not then write the figure 4. 31

32. The river Amazon is longer than the river Nile. The river Sind is shorter than the river Nile but the river Nile is longer than the river Ganges. The river Ganges however, is shorter than the river Sind. Which of these is the shortest?
(1) Amazon, (2) Nile, (3) Sind, (4) Ganges 32

33. Write on the answer sheet the figure of 7, if the month of July comes before the month of March, but if the month of March comes before the former write the figure 6. 33

34. Add the two larger numbers and divide the result by the smallest of these numbers: 6, 3, 9.
(1) 2, (2) 1, (3) 18, (4) 3, (5) 5. 34

35. Grapes are sweeter than mangoes. Apples are sweeter than oranges. Mangoes are sweeter than apples. Which is the sweetest fruit?
(1) Grapes, (2) Mangoes, (3) Apples, (4) Oranges 35

36. If today is Sunday write the figure 7, but if not and Tuesday comes before Wednesday write the figure 5, however if Tuesday comes after Monday write the figure 4. 36

37. Man is to mouth, as bird is to
(1) Hands, (2) Claws, (3) Beak, (4) Eyes, (5) Wings. 37

38. If the month of October comes after November, write the figure 8, but if the month of September comes before August write the figure 9, otherwise write 7. 38

39. Buying is to selling as spending is to
(1) Surplus, (2) Essentials, (3) Building, (4) Saving, (5) Luxury. 39

40. Which one of these five is different from the rest?
(1) Soda-Fountain, (2) Restaurant, (3) House, (4) Hotel, (5) Coffee-Shop. (Time is short.) 40

Turn over to the top of Page 3.)
41. The *Pear's Cyclopaedia* is lighter than the *Oxford Dictionary.*

*The Chamber's Dictionary* is heavier than *Pear's Cyclopaedia.*

The *Oxford Dictionary* is equal to *Chamber's Dictionary.* Which is the *lightest Dictionary*?


42. Hand is to Fingers as Foot is to...

(1) Top,  (2) Nails,  (3) Arm,  (4) Toes,  (5) Sole

43. Multiply the largest number by the difference between the two smaller ones among these numbers: 1, 8, 3.

(1) 32,  (2) 40,  (3) 21,  (4) 8,  (5) 16

44. 21, 18, 14, 11, 9. What number comes next?

(1) 7,  (2) 11,  (3) 4,  (4) 7,  (5) 10

45. Green means the same as...

(1) Good,  (2) Green,  (3) City,  (4) Grove,  (5) Great

46. 5, 12, 18, 23, 27. What number comes next?

(1) 30  (2) 28,  (3) 26,  (4) 31,  (5) 34

47. Which one of these five is different from the rest?

(1) Running,  (2) Jumping,  (3) Skipping,  (4) Dancing,  (5) Standing

48. 5, 13, 22, 32, 43. What number comes next?

(1) 44,  (2) 53,  (3) 51,  (4) 55,  (5) 52

49. If the rain falls before the clouds come, write on your answer sheet the figure 4, but if it is the heat of the sun that helps the formation of clouds, write the figure 5, otherwise simply write the figure 6.

50. Tax means the same as...

(1) Money,  (2) Interest,  (3) Levy,  (4) Income,  (5) Sales

51. Nose is to tongue as smelling is to...

(1) Hearing,  (2) Eyes,  (3) Touching,  (4) Roses,  (5) Tasting

52. Which one of these five is different from the rest?

(1) Simla,  (2) Darjeeli g.,  (3) Gaya,  (4) Mahabalipuram,  (5) Outbackland

53. Principle means the same as...

(1) Moral,  (2) Law,  (3) Princely,  (4) Multiple,  (5) Priceless

54. Admiral means the opposite of...

(1) Pacific,  (2) Glamour,  (3) Cowardice,  (4) Virtue,  (5) Bravery

55. Oranges are prescribed for the sick, because...

(1) They contain vitamin C,  (2) They are pleasing in colour,  (3) They provide vegetable food to the patient,  (4) They are sweet fruits

56. Left means the opposite of...

(1) Right,  (2) Critical,  (3) Finess,  (4) Ultimate,  (5) Original

57. Which one of these five is different from the rest?

(1) Rice,  (2) Leaves,  (3) Fruits,  (4) Biscuits,  (5) Toast

58. 1, 8, 24, 96. What number comes next?

(1) 384,  (2) 288,  (3) 480,  (4) 480,  (5) 192

59. We have four wooden poles, A, B, C, and D. If A is longer than C, B is smaller than D and C is longer than D, which is the smallest pole?

(1) A  (2) B,  (3) C,  (4) D

60. 5, 11, 20, 32. What number comes next?

(1) 47,  (2) 41,  (3) 33,  (4) 38,  (5) 35

(Time is short. Turn over to the top of Page 4.)
All answers go on Answer Sheet Column Page 4.

61. Give the sum of the smallest and the middle one of these numbers : 2, 5, 8
   (1) 6 (2) 10 (3) 7, (4) 13, (5) 15

62. Which one of these five is different from the rest?
   (1) Telephone, (2) Messenger, (3) Telegram, (4) Air-Mail, (5) Heliograph

63. In a railway compartment one gentleman was saying : The Germans are more
      sporting than the Irish. The French are more sporting than the Poles and the
      Poles are less sporting than the Irish. If the Germans are less sporting than
      the French and the French are less sporting than the Germans, which of the groups is
      the most sporting according to the gentleman?
   (1) German, (2) Irish, (3) French, (4) Poles, (5) English.

64. Which one of these five is different from the rest?

65. Boys are to horses as sailing is to
   (1) Rowing, (2) Cavalry, (3) Road, (4) Riding, (5) Navy.

66. 17, 23, 15, 62, What number comes next?
   (1) 76, (2) 77, (3) 82, (4) 93, (5) 71.

67. Cycle is to Pedal as canoe is to
   (1) Ship, (2) River, (3) Oar, (4) Hill, (5) Road.

68. Urban means the same as

69. Which one of these five is different from the rest?

70. Reckless is to hasty as cautious is to
   (1) Champion, (2) Brave, (3) Wise, (4) Slow, (5) Air-mail.

71. Criminals are punished because
   (1) it restores the violated dignity of law, (2) they criminals are wastrels,
   (3) they tried to hide their crimes, (4) on suffering punishment they begin to repent.

72. The Sun light is brighter than the gas-light. The electric-light is brighter than the
   candle-light. If the moon-light is brighter than the electric-light and the sun-light
   is darker than the moon-light, which of these is the brightest light?

73. Intricate means the opposite of
   (1) Delicate, (2) Complex, (3) Simple, (4) Intrinsic, (5) Intriguing.

74. Has is to rest as begin is to

75. If 
   (1) L comes before C, write the figure 5 but if L comes after F then write the
   figure 7, otherwise write the figure 6.

76. Print is to mimic as seeing is to

77. If 
   (1) D comes after P then write figure 2 but if R comes before T then write the
   figure 9, otherwise write the figure 3.

78. Which one of these five is different from the rest?

79. Subtract the small number from the largest and multiply the result by the
   smallest of the 3 numbers : 5, 8, 3.
   (1) 15, (2) 9, (3) 25, (4) 16, (5) 10

80. 5, 1, 4, 6, 9. What numbers come next?
   (1) 12, (2) 10, (3) 8, (4) 15, (5) 13.
1. All answers go on Answer Sheet Column Page 3.

2. 1. Which one of these five is different from the rest?
   2. Reverence means the opposite of
   83 Opulence means the same as
   84 Which one of these five is different from the rest?
   (1) Accepting, (2) Receiving, (3) Giving, (4) Obtaining, (5) Buying.
   85 If I comes after W, then write the figure 5 but if P comes before M then write the figure 8, otherwise write the figure 8.
   86 Which one of these five is different from the rest?
   (1) Accepting, (2) Receiving, (3) Giving, (4) Obtaining, (5) Buying.
   87 School is to workshop as student is to
   88 Write down the largest number which when multiplied by the number 1 less than it gives a product greater by one than 9.
   (1) 4, (2) 6, (3) 5, (4) 10, (5) 3.
   89 Dog is to horse as kennel is to
   (1) Puppy, (2) Chain, (3) Mare, (4) Race, (5) Stable.
   90 Salient means the same as
   (1) Saline, (2) Lenient, (3) Merciful, (4) Outstanding, (5) Aggredable.
   91 Ugliness is to charming as beauty is to
   (1) Youth, (2) Attractive, (3) Repulsive, (4) Distracting, (5) Aggressive.
   92 Hydro electric projects are popular nowadays because
   (1) people wish to use electrical appliances, (2) it is possible to build very high dams, (3) young men can easily learn electricity, (4) coal mining is distasteful to labour.
   93 Five labourers A, B, C, D, and E were employed in a certain field. The speed of A's work was faster than E's work, B's speed was two times as fast as D's speed, but less than C's speed. If B's speed was two times as fast as A's speed and three times as fast as E's speed, who was the fastest worker?
   (1) A, (2) B, (3) C, (4) D, (5) E.
   94 Subtle means the same as
   95 If Q comes before L then write the figure 3, but if M comes after G then write the figure 6, unless S comes after H in which case write the figure 8.
   96 Cricket is to hurling as team is to
   (1) Sport, (2) Individual, (3) Racing, (4) Captain, (5) Umbrella.
   97 1, 5, 3, 6, 5, 7. What number comes next?
   (1) 4, (2) 5, (3) 4, (4) 8, (5) 7.
   98 Barly means the opposite of
   99 I went to the market for certain purchases. I purchased a pen, a book, a radio, a bi-cycle and a car. The cost of the book is four times less than the cost of radio, but no times as much as the cost of the bi-cycle. The cost of the car is three-fourth of the bi-cycle. If the pen cost is more than the bi-cycle and two-thirds of the book, which of them is the cheapest article?
   100 A half yearly payment of Rs. 200/— with a half yearly rise of Rs. 50/- is
   (1) Lower than, (2) The same as, (3) Higher than.
   (If you have time, go back and improve your work.)
A GROUP TEST OF GENERAL MENTAL-ABILITY ANSWER-SHEET

No
Name
Today's date
College
Age (yrs) (mts)
Caste
Father's occupation
Married or Single M/F
Sex

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Column Score

Examined by

Total
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The Group Test of General Mental Ability (2052)

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**COLUMN TOTAL**

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APPENDIX - F

Dr. S.P. Ahluwalia

(Teacher Attitude Inventory)

पुस्तक में 90 सुझाव है जिनका उद्देश्य अभ्यासकों के
व्यवहार समझने अग्रसरितों की पाठ करना है। इन सुझावों के
कोई पूर्व निदेशक नहीं वा गलत उत्तर नहीं है इसके द्वारा किया
वे अपने का पूर्व निदेशक जा रहा है कि इनके प्रभाव अपने व्यक्ति-
लाल पूर्व करना है। प्रत्येक सुझाव को पढ़ने तथा निर्देश की तैयारी
किस कारण इसके बिना में का निर्देशण का कार्य है। पहले करे
के तरह अपने उत्तर वसंद दिये गये पृष्ठ सहायक में देखें किसी भी
एक पर नहीं 90 पूर्व कर लें। जबीहे किसी या 
पूर्व वहाँ है तो उस कारण के बिना अपने पढ़ने सहायक में देखें। पहले 
सभी निदेशक या डिजिटल में है, तो लीजिए करें। अगर वहाँ पूर्व वहाँ है, तो पढ़ने सहायक में देखें। अगर वहाँ पूर्व वहाँ है, तो पढ़ने सहायक में देखें।

उत्तर देने क्षण कुछ हिस्से निदेशक पूर्वितात्मक कर होती न 
करें कितने बार निदेशक पूर्वितात्मक के समय में बारें। यद्यपि सब का 
कोई पूर्वितात्मक नहीं है किंतु इसका समय की बारे कर हो।

इसका प्रत्येक अन्त तक पूर्वितात्मक बारें।

हर एक पूर्वितात्मक पर अपने या नहीं लिखा है 
तथा अपने प्रत्येक सुझाव के बारे में पढ़ने एवं उत्तर पता 
होगा उत्तर नहीं के बिना लागू करना 

यह तो नहीं करें आप मह अगें
380

1. यदि आपने किसी विषय या विषय के बारे में व्यक्त किया तो से उस अध्यापक 
   ना चाहिए कि प्रश्न पूछने की कोशिश करता।
2. अब यह व्यक्ति जाति-जाति का है जो प्रश्न नहीं होतीता बाबत।
3. अध्यापक को पाठक के द्वारा पर ध्यान देना दर्शित।
4. अब यह पूछता है कि सत्ताबंध नही होते ने ग्राम अधिक परिचय 
   दर्शाए।
5. घर समानान्तर निकटाध्याय होते है।
6. अध्यापक पूछता दर्शित का आदेश करता है।
7. द्वारा ना प्रश्निक विश्वास कर पर अधिक नहीं दिया जाना बाबत।
8. अध्याय द्वारा दर्शित और विश्वास का विश्वास होता है।
9. घर की व्यवस्था लागू करने के अनुशासित बनता है।
10. द्वारा अपने इतने योग देखते लोगों की सत्तामात्रा लेनी नहीं बाबत।
11. अब यह देखता है कि अपने विवाह पूरा करने की सत्तामात्रा लेनी बाबत।
12. अध्यापक अपने वात करने के लिए सत्तामात्रा नहीं है।
13. जो व्यवस्था अन्य व्यवसायों ये अपना होते है तो भी पूरा: अध्यापक 
   करता है।
14. घर में अध्याय यहाँ वर्तल हो गए अन्तर है।
15. घर द्वारा के बाकी ज्ञान से अधिक मोहर या होते है।
16. घरों के पूरे अभाव नहीं लेना बाबत।
17. अब में हार्मोनिक प्रतिदिन उपयोग होता है।
18. घर एक हार ने दर्शित दर नहीं रहते है।
19. अब देखता दिल्ली के अध्यापक को देखता है तो उसे उम्मीद ओर 
   अन्तर है।
20. घर में व्यवस्था अध्यापक के बेडक नहीं है।
21. घर हिरासा द्वारा प्रतिदिन शोकत होते है।
22. अब यह अध्यापकों के सत्ता में नहीं मानते है।
23. अध्यापक का गान के पर भी लोग ध्यान देते है।
24. अध्यापक के बाद पर यह तो नहीं होते है।
25. विवाह में घर हों तो दोनों दर्शित।
26. अध्यापक राज्य के नैतिक मामलों का निपटान नहीं करते है।
27. घरों का स्वास्थ्य विश्वास का एक गहरापूर्ण दर्शित है।
28. घरों का एक ही विवरण सभी घरों के लिए उपयुक्त नहीं है।
29. ठात देखने विद्यार्थियों में हो अनुभव का लाभ रहे हैं।
30. अखरोत्त अध्यापक लाखों हो रहे हैं।
31. राष्ट्रीय सरकारों के स्वतंत्र ठात जमानत : उद्योग रहे हैं।
32. सामाजिक साउंड के ठातों में पदकों को भावना उत्पन्न नहीं होते हैं।
33. अध्यापन शक्ति का भी केवल उपजनर है।
34. अध्यापन शक्ति ठात ज़रूर में हो सेवक सत्य है।
35. अध्यापन ने शुरू हो और प्रतिभागी ठातों को शरण होते हैं।
36. शिक्षा ने अध्यापन के दृष्टिकोण का नोकरे को प्रभाव पड़ा है।
37. ठातों के निचले होने को स्वतंत्रता नहीं देने चाहिए।
38. अध्यापन ने ठातों में आत्मविशेषता को भावना उत्पन्न नहीं होती है।
39. ठात नवाबनान न होने पर ठात अनुपस्थित रहते हैं।
40. नोकर अध्यापकों के नोनो नत्ति में नहीं देखते हैं।
41. युथ वे नहीं होते हैं जिन्हें अध्यापन -विध्यालयों में है।
42. अध्यापन ठातों को परसंपादन अदाले करने के लिए पूरीत करता है।
43. ठातों को शिक्षा विधायित पर ध्यान न देने मे उनमे प्रतिभा फिरो में रहते है।
44. ठातों के अध्यापक से आराध्य हाथ को शरा में सुविदा करना चाहिए।
45. अध्यापक रिवोल्यू रश्मि के नहीं होते हैं।
46. अध्यापन तथ्यारण में लम्बा आत्मीतार विवेक है।
47. अध्यापन मे सौंदर्य को डरार प्रबन्ध होते है।
48. मे देना मातर-रिपत की इच्छा के कारण ही अध्यापन-विध्यालय
      अवस्था व्याप्त है।
49. ठातों के निचले होने के पश्चात्त अद्यापक नहीं है।
50. ठात तभी अद्यापक अन नहीं है, जब अध्यापक अद्यापक हो।
51. जब बैंक शहरी है ठात गोटे जाते हैं, युथ अद्याप लगता है।
52. ठातों के अनुसार कार्य करने वाले व्यक्ति में अध्यापक के मुदा होते है।
53. अध्यापन मे परिवार को आत्मविशेषता।
54. ठातों द्वारा दिये गये विविधता कार्यों का उनके अतिरिक्त मूल्यांकन में कोई स्थान नहीं होना चाहिए।
55. ठातों के लिए ठात और अध्यापक में अद्यापक ने होना अतिरिक्त है।
56. का ये लायक था पुनः पुनः को पुरा तक होने वाले बालके।
57. अलविदा पूरा पूरा लायक लायक लायक लायक लायक लायक लायक लायक लायक लायक लायक लायक।
58. उत्तर दोषा ये प्रयास के सिद्ध सी ये प्रयास के सिद्ध
59. अलविदा ने मक्का लायक लायक लायक लायक लायक लायक लायक लायक लायक लायक लायक।
60. अलविदा द्वाराय में रहता अविदा है।
61. अलविदा ने साधे बेचवे खाली पर उत्तर द्वारा नहीं फिरता जाता है।
62. हमे अवार है कि हम लायक को अविदा को दोहत दिया जाता है।
63. यह दोहत का अलविदा योजना अत्यंत योजना योजना और योजना है।
64. यह तासे आप लायक को दोहत लायक लायक लायक लायक।
65. अलविदा ने निर्देश का स्थान गुँडा नहीं होता अविदा।
66. अलविदा शरीर के ज्ञान अविदा शरीर शरीर शरीर।
67. का में अलविदा के पांच दुरुपये ये काली लायक को अविदा लायक होता है।
68. दो धारात्मक जो लायक को अवरोधक टाटा नहीं देता है अवरोध
69. अलविदा है।
70. फियो तासे को अपने लोक में अलविदा लायक कर संभव नहीं देता
71. अलविदा है।
72. अलविदा भावना लोगों को कल्याण करता है।
73. अलविदा प्राकृतिक न होकर परान्य-क्यूटिका होता है।
74. लायक को उसकी शरीर के द्वारा रक्षा उसके पाठ में प्रसिद्ध
75. अलविदा को कल्याण के लिए पाठ रोकना नहीं बनता चाहिए।
76. ऐसे अवधे विवेक के द्वारा, भाषित, समाजिक, दलितों को उसी
77. अवरोधक टाटा अलविदा के अदाल नहीं रहते है।
78. अलविदा अलविदा को ध्यान देता है।
79. अल्पान द्वारा दर्शाती है कि कितना के एक अल्प दर्शाया नहीं है।

80. हमें पाद्रीं को तात्त्विक दृष्टि की योग्यता के अनुसार नहीं देखा जा सका।

81. तात्त्विक दृष्टि के अनुसार और अद्वैत धर्मांतरण में गर्भ अनुभव करते हैं

82. अल्पान के रूप में अपनी अर्थव्यवस्था ढाबता करने का
अभ्यास होना चाहिए।

83. अल्पान व्यक्तियों को एक अविनाशी वह है कि उन्हें कौन से भी विचार या रोचक नहीं
किया जा सकता।

84. अल्पान में दिया दर्शान रोकने के लिए कौन सी स्थिति नहीं
किया जा सकता।

85. मैं अल्पान के अनुसार कोई दूसरा व्यवस्था नहीं देखता।

86. यदि मूल कोई नीचे नहीं किया तो मैं अल्पान व्यवस्था
अभ्यास करता।

87. अल्पान के रूप में दर्शान करने में कोई नहीं देखता वर्तमान।

88. अल्पान रास्ते के रूप में है।

89. यदि कोई तर्क नहीं करता तो वह नाम-नाम:
अल्पान का अभ्यास।

90. अल्पान और तर्क प्रकाश: तिक्तमित्र पत्नी और समझता हो जाए।

क्या आपने प्रेम कहना अथवा प्रस्तुत किया है?
-----------------------
प्रमाण ।
### डा. एस. पी. अहलुवालिया : अध्यापन अभिवृद्धि सूची

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1. आप किस पक्ष के हाथों/सोलहों में पहुंचो या जाने करते हैं?
   - (a) राजधानी
   - (b) राजमहल गणरायन
   - (c) अन्य
   - (d) अन्य

2. आप किस रूप में केलिक संस्करण में अध्यापन करते हैं?
   - (a) प्राधिकृत विद्यामूल
   - (b) इंजीनियर
   - (c) विद्यालय महाराण
   - (d) हास्यकोश
   - (e) विद्यापीठ

3. आपको कितने वर्षों का अनुभव है?
   - (a) कुछ भी
   - (b) 1 वर्ष में 3 मह.
   - (c) 2 मह. तक
   - (d) 3 मह. तक
   - (e) 4 मह. तक
   - (f) 5 मह. तक
   - (g) 6 मह. तक
   - (h) 7 मह. तक

4. आप लाख यापित है?
   - (a) अन्य
   - (b) अन्य
   - (c) अन्य

5. सालाना 10 पर है?
   - (a) मिश्र विभाग में अधिकारी
   - (b) प्राधिकृत सरकार
   - (c) अध्यापक
   - (d) विद्यापीठ

कृपया एस. पी. अहलुवालिया अभिवृद्धि सूची (T.A. 1.) परीक्षा पुस्तिका के प्रथम ग्रूप पर निर्देश पढ़ें!
### Answer-Sheet (उत्तर-पत्र) of T. A. I.

| 1             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 21            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 23            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 24            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 25            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 26            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 27            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 28            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 29            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 30            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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APPENDIX - G

Achievement Test

Name of the Student teacher ..................
Roll No. of the student teacher .................
Subject: Educational Administration and School Organization.

Note:

(1) Attempt all questions.
(11) All questions carry equal marks.
(iii) Answer should be written in the space provided.

(1) Write five main characteristics of good school discipline.
   (i)
   (ii)
   (iii)
   (iv)
   (v)

(2) What is school plant? Write five important item of school plant.
   (i)
   (ii)
   (iii)
   (iv)
   (v)
3. What do you mean by continuous evaluation?
   (i)
   (ii)
   (iii)
   (iv)
   (v)

4. What do you mean by School Organization?
   (i)
   (ii)
   (iii)
   (iv)
   (v)

5. What do you mean by school administration?
   (i)
   (ii)
   (iii)
   (iv)
   (v)

6. What do you mean by teacher-wise time-table?
   (i)
   (ii)
   (iii)
   (iv)
   (v)
7. What do you mean by class-wise time-table?
   (i)
   (ii)
   (iii)
   (iv)
   (v)

8. What do you mean by educational ladder?
   (i)
   (ii)
   (iii)
   (iv)
   (v)

9. What do you mean by supervision in school?
   (i)
   (ii)
   (iii)
   (iv)
   (v)

10. Write important school activities.
    (i)
    (ii)
    (iii)
    (iv)
    (v)
### Summary of Flanders Interaction Analysis

#### Categories

<table>
<thead>
<tr>
<th>Teacher Talk</th>
<th>Indirect Influence</th>
<th>Direct Influence</th>
<th>Pupil Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Pupil talk-response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Pupil Talk-initiation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Silence or confusion</td>
</tr>
</tbody>
</table>

1. Accepts feelings
2. Praises or encourages
3. Accepts or uses pupil ideas
4. Asks questions
5. Lecturing
6. Giving directions
7. Criticising or justifying authority
### APPENDIX - I

**OBSERVATION MATRIX**

<table>
<thead>
<tr>
<th>CODE NO.</th>
<th>TALE NO.</th>
<th>Name of Teacher</th>
<th>Teaching Subject</th>
<th>Date:</th>
<th>Time:</th>
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</table>

**Name of Practice School**

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>Cat 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
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<tbody>
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<td>DIRECT TALK</td>
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<td>Student Talk</td>
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</tbody>
</table>

**A**
- INDIRECT TEACHER TALK

**B**
- DIRECT TEACHER TALK

**C**
- STUDENT TALK

**D**
- SILENCE

**TOTAL TEACHER TALK**

\[ (A + B) \]
### APPENDIX - J

**Computation Formula of Behaviour Ratio From Observation Matrix**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Behaviour Ratio</th>
<th>Symbol</th>
<th>FIAS System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher Talk</td>
<td>TT</td>
<td>( \frac{1+2+3+5+6+7}{N} \times 100 )</td>
</tr>
<tr>
<td>2.</td>
<td>Indirect Teacher</td>
<td>ITT</td>
<td>( \frac{1+2+3+4}{N} \times 100 )</td>
</tr>
<tr>
<td>3.</td>
<td>Direct Teacher Talk</td>
<td>DTT</td>
<td>( \frac{5+6+7}{N} \times 100 )</td>
</tr>
<tr>
<td>4.</td>
<td>Pupil Talk</td>
<td>PT</td>
<td>( \frac{8+9}{N} \times 100 )</td>
</tr>
<tr>
<td>5.</td>
<td>Silence/Confusion</td>
<td>SC</td>
<td>( \frac{10}{N} \times 100 )</td>
</tr>
<tr>
<td>6.</td>
<td>Indirect to Direct Ratio</td>
<td>(I/D Ratio)</td>
<td>( \frac{1+2+3}{6+7} )</td>
</tr>
<tr>
<td>7.</td>
<td>Small Indirect to Direct Ratio</td>
<td>(I/d Ratio)</td>
<td>( \frac{1+2+3}{6+7} )</td>
</tr>
<tr>
<td>8.</td>
<td>Pupil Initiation Ratio</td>
<td>PIR</td>
<td>( \frac{9}{8+9} \times 100 )</td>
</tr>
<tr>
<td>9.</td>
<td>Teacher Response Ratio</td>
<td>TRR</td>
<td>( \frac{1+2+3}{1+2+3+6+7} \times 100 )</td>
</tr>
<tr>
<td>10.</td>
<td>Teacher Question Ratio</td>
<td>TQR</td>
<td>( \frac{4}{4+5} \times 100 )</td>
</tr>
<tr>
<td>11.</td>
<td>Content Cross Ratio</td>
<td>CCR</td>
<td>( \frac{4+5}{N} \times 100 )</td>
</tr>
</tbody>
</table>