

SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

(Affiliated To Saurashtra University & NCTE)
(Vaishali Nagar 2 & 3, Near Amrapali Under Bridge, Rajkot)

ECONOMICS METHOD SEM-2

Unit: 1 Lesson Planning for Teaching Economics

1.1 Organization of free time

1.2 units of the lesson Planning(Exclusive purpose,Educational activities,Educational tools,context And evaluation)

1.3 Monthly Planning And annually of planning concept And importance

unit-2 of economics other the subject with connection And functional Research

2.1 connection:Geography,Mathematics Sociology,Political Science

2.2 functional Research concept,the stairs And importance

unit-3 of economics of the teacher Specifications And diagnosis therapy function

3.1 Economics of the teacher Specifications:of subject matter knowledge,fieldwork And of skill In context

3.2 diagnostic function

3.3Therapeutic function

unit-4 of economics in education evaluation

4.1 Evaluation concept,purposes,the stairs

4.2 Questions type: (concept,good Essay of questions symptoms)

4.3 A quarter questions(concept,importance)Apathetic empty space,Jodka the test,a lot options the test(composition,importance)

4.4 Blueprint based on Question paper structure

Economics Teaching in lesson Planning

loose Tas of Planning

(1) Definition:

of education successful management for absolutely thought out Preparatory That is Crop Planning Or Textual Educational for The teacher the whole way ready done Predestined Written plan.Teacher in

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class entrance do that Before a lot of affairs contemplation do is. Teaching-study for premeditation That is of teaching Planning. we This to planning lesson Planning as let's recognize are. to the teacher which of the subject (subject matter-of units study function to do is a of issues Education by what Accomplished (purposes) to do is. Shi way (methods, procedures, approach) a of issues pedagogy to do is, pedagogy Meanwhile where Educational tools, of reference texts Use to do is. in class of children level how is, of purposes achievement for which educational experiences Respectable is, of children Expectation Shi will be, Students have himself which Expectation keep is, a expectations Shi way Santopavi, to class action alive how way to make, of purposes of achievement measurement Shi way to do. came Many of affairs consideration Curry have then The teacher of teaching, of the lesson Planning did called. In short Teaching-of study the whole of the process Detailed consideration That is lesson Planning.

in economics lesson Planning No the stairs:

today Newly Child-centered in education of subject matter in place of purposes achievement on Special load given is. of education function of students in behavior expected changes to bring is. everyone of the subject Teaching behind Some common Exclusive purposes in advance Fixed done come is. each one Education lesson This of purposes achievement for of educational experiences of array one bead became stay is. Teacher of subject matter to form Regardless one of Tasna Limited in time Accomplished to do for to the students to give of educational experiences Planning do is. with with This of purposes achievement how many somewhat done remained is its evaluation doing stay is. This approach in the target kept happening Planning Purposeful lesson Planning as Recognized is. "Purposeful Planning" in included of issues In short Discussion will do:

(1) Initial Information:

This in the section Planning In the note In the beginning Teacher, of school Name, category, class, unit And its the subject (Subject matter), section, Time, Subdated, Syllabus like Information Note is.

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(2)common And Exclusive purposes:

of subject matter Form And study activities looking at which Exclusive purposes Accomplished will happen. ie of students in behavior how changes Ani can be An Estimation Teacher in advance Father is. of subject education common of purposes achievement one long sadhana is. About of Tasna Limited in time a Accomplished done can no. purposes Than of purposes achievement more important is. D.T., of economics of teaching one common purpose" Students required expected skills

of economics of study consideration

of economics Education by Among the students A lot skills Balvi can be As K student skillful user become, in him Exchange Regarding deep sense give, in the student Gunto live appropriate habits Cultivated, they Diagrams And graphs Thread can And His Interpretation Curry can, personal And family Budget making learn, Graphical to information Simple in the form of presented Than learn, Given Information And warehouses Or of graphs in the form of arranged can etc Various of skills Inclusion happening have is. no one one in hours Teacher Of these one. K Two affairs on J attention concentrated Curry can. All J skills only Limited of time one in hours bloom No can be. That is skillful Teacher From the above no one one K Two skills Specific learning objectives will be determined by subject matter

(3)of subject matter material And arrangement:

of subject matter selection And its arrangement Determined to objectives Regardless to happen should. like this Than of time frame Also concept to keep is. subject matter more Relatively have So to the students Rich educational experiences complete to put difficult become And of purposes achievement at risk, of subject matter selection Than of students of foreknowledge Also concept to keep should. of subject matter to the unit small In subsections Divided Curry put should, so that of subject matter of the unit Conclusive And Desire way Educational done can is. Teacher to the subject matter As much as somewhat assimilation will do That much somewhat that to the subject matter In subsections Divided Curry will be able to And own to teaching More Simple made will be able to.

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(4)Teaching methods:

purposes And subject matter Fixed happen That is Teaching method about decision to do stay.of students age group,interest And of school to limitations in the target take method about decision to take should.J in the method Students myself J More function doing happen Like that method More desirable is.

Economics in education Useful A.V of methods Discussion"Economics of education methods" In the chapter done came is.

"institutional of arrangement forms'of Discussion doing at the time Statement-Discussion,comparative method.seminar etc held can be.other methods Also Tried can be.This All Of the methods which of the method how many Relatively And when Use to do Ano idea Curry The teacher Students for Education of experiences Sangin category to form is.one in hours The teacher how much of methods Appropriation to do Ano stiff rule tied up can be no..of students interest According to Diverse Planning happen a welcome counts.

(5)study activities:

Teaching methods And study activities Mutually involved is.The teacher Teaching of methods a way selection to do should J to the students in the study Active do.thus happen So J J behavior-changes Determined have a Accomplished done can.study in activities Variety keep up should.all J Time The students heard to do have K of questions North J

Economics in education lesson ThisYoPeople:

gave to do have a condition in economics exactly not.activities Many Kind of High can.As K figures,of paintings Interpretation,Ka.Pa.Note take off,figures in the note take off,observation to do etc activities of economics lesson Meanwhile to the students gave be jealous.The teacher subject matter And of students to interest into consideration take convenient activity Yo choose Curry its Inclusion lesson In planning to do should.activities enough Relatively given So of Patna Quality increased go is.of economics in teaching many ways activities to the students gave can be.activity without study function

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in economics dry became go is. The teacher to the students Active keep Like that activities to do should. Students of the teacher to the activity picked up Le Like that activities Teacher do So His Educational More Simple And Effective become is. Among the students Appellee behavior- transformation come that for below like Some activities The teacher to do have is: draw, Teacher questions ask Or Statement K description do, Fig draw, Graph presented do, Graph Pictures- Samples presented do, Map presented do, Map Completion do, context presented do, problem presented do, Ka. Pa. Note do etc.

a J way Students Also Purposeful in activities stopped that required is. Students common way of questions Answers give, Statement carefully listen, of the figure Inspection do, Fig draw, of the graph observation do, Graph draw, Ka. Pa. Note write etc activities by in education Contribution will give.

(6) Educational tools And Reference texts:

Educational of equipment Use to the lesson flexible, Interesting And Effective make is. from that study- in teaching Variety come is. from that to the students intense educational experiences found is. Teacher own To the poet of the instrument using accurate way presented Curry maybe is. to the children Educational issues more Clear happen is. from that in education reality come is And that alive become is. The teacher to objectives Correspondingly audio visual tools choose to do should And its Use which, when And how way done will come its directed In this way to do should.

Economics in education Mainly Pictures, Drawings, graphs, figures, maps etc Educational of devices Use done come is.

a J way of subject matter to education Rich, Informative And Interesting to make The teacher context of literature Use to do should. only of the book of sins base to take Enough not. of subject matter Desire in-depth Study to do should. Hence More Example gave can be And to teaching Interesting made can be is.

of economics Education for different different The authors written down of economics Books, different different economic periodicals And Informative other to books References as take can be is. plan

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Or Commerce in coming warehouses And Basic Indicators Economics in teaching too much Useful by choice is.

(7) evaluation:

MuLyan a of education different Saupan not, But Education of the process Underlying Part is. skillful Teacher (1) of purposes achievement And (2) Teaching of methods of approach of merit Continuous evaluation doing have is. Students from meeting Literally And non-literal responses from above to the teacher own Teaching of approach reconsideration to do Directions Also Received happen is. of purpose evaluation for given tests Written, Oral And functional like this Three Kind of to be can, evaluation tests ready doing at the time The teacher the following affairs attention in to keep have is:

to the unit Regardless classroom teaching According to tests ready to do. to time into consideration kept tests ready to do.

(Specially by doing Purposeful questions And its Various types to use should. Sual questions Short, easily understand can Such of questions composition to do.

possible have So Students Educational of equipment Use do Like that tests to make. long experimental in action Students of experiment About Part Curry show Like that the test User can be.

(8) Ka. Pa. Note: black of planks Note lesson of planning Important organ is. black plank of the teacher Important mate is. of the lesson requirement According to Teacher And Many way Use do is. This Note organized, Mudasar, gradual have that welcome is. This Besides to the point Clear to do for Drawings, figures, Accidental vertical done of affairs Note The teacher Ka. Pa. on to do have is. -a for Ka. Pa. No sections said debt required is. And I Part Drawings And Accidental requirement for different to keep. requirement According to Colored of the square Use More desirable is. Ka. Pa. Of note text beautiful in letters And Pure in spelling happen that for The teacher awake to stay need is. of her from use of students the mind Above visual impression up is. Educational Meanwhile Ka. Pa. No Use J way to do Planning did have its reflection In planning to fall should.

(9) Swadhyaya:

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lesson Meanwhile student J Nothing learned have that Suddh happen, Students Received done of knowledge Use doing happen a Swadhyayan purpose is. of lessons to the purpose Regardless Reading, writing, interview, Illustration, Collection, problem solving, Map Completion etc to creation pertaining to Many Kind of Swadhyaya gave can be. everyone to the lesson In the end Written Swadhyaya J have Such rule No tied up can be. Swadhyayan directed Also of the lesson In the note to happen should.

(10) Preface K Preparatory:

Preface K Preparatory Discussion Except lesson of planning Discussion incomplete stay. of lessons In the beginning coming This step too much importance have is. of Thorndike "of readiness rule"

unit Planning:

1. History:

unit The history of planning is not very old. This can be combined with project method or Dalton plan. The original idea was given by Herbert, but its implementation was done by E. S. Since 1920. Henry Morrison, who clarified the concept in his 18295 book "The Practice of teaching in the secondary".

thus So Tas of planning of limitations Experience from being This unit of planning idea originated is. of education In purposes knowledge K of information purpose Than high purposes like K of knowledge Sense, Use, Analysis, Coincidence And decisiveness Gradually Accomplished to do have is. Systematic in education This possible happening not.

Holistic Psychologists unit Education to the plan confirmed Curry. His According to no one Also of thing Form In it existing of totality to the guna Due to extends is. from the thing His Combination deleted by putting of thing pieces J will be. thing destroy will get.

(2) concept:

• the same graded Educational of experiences coordination (A unit is a unified learning experience).

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•no one Also one main issue K of the problem around Bound related to study of experiences one string.

•of the unit formula is of experiences perfection.

unit Planning one Such Experience is,in which one Educational issue with Sambamp free possible That much issues,experience K Educational of aspect coordination to do come is And to the textbook Such in the unit Integrated Curry in debt come K so that perfect of the syllabus purpose Accomplished happen.

(3)Important:

- of school function More Meaningful make is.
- to classwork organized do is.
- to study Guidance give is.
- personal to the differences into consideration keep is.
- harmony maintains is.
- to the students the whole concept give is.
- to classroom teaching real in the situation presented do is.
- to study alive make is.
- to the students repeatedly Repeat to do falling not.
- main of concepts fallow happen is happen is.And Consequently some of skills development.
- to the students In addition More Absolutely study experience to give opportunities found is.

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- year Meanwhile The teacher what what function to do is, which which Equipment And of activities need will have its concept to the teacher came go is.
- Swadhyaya methods And of the proceedings evaluation on appropriate attention gave can be is.
- subject matter Effective become is, perfect, permanent, Absolutely, study experience gave can be is.
- of students Study towards interest year is.

(3) good unit of planning symptoms:

purposes Clearly explained came have.

activity showing unit being should. Educational of activities Enough directed to be should.

the whole In planning notified study experience in between Logical relationship have..to classroom teaching real in the situation bring can like that unit have.

of knowledge sections in between harmony have.

Huge experience complete give As have.

Teacher Students Both of development In the process equal And Enough rhythm Mixing have.

good unit Second of the problem resolution Towards Thread to go should.

All round And Scientist evaluation of the method In it Savivek Use done came have.

Yolast And enough Relatively Educational of equipment In it directed done came have.

Developmental Planning to the student high level achievement Towards Thread going away Planning have.

(3) unit of planning components:

(1) main unit: This in the terrace Subject matter K main unit J have that to show have is. here only of the unit Naming J to do have is. D.T., in economics!! the human requirements "Or" demand value Relativity "Or" banks etc main unit as "Sharshaway is.

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(2)Subunit: The trainee to give unit Education for from three Eight of hours Time allocated come is.The teacher The whole determined done Educational experience This see you Meanwhile to give have is.Hence of subject matter division Tas According to into subunits to do have is..

(3)of subject matter issues: main in the unit coming of subject matter All J Tamata Taswar K Supper The whole Detailed Sense with here to write.here completely of numerals Sibhabharavastu in writing come is.

(4)Educational purposes: Tas of planning like J here Also Educational purposes to write have is.here involved of the unit subject matter And that about of the teacher to the activity into consideration kept common And Exclusive purposes to show have is.Enlightenment,Sense,usage And skill like common of purposes Exclusive purposes to show have is.Dadat.. "distribution"to the unit let's take So that in the unit J J affairs coming have that All matters into consideration take Exclusive purposes Noted come is.above in the unit distribution,rent,Wages,interest,profit like terminological words And of economics Complete concepts.to him pertaining to principles.process etc of affairs knowledge to give is.Hence This All matters into consideration take of knowledge And of use Exclusive purposes to note should.Also in the unit Many Schedules And graphs presented will happen.Consequently For skill purposes Also Exclusive purposes to wet should.

(5)concepts: unit Meanwhile coming Exclusive Consonants,the word concepts,New concepts Clear to do have that J Sense with to show have is.in economics Bank,credit,cheque,Draft,dowry,exchange letter,Desi Banking etc like concepts come is.

(6)study experience: here unit lesson Teaching Meanwhile meeting experience to be noted is.like K Reading-writing,Fig Dauravi,Graph to draw,Maps to make,of questions Answers to give,Solitude etc.

(7)method And Techniques: the whole unit Meanwhile Teacher J method K of techniques Use to do have that This in the terrace to show,D.T.,Q&A Statement,SecMinar base etc.of economics unit taught Separately Separately on occasion different different Educational of methods use done come is.method determined doing at the time unit,its common purposes,Exclusive purposes etc idea to do should.to education alive And Effective make Like that method to have should.

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(8)evaluation plan: evaluation plan for Blue Print ready to do stay is.This for First Three Table ready to do.of which First Table the subject of the unit issues According to Weight determined to do,ready to do have is.Second Table the subject of the unit to education Correspondingly determined done purposes related to of weight have is.Third Table evaluation the test for determined done question type According to of weight have is.This Three result showing different different to the tables one J Table-three dimensions Table-Who Blue Print say is.In it to mold have is.This.3D viewer of the table Based on one evaluation for Question paper ready to do have is.one Tas K therefore Less to time into consideration keeping largely 25 of virtue the test ready done come is.everyone Table And 3D viewer Koto unit of planning In the sample Given is.

(9)Swadhyaya plan: the whole to the unit Correspondingly everyone To the hour In the end to the students to give determined done Swadhyayani plan Taswar here to write is.in self to be should.of economics in textbooks Welcome Given not.Hence everyone to the unit In the end to the students In self study Helpful happen And Learned of affairs Confirmation happen Such Swadhyaya to give should.

(10)Educational tools: The teacher own the subject to the unit Interesting to make for J Vivesh Routine of cyano Use to do have that here to write is.no one Also unit taught where where tools would like that Also to think should.of economics The teacher of the rules explanation to give for imaginary Schedule And Graph presented to do falling have is.Some Time different different audio visual of equipment Also Use to do need vertical happen is.

(11)context literature: Teacher own Education function for textbook Besides Second textbook,to the subject related to no one book K of reference Use do its Detailed Information here to write is.of the book Name,of the author Name,publisher,Publication year,Price,pg No here to write should.

Mass Planning Or Monthly Planning:

year for the whole Educational Planning done then Teacher of course Monthly Planning to think should.This for each one in Mass which one,how much,how way curriculum complete done will be

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able to its outline ready Curry to take. Mass Planning to do for whole to the curriculum different different in the pass allocate required is. Then After Absolutely pass Planning doing Before the following affairs into consideration to keep:

- (1) 24 Mass for of accommodation Planning to be done come is. –Pasma how many Divya Study mostly allocated can be As is And Ranjana days how many is etc attention keep
- (2) Absolutely Pass Meanwhile done unit to teach is that Also in consideration to take. of the unit hardness About you my Meanwhile how much things to learn can be that in meditation taking planning to do. (3) Mass Meanwhile J unit we to teach be that of the unit common And Exclusive of purposes deduction to do.
- (4) Akram to teach for method Important matter is. Absolutely Mass Meanwhile walker, to the unit to explain which method User can be its in advance J idea to do required is.
- (5) Educational tools Also Mass Planning Meanwhile into consideration to take should. Absolutely to the unit to explain Absolutely of the method with Diverse Educational of equipment of use Also Planning in advance J to happen required is.
- (6) Absolutely Mass Meanwhile taught of affairs evaluation which way done come its Plenary Mass In planning have.
- (7) everyone unit by teaching In the end Swadhyayani composition Monthly to planning complete make is.?

annually Planning: Institutional In planning of course Planning too much Important aspect is. curriculum school Education of planning Important pericentre is. to him in the center keeping J school of education Planning done can. school have beautiful houses, laboratories, plains, instrument facilities And training Pamela Teachers a everything being However its curriculum Advanced No have So Determined purpose. Accomplished happen no."

today big part of schools J Planning do is In it of subject matter Maswar Maintenance J Mainly Happening to see found is. of course details And of time to the allotment J Preferably giving Such to planning Planning said No can be.

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curriculum a of purposes achievement for instrument is. Determined purposes including Anne achievement for to the students to give for the whole study experience. a for "the principles And procedures, of purposes achievement for evaluation technique etc idea to happen should. of course annually Planning doing at the time the following affairs into consideration to take should:

(1) the subject of education objectives (common And Exclusive).

(2) of course idea.

(3) in the year Educational for attainable days. (of holiday days, festival, of celebration days, of examination, idea to do.)

(4) pedagogy for necessary Educational tools, Reference texts etc list ready Curry to take.

(5) of school Local, social, Cultural, Partial to the situation into consideration take alone to shower for Time choose to do. As K Entomologist Economics K problems to teach have So in the field Crop stand up have of then Time choose to do, so that of the farm interview arranged can be.

(6) of units Teaching Vapu Music, Rich become a for activities interview are you performance, Tourism, fieldwork etc thinking to take should.

(7) Teaching for methods, procedures And of approaches Also idea Curry to take.

(8) evaluation And Swadhyaya Regarding Also thinking to take.

(9) to planning Executive done J of persons assistance required have Anne with

Discussion-consideration Curry to take. In short Maswar of work days, of study units, Educational tools And Reference books, Teaching methods And procedures, study experience, evaluation, Swadhyaya etc consideration by doing annually Planning ready to do

annually of planning benefit: no one Also Kind of of planning President purpose tools And of power Thrifty Use by Determined in time expected objectives Accomplished to do have is. annually Planning If appropriate way done have So its Some benefit is:

(1) one J of series All in sections happening Teaching in between one Kind of harmony And Harmony will remain.

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(2)study activities experience Regarding complete consideration done Since a More Rich And Effective became can.

(3)connection Sadhvani chance found is.Hence Education More alive And real become is.

(4)complete In retrospect due to the subject about sense And grip According to is.to the teacher Confidence come is.

(5)Confirmation And Repeat for Enough Time allocated can be is.

(6)Various methods,procedures And of approaches Use possible become is.Consequently Education Effective become is.

(7)of reference texts Availability And its Use for Enough Space stay is.

(8)Monthly,Weekly And Daily Planning to do Simple become is.

(9)Planning Regarding Teacher Continuous worry doing stay,of her implementation at the time continuously evaluation doing stay So to planning Ishta direction curve gave can be is.

(10)To the teachers Planning Pathfinder became stay.

(11)Dissidents And To the parents Also own programs to fall Simplicity Curry give is.

unit:-2.Economics No other the subject with No connection And functional Research.

of attachment concept:

Current Pugh each one of knowledge of the branch Exclusive of study era is,But Hence everyone the subject of their own Four the walls in between J Confined stay is Such our Experience is.Actually all knowledge one unit is.knowledge a undivided,Indivisible And intact is.only Teaching And of study facility for J History,Geography,Science,Mathematics,Economics like Among the subjects And that of subjects Physics,Astronomy,Botany,economic Geography like in sub-disciplines of knowledge division Or classification done came is,But to the subjects K of the subject to sub-branches This way different different By teaching of children concept incomplete stay is.

of the curriculum Various subjects And of the subject Various branches each other with no one to no one way honest relationship have J is.of subjects different different Kotha to be can no,the reason K

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knowledge the whole is-Indivisible is.no one one of the subject knowledge other of the subject Some Basic concepts And of society relationships by J complete way gave can be.

of course of the subject Education other Various sub-branches with relationship a pair

unbroken,coordinated And coordinated way Given come then connection by Education gave

called.connection That is Gum No4,included K Correlation.Variou subjects And of the subject sub-

branches between Reciprocal to the relationship we Correlation will say.a to the relationship to

connect process connection K included will say.

According todof Important:

Educational in sight,Psychological In terms of And social At sight connection by given Education

Sangin is.that of a child the whole of powers development achieved Helpful happen is.of the child All

round development a Education Important purpose is.unbroken in the form of Education gave Students

before of knowledge the whole picture a little to do,direct experience by Education to give And of the

atmosphere(Industrial,Natural And social atmosphere)medium by Education to give a of connection

Three of purpose purposes is.of the subject connection by This purposes Accomplished As Teaching-

of study process real, Naturally And Effective become And of students All round development possible

become is.Succession by assigned from education Many benefit happen is a In terms of

Anubambam EducationalIimportance a lot is.

the subject-the subject between And of the subject Various Branch And of sub-branches knowledge

between relationship Clear happen is And to the child coordinated,coordinated And unbroken

knowledge found is.knowledge piece by piece piece by piece to get instead of the whole way intact

Experience get is.study spontaneous me is.Reciprocal Sambamp Clear from being Teaching interesting become is.

of subjects Artificial in the yard tied up the subject from education student free become is.of Akhayan

process Also stiff from the square out left free become is,Naturally become is.

from attachment to knowledge pragmatic Form found is And knowledge established And chronic And is.

one to the subject in understanding other the subject Enough assistance do is,from which Textbook

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Subosh And Simple become is. Among the students other of the subject of study motivation wake up is And consideration for chance found is..

Of course, All units issues contract by taught could not, Sometimes connection Artificial become is. common Teacher other of the subject of knowledge lack of Due to And sense K of vision Infertility Due to connection Simple can not. our curriculum Also connection of education In terms of got caught not etc connection by of education limitations is, But ANubTheof study to moderation alive, interesting And Effective Made up And to knowledge Integrated Form Given a lot importance is a to accept J remained.

Various the subject with of economics connection:

Economics of education second products with Correlation By doing of economics knowledge the country, established And common become is. above of the Ramayana savings happen is. in me coordinated Education by In less than Less in time In addition More knowledge student Received do is. of economics knowledge interesting become is. Human to relations in understanding Also Assistant by choice is. Now we Various subjects with to economics which way too much is that should.

of economics Geography with relationship:

1. Economics And Geography in between honest And close relationship is. Who Due to of geography one Branch 'economic Geography' called is. no one Also of the country Geographical condition its economy on direct And indirect way effect do is. Ex. Iraq Iran-Oil And Punjab-wheat.
2. natural situation (Climate), mineral wealth, Water resources, industries, the business industries, population like Geographical of affairs of economics of production tools land, labour, Capital (Capital) Adventure etc economic aspects on of effects Study in economics done come is.

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3.economic of development base Geographical atmosphere on based on is.in the country

Transportation,Communication as well energy on is.thus,Economics Educational Than depending on the occasion of geography connection set up should And Reciprocal of effects concept to the students Clear way gave can be.D.T.Agricultural property,livestock,irrigation,Trade like of geography of the unit in economics Also Inclusion happen is.

4.Mechanical of industries other products,import export K Trade Commerce,a foreigner of goods import And Exchange,of the country of goods of export Relatively of import Proportion This All calculation Curry of industries development to do etc in geography Study done come is.However a of economics activity is.

5.in Jamshedpur Iron-of steel industry its Prosperity,Background And to facilities Due to happened is.then a Sugar industry have,paper industry have K Cement industry have That is here Economics And of geography relationship Clear happen is.This Both the subject Extremely near came go is.

6.of India of agriculture of crops production,Proportion,of the region Foodstuffs etc into consideration take where from the region how much grains to order its idea done come is.This for Economics with help come is.here,Geography And Economics with relationship Clear happen is.

7.of mankind interest Both the subject for is.Mankind for economic Progress to do indispensable is,And economic of progress base Geography is.of geography As of economics knowledge Also of the nation economic Progress Shi way Simple can be that to know required is.thus,Both subjects from each other Indivisible like feel is.

of economics other subjects with connection.

8.of geography in the curriculum Many of issues Teaching function Than of economics connection Simple can be A.V Possibilities is.a J way of economics pedagogy at the time Also Geography with its connection Simple can be As is.Ex.population,natural resources,environment,Employment,economic problems,industries etc of agriculture tools.

of economics Mathematics with relationship:

1. Econometrics of the branch development:

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mathematician/Economist Jevons(Jevance)like that believe is K Economics by nature J Mathematician is.J idea on based on today of economics one Branch as(Econometrics)of the branch development happened is.

2.of mathematics debt:

in economics of principles presentation,rules,Mainly of statistics thing of Form,inflation,economic Planning This to all real in the form of to understand have So of mathematics need falls is,second in words,of economics principles K rules of mathematics debt is.

3.practicality Op:

of economics rules And principles Abstract is.imaginary feel is.Mathematics to him Tangible in the form of That is K reality And of practicality Op give is.

4.spinal cord the same:

of human beings in the body J location of the spinal cord is that location of economics rules,principles,of the problem forms to know for spinal cord the same is.warehouses,Schedule,graphs by to the subject real in the form of understand can be is.

5.basic Brick by becoming function to do:

of economics to the rules Mathematics natural make is And of economics to form real way in understanding Simplicity By the grace of is.thus,of economics At the base Mathematics Important Brick by becoming lying down is.

6.one of coins Two side:

Economics And Mathematics one of coins Two side like is.

7.memory for:

Some Numerical affairs Students organized understand can And long Time remember remained can that for To the teachers of statistics knowledge Useful become.

8.statistics in the form of to show:

of demand rule,Supply rule,of the transaction Libra,Exchange etc Absolutely in the form of to show statistics required is.

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6. of economics Sociology with relationship:

Economics self social Science is. in society J economic activities happen is. That is Sociology And Economics each other with Mutually related to is. Always economic changes social to the side effect done without Lived not. like, in England Industrial Revolution done that with Many economic changes recorded And that with social changes Also automatically arose were. In Russia New economic of policy Execution then Important social changes happened. a J way of society of changes Also Economics on effect happen is. In Britain of workers intolerable From exploitation J laborer of activity origin happened Consequently factory suppose And social of safety beginning done. thus economic event And social changes Mutually each other with associated with is. today the country before J complex problems like K unemployment, inflation, population growth etc is its social effects Also have J is. thus to economics Sociology each other with associated with is.

7. of economics political science with relationship:

Economics And Politics Both social Science is. Both in between intimate relationship stayed is. of politics main function human being And of the state Reciprocal of relations Criticism to do is. no one Also of the country of citizens marks And of the state arrangement that of the country economic to the situation Impressed done without not Lived. If of the country the people hard working characterful And honest have, State orderly, righteous And unbiased have So that in the country industry-of business development And spread out of the state Industrial Samuddhi And economic development for killer is. Democracy in countries economic problems State for Special Important is. of social welfare with spirit motivated through State Different economic of plans construction do is. in the country industry-of business development for efforts done come is. of unemployment problem, import-export of labourers minimum Wages, laborer And of industrialists of questions resolution etc State by construction Pamela rules According to happen is. State by Different economic of plans construction to do And economic of problems resolution for rules by making of the country economic of arrangement of construction Important Part be played is. where State policy economic to the arrangement Impressed do is there economic arrangement Also to state policy Impressed do is. thus, Economics And Politics in between

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Mutually honest relationship stayed is below Given of chapters Political Science with coordination
Simple can be.

- 1.economic problem
- 2.of production tools
- 3.Price determination
- 4.banks
- 5.National income
- 6.International Trade
- 7.inflation
- 8.Wages
- 9.of population problem
- 10.of unemployment problem
- 11.the food problem
- 12.of income inequality
- 13.in India Planning
- 14.the fifth Five years old plan

✓ Action research concept, steps and importance:

Definitions of Action Research:

"Action research is a process whereby a researcher or experimenter studies his problem in a scientific manner so that he can be guided in his own actions and decisions, make improvements and evaluate success or failure."

- Stephen Corey (1953)

"The process by which practitioners study their problems scientifically for the purpose of guiding, improving and evaluating their decisions and actions is called 'action research'."

- Dr. K. P. Pandey

"Action research is research conducted by concerned researchers for personal improvement and professional use." -Hildreth Hawk McNation

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"Action research is research that anyone. It undertakes to achieve its objectives effectively. A teacher conducts action research to improve his teaching. A school administrator undertakes action research to improve his administration."

- happy-Mehrotra

"The purpose of action research is to improve school and educational processes and also to improve those who seek to make these improvements." -John W. the best

"Action research is a research process carried out to solve school problems in the context of the whole situation, usually in schools, and is carried out by teachers as part of their educational activities through the consultation and cooperation of research experts." – Carter V. Good

"Research which is motivated by a specific local problem and which is organized in that situation only to solve that problem is action research." -David J. Fox

"Action research is a small-scale intervention in real-world functioning and a rigorous test of the effect of such intervention." — Cohen and Mannion

"Action research is the small irrigation scheme of the field of education." -Gunwant Shah

"A general teacher or administrator tries to solve the problems that confront him in a scientific manner, conducts research from a scientific and objective point of view without prejudice or bias and applies his conclusions (findings) in improving his management or classroom behavior is called 'action research'." - Dr. Motibhai Patel

"Action research is research undertaken by individuals to achieve their objectives more effectively, by teachers to improve their teaching, and by administrators to improve their school management and practice." - National Institute of Basic Education

thus, action research is....

- The work carried out by the workmen to bring about improvements in the works.
 - Practical type or decision-oriented type of research.
 - Any working person experiences problems during their day-to-day activities, identifies, understands, examines its causes and tries scientifically to solve them.
 - of teachers, research conducted by teachers and for teachers.
- ✓ functional of research importance:
- Everyday instincts are useful.
 - To solve inherent problems
 - Diagnosing a problem in a particular context can lead to a solution in that context.
 - Any immediate problem can be solved, 'and instant decisions can be made.

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- Improvements can be made in the existing system.
- High intellectual ability is not indispensable in conducting research. Even a common man can carry out such researches.
- Conducting such researches increases one's efficiency along with problem solving.
- Apart from the teachers, other persons connected with the education sector like the principal, managers, education administrators can also conduct action research.
- Apart from the classroom problem, it is also useful in solving other academic or non-academic problems.
- Increases the likelihood that action research results will be implemented in practice, because the teacher himself is involved in the research process and the research results feel his own, not imposed from outside.
- renovations (An opportunity arises to incorporate innovations) into the learning process.
- As the teacher tries to solve the most pressing problems through action research, the results obtained can affect the current teaching process.
- By conducting action research the teacher becomes a reflective teacher (reflective teacher-practitioner) becomes.

above importance/important we benefit as Also saw can. thus, it can be said that action research that is so important and useful in solving local problems is very important in education.

✓ Action research steps:

The basic purpose of action research is to bridge the gap between theory (knowledge) and practice. In action research the practitioner is the researcher himself. He himself becomes a producer and consumer of research findings. Hence, the improvement brought about by the student in both the situation and the practitioner is direct and immediate.

If we look at the words of Stephen Core before the research stage....'When a person tries to improve a situation to which a person has a special reference, behavior changes specifically. He then tries his best to interpret the results he obtains describing the evidence of the transactions he has assumed to be sufficient. When he describes a problem, turns tasks into hypotheses, engages in the tasks, studies the results, and draws generalizations from them, much more than

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if someone else had done these tasks for him, or if he had read about them somewhere himself. This experience is imbibing.'

From the above we can move towards a specific sequence for conducting action research. Some fixed criteria for research– Phases have to be followed. By doing so, the research process becomes more simple and scientific. Its findings - the results become more reliable. Action research is an ongoing dynamic process. It does not require any special type of environment or specific conditions; It is a way to find a solution to the problem in a short period of time according to the need and situation. Following eight steps are followed for its implementation.

(1) Problem:

Unless the teacher has a problem, research cannot begin until the problem, the problem, is realized. Problem identification in schools and colleges works on the principle of individual differences. In the same situation, some people see a problem, while others do not. Most all teachers or professors go to the library every day; But there are some of them who are concerned about the inappropriate use of the library. The problem is all around us, all we need is our sensitivity to it, observation, keen eye.

A researcher can also clarify the choice of problem by dividing it into different sections. Such as the problem of moving in the classroom, behavior problems outside the classroom, behavior problems, relationship problems etc. Importantly, the problem should be self-evident. The problem should be raised by the teacher. It is also essential that the teacher is able to solve problems and that problem solving can accelerate the learning process of the school or education.

While identifying and selecting the problem in action research the following points should be kept in mind:

- (1) The problem must be directly or indirectly related to the school.
- (2) It is also necessary that the problem can be solved within the school itself.
- (3) The nature of the problem must be real, not imaginary.
- (4) The problem should be directly related to the person doing the action research.
- (5) The problem area should not be too broad or too narrow.

thus, is the first step in the action research hierarchy. That is, action research begins with a problem and ends with a happy pedagogy.

(2) Problem area

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Only those who are curious and willing to move towards continuous improvement have the ability to identify problems. After identifying the problem, the important task is its form, determining its field. By doing this, problem solving becomes easier. The crux of the problem is fixed and the problem can be systematically looked at — examined. By determining the area one can know about the root of the problem and if needed, one can also take guidance from the relevant people of that subject.

The problem area section also covers the description of the problem. Even if a word in the problem has to be explained or has to be done, it can be done in the problem area step. Problem

Area The problem area in the hierarchy (What can be counted as Area) can also be specified.

Since action research here is a small scale research, it will be encouraging for the researcher to assume that the problem of the field is understood by the researcher.

Regarding the problem of action research and its field, if the researcher self- In case of evaluation, he can evaluate himself according to the following question and determine the quality of the problem and its field:

- (1) Does the nature of the problem appear to be determined by fixed motives? Yes/No
- (2) Will researching the problem make any changes (positive) in the way the school works? Yes/No
- (3) Is research of the problem feasible in the school itself considering the situation? Yes/No
- (4) Is the problem directly related to the researcher? Yes/No
- (5) Is problem solving possible within the school environment and complex? Yes/No
- (6) Has the researcher considered the main points of the research before selecting the problem? Yes/No
- (7) Has the problem been properly defined and delimited? Yes/No
- (8) Does the importance of the problem seem appropriate for the progress of the school, the students, the teacher and the principal? Yes/No
- (9) Is the researcher interested in the problem? Yes/No
- (10) Does the researcher appear to be able to successfully solve the problem through action research based on his/her abilities? Yes/No

If from the above questions 6 or more questions are answered 'yes' then the researcher is accredited for researching the problem, otherwise reconsideration should be required.

(3) Basic information required:

The basic information level of action research is similar to diagnostic work. In terms of diagnosis, it is said in medical parlance that it is important to take care of three steps for the disease. in which

- (i) Efforts to prevent the disease from occurring, (ii) Efforts to cure the disease if it occurs, and
- (iii) Efforts to prevent the disease from progressing if it is not cured. Even in action research, a

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practice by the teacher that the problem does not arise in the first place, efforts like action research to eliminate the problem if it arises, and some theoretically prepared rules to prevent the problem from stopping can do a good job.

After determining the problem and problem area, the teacher perceives the problem as to why he perceives it? Is there really a problem? Does the teacher have any reasons why this problem really exists? If there is a problem that has been previously researched, its findings are also called basic necessary information for new research. By getting the basic information needed, the scope of the problem, its possible causes, the identification of the problem and the depth of the problem can be known. Generally, information can be collected on the basis of students' notes, examination of their answers, discussions with students, teachers or principals, interviews, observation of teachers in class, homework, questionnaires, taking personal interest in students, conversations, etc. Sometimes information from parents or peer group, friends also proves to be the basis for research.

If the problem is related to the rawness of academic content, the necessary information can also be gathered through oral assessment or diagnostic tests. A simple checklist or questionnaire can also be useful in obtaining the required information. There is no need to create or authenticate a formal instrument to obtain this type of information, as this is only preliminary research.

Information can be collected through simple and handy tools that only the problem can get enough required information.

Basic information can make a seemingly important problem seem trivial or a seemingly trivial problem important., because the researcher gets the opportunity to look at the problem in depth in the basic information needed. Action research is accelerated by the task of obtaining basic information. There are not few who just sit and choose the problem. Also, there are also a large number of people who give a hand saying why all the problems are happening to me. Here, when the researcher starts getting all the relevant information about the problem, its area and that problem, then the real sense of action research will be completed, the problem will be solved, the researcher will be confident that the problem will be solved. Thus, basic information can be considered as an important step in action research.

(4) Possible causes of the problem: Obtaining the necessary basic information determines the specific nature of the problem and then considers various possible causes of the problem. The problem the researcher has is why? Will this problem be everywhere or am I the only one experiencing it? What are the reasons due to which such a problem arises? The work of thinking about things etc. is done in this stage. We list as many reasons as we can find for the running problem. Here too parents, principals, peers etc. can help the researcher like basic

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information. It is often the case that there are causes other than what we perceive to be the cause of the problem, which we are not aware of, or when the field of thought is not ours, the help of others is sought. Techniques like questionnaires, face-to-face interviews, discussions are also used for probable cause and are also appreciated.

This level of action research can be considered as the top level if viewed from an intermediate level. This fourth step consists of four other steps, which most researchers find difficult. Let's look at that four section template.

Simply listing the possible causes of the problem in this step does not skip this step. Many researchers list only five to seven possible causes of the problem. It means that, the researcher knows why the problem exists or is done for the sake of research. It is essential for the researcher to consider more and more possible causes of the problem. The author believes that if eighteen to twenty reasons are considered, the research becomes more standardized, that is, the researcher gets an accurate and long-term solution to his problem. Thus, functional. Fourth level of research We tried about the first sub-level according to the table of possible causes of the problem.

The second sub-step is analysis. We have considered the possible causes of the problem, were imaginary, hypothetical reasons. Now it is determined whether those causes are actually responsible for the problem or not. For that a questionnaire or questionnaire is designed and filled by the students. Based on the possible causes of the problem, this questionnaire or questionnaire can be created. Only a few syntax changes have to be made. Like, 'Students of standard-8 find it difficult to draw the timeline of sociology subject.' – If this problem occurs to a teacher, then the possible reasons for it are considered. In which... students may not know what a timeline is, students may not have been taught timelines in previous grades, students may believe that timelines do not exist.

It doesn't make any difference if you can... etc. If you want to know through a questionnaire which of the reasons that we have thought are really true, then you have to ask the question that...

- You know what a timeline is?
- They standard-Timeline was taught in 7th?
- You believe that if the timeline doesn't work, nothing will matter?

Answers When a researcher formulates questions from possible causes Accepting 'yes' or 'no' is considered imperative, but when there is a plan to get answers through the legislature, it is imperative that students give their answers by 'agree' or 'disagree'. like...

- I have no idea what a timeline is. Agree / Disagree

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- I standard-Nothing is learned about the timeline in the 7th.
- I believe that, it doesn't matter if the timeline doesn't fit.

thus, after doing this the students' answers (whether in 'yes', 'no' or 'agree', 'disagree') are compared with our possible reasons. If the majority of students agree with the reason we believe, i.e. they believe the same as we believe, then it becomes a 'fact' or the reason becomes a 'hypothesis'. Here most students can interpret the word according to the depth of your problem. There is no absolute rule that only 60% of students or 75% of students say 'yes' to be a 'fact'; But it can be said that one of the possible reasons for a problem that we find is a fact that the students also see, and if the reason that we think for the problem is important at all to the students, then it becomes a 'hypothesis'. . Thus, here in the second sub-step against each statement 'fact', 'assumption' is determined.

From the possible causes of the problem, the fact that the assumption can be made or what the researcher can do about it is discussed in the third subsection. Only those statements which are factual i.e. the real causes of the problem are useful for the researcher, statements that are assumed to have reasons that are not real are not important for research. Thus, the statement which is true, the statement is being checked step by step and thinking what can I (researcher) do to solve this cause? If 'Yes' then mark "against Yes" and "No" against No. So that the researcher does not waste time and energy in the cause in which nothing can be done. For example, the students were asked 'Do they like St. Was the timeline taught in the 7th?' If all the students say 'no' then it is proved that our belief is correct. Now what can the researcher do in it? If nothing can be done, he will mark 'No', so that the researcher does not waste time on that statement, that reason. If 'yes' means that the researcher can do anything, then the researcher has to proceed to the fourth sub-step priority.

Suppose that, the researcher considered a total of 20 possible causes of the problem. Out of which the student finds out that 12 statements are facts and 8 statements are assumptions, then the researcher has to remember only the factual statements. Can I do anything from that factual statement? It has to be moved towards. Out of 12 statements the researcher can do something in 07 statements. Nothing can be done in 'Yes' and '05' statements, if there is 'No', now the researcher has to give rank 01 to which statement / reason can be solved first out of total 07 statements with 'Yes' and so on according to the order of solution. A sequence has to be given and the concept is formed accordingly.

thus, considering possible causes of the problem step by step...

- Forming possible causes of the problem.
- Formulation of questionnaires or questionnaires from probable causes.

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- To fill the questionnaire or questionnaire to the students.
- Reason from students' answersDetermining whether it is 'fact' or 'perception'.
- There is nothing the researcher can do about how many statements are true, knowing that.
- If the researcher canTick 'Yes' and 'No' if unable.
- Research in as many reasons as possibleRanking the reasons marked 'Yes' in order of what can or should be done first to resolve them.
- From this number the projections will be made in the same order, which will be the fifth stage of action research, which will be discussed later.

(5) Concept :

This fifth stage of action research is also called action planning by many. After determining the possible causes of the problem, an action plan is formulated from those causes. An action plan is an orientation to the solution of the problem and the direction of the path to that solution.

Actionable propositions are usually in the form of a statement. That statement can be divided into two parts. Functional part and medicinal part. The action part indicates what is to be done to solve the problem and the remedy part indicates what the result will be.

The following are the bases for determining the action plan:

- (1) The teacher's insight into his own work
- (2) Teacher's subject matter experience
- (3) Analysis of the causes of the problem
- (4) Discussion with the principal and other colleagues
- (5) A sense of school progress and knowledge of new trends in education.

The following points need to be considered in determining the action plan:

- (1) Emphasis is placed on the action side in the action concept, so the concept should have a clear picture of what is to be done.
- (2) The operative part must be practically correct, so that hypothesis testing is possible.

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(3) There should be a clear idea of where and how much impact the action plan will have.

(4) The meaning of the operative predicate must be clear. The words appearing in it should be clarified if necessary.

Action plan in general is presented in the form of 'if - then'. In order of priority in the hierarchy of possible causes of the problem, it is easier to formulate the hypothesis of the cause which is first. like,

Students have no idea what a timeline is. - If this statement is given 1 priority by the researcher, then its hypothesis is formed as follows:

'- This problem can be solved if the students are explained what is timeline and its different sections.' Thus, as many sequences as hypotheses are formed,

Apart from this the hypothesis is also formulated as follows. As if there is a 'poor handwriting' problem.....

(1) Give the students ten minutes to write and self-monitor each day.

(2) Students have bi-linear (double-line) writing in a notebook.

(3) Give guidance in purchasing suitable writing materials.

(4) Insist on beautiful signatures.

(5) Display samples of beautiful signatures through charts.— So handwriting of students will improve.

An action plan is a conceptual plan of possible solutions to a problem. Both the extent to which the problem is relevant to the teacher and the extent to which he wants to solve it are both evident in the formulation of the action plan. The clearer the concept, the more specific both the research and the solution. Based on this step the researcher will know what I have to do now to solve this problem? What will be needed? Who needs help? What educational tools will be needed? What references will be needed? ... etc. Thus, based on the hypothesis, the researcher will find it easier to design the next stage of the experiment.

(6) Outline of Laboratory :

After a hypothesis is determined to test whether it is true The outline of the program is determined and the work is done accordingly in the school. Applying the possible solutions to the problem and

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the problem in a fixed time The researcher sets a specific time frame to get the solution, in which what can be done to solve that problem? what will i do Plans things like

After this operational part of action research as planned is completed within a fixed time frame, an evaluation test of the hypothesis is correct and useful or even for decision making., opinion of teachers, questionnaires etc. can be used.

If the action concept is correct i.e. the good results of the experimental design are adopted daily then the action research contributes directly to the improvement of school work. The experiment is followed by the outline of the experiment, certain days the teacher works as planned and then the problem to what extent in the seventh step of research

(7) Evaluation:

Choice of problem, field, gathering the necessary information, formulating, prioritizing possible causes of the problem based on them, making predictions. After this work is completed, the stage towards the final stage of the research is evaluation work.

Problem solving is based on hypothesis and experimental design but on evaluating how much the problem is reduced or occurred. Action research is observed throughout action research. Hence, evaluation should be done very cautiously. should be evaluated, so that what really has to be done, remains.

(i) Observation: Evaluation of action research

This way can be done sincerely. Teacher here, the researcher or principal regularly observes and explores and tries to have his/her research evaluated in a standardized way. The main advantage of observation is that it does not involve controlling the situation. A person can also be assigned the task for observation, now a CCTV camera can also be helpful in observation. The recording done in it also gives you convenience of time. If the things to be observed are fixed, more precision can be brought to them.

(ii) Collection of feedback (Collection of Opinion): By taking feedback from various departments of students, teachers, principal, it can be known how much improvement has been made in the problem. A specific inventory to elicit these responses should be developed by the researcher. Also, responses should be viewed with skepticism, so as to prevent any bias.

(iii) Questionnaire: Questionnaires or manuals which we filled the students in order to determine the possible causes of the problem. In research language it is called Pre test and Post test. An increase in coefficient indicates improvement of that problem. The questions of the question paper that will be formed during the answer test should be done carefully.

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(iv) With / Interview (Interview) : Evidence is a simple method of evaluation. The thoughts of students, parents, class teachers can be known through evidence. To what extent the problem is improved, what difference do you notice in your problem after the experiment etc. we can know through thoughts, description and the result can be predicted through these thoughts, description.

(v) Check-list: Check-list technique is also used for evaluation. It lists certain things and asks the students to check them. This type of list is also called problem check-list. Answers to common questions can be quickly obtained through this technique.

(vi) Rating Scale: To know the extent to which the problem has been solved, the researcher uses five-point rating scale or: seven-point rating scale. This criterion consists of five or seven boxes against one statement. Students have to mark it as correct.

(vii) Test: If the subject of the research is related to the subject matter, the students can also be evaluated by taking a test. The extent to which the problem has improved can be known by examining the transcripts through the examination results. It is of course the responsibility of the researcher to ensure that this examination does not become subjective.

(vii) Numerical activities (Statistical Devices) :

functional Research has little place for hard and complex statistical calculations; But it can also be evaluated. It can also be evaluated by common measures of numerology such as median, median, multiple. Also, in the above various activities, statistics can be used wherever required. Testing by statistical methods is more standardized and reliable.

All of the above should be evaluated by whichever method is easiest or most applicable, so that the next steps to solve the problem can be considered.

(ix) Findings, Conclusions and Implications: What was the conclusion of the experiment in the section? What percentage of success? In what matter did not get success? What could be the reason for it? What can be considered again for that? This is written in steps. etc. in detail with reference to matters

conclusion, results and simulations are held together in the same hierarchy, but the researcher may describe all three in different ways.

(A) Conclusion: Here the researcher writes a note about what can be concluded from the whole process that the researcher is researching to solve the problem, the various steps he has implemented, experimented, tried to solve the problem through various procedures. These findings can be process oriented, interpretive, improvement oriented, problem oriented or

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outcome oriented. A conclusion is a precise observation of the researcher. Based on it, it is known how much the researcher's hard work was successful.

(B) Outcome: In action research the outcome has to be detailed. Throughout the various processes of evaluation If the process is statistically tested only after it has been evaluated, the analysis is considered a research result. If the result of the research is to be determined by general or superficial calculation, then the word % is used. like, Grades: 22% of students in grades 8–6 showed improvement in handwriting. Thus, the success of the entire research can be known from this result.

(C) Exemplary : The work is not completed when the research is completed i.e. its deadline is met. Research to find out how deep the problem is, why it can be solved; But to prevent it from reoccurring or to solve it for a long time so that the problem is eradicated etc., simulation is necessary. Replicable means the assurance that even after the research, the experiment, the improvement will continue. If the trainees do action research in fifteen days during their training, then after fifteen days there students, teachers, parents, principal assure them that even after your departure, we will continue this work, keep such things in mind, bring such reforms, this problem will not arise again. If it is allowed to happen, it is called imitation. Oftentimes, when doing research on paper or just doing research for the sake of doing it, people easily ignore modeling standards; But this is also a part of research itself, it should be kept in mind.

unit-3 Economics of the teacher Features And diagnosis therapy function.

3.1 Economics of the teacher Features the subject of thing knowledge

(1) Professional loyalty: student of the teacher by contact a lot learn is. like of the teacher Darshan will be Like that J life philosophy to make for child effort will do. so much for The teacher optimistic to be should. Educational towards of the teacher like point of view will be like that J Influence its Students on will have. so much for The teacher own the subject And profession in both complete loyalty to keep should. If that like this not do So of the student to personality developed will be able to not. so much for of economics The teacher own function enthusiasm And of readiness with to do should. today Among teachers of sincerity lack of is. so much for J our of education level the day-per day low was coming go is. when This of occupation Acceptance done then indispensable way honest done to the task interest And enthusiasm with to do, the reason K Teacher Above J Society And of the nation Responsibility is. of economics in the teacher where until the subject And in business loyalty not have there until that of

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society economic of problems diagnosis not Curry can And to the students Also the subject Towards interest produce not Curry can.

(2)of the subject knowledge: of economics Teacher have J of thing Expectation kept come is that is of the subject knowledge everyone The teacher own of the subject student to happen should.when to the teacher own of the subject complete knowledge will be then J that own Students with complete justice gave will be able to.of economics The teacher own of the subject of knowledge with with that thematic Also enough knowledge Received to do should,Jenny with of economics honest relationship is.of economics to the teacher of geography knowledge Ati necessary is.of geography knowledge Except that economic Geography good way taught will be able to not.This Besides He economic of principles historical base Above Criticism to do should That is From history Also He Supervised stay should.of economics to the teacher In less than less Secondary level up to Science,Mathematics,Commerce etc knowledge to be necessary is.This of knowledge for lack of that of economics study And Teaching appropriate way not Curry can.Fiscal policy,Public Financial management Teaching for to him Political of principles knowledge Also to be should.other of subjects to knowledge due to that connection Also good way Simple will be able to.own of the subject knowledge And other related to thematic required knowledge too much necessary is.thus,The teacher Also lifetime student to be falls is.

(3)Contemporary from events Acquaintance: Economics one Sociology is.social of literature knowledge Teacher for Ati necessary is.its for lack of that Current economic problems in understanding To him to him Hull done fail go is.Economics the subject alive is.In it daily New changes coming go is.years old of economics knowledge Modern economic problems to understand for work seem not.The teacher so much for J own to ourselves in the last last economic By chance aware of to keep should.This for medium Contemporary literature is.of economics The teacher Current economic affairs to understand for Contemporary from literature Acquaintance stay should.Newspapers,weekly,Monthly,Exclusive Digits,annually Digits etc like K plan Trade, Commerce,Economics,economic development, "cooperation"etc periodicals by own to ourselves equipped to keep should.This from reading Teacher well done became can is.required Numerical

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Information Also presented Curry can is. As K Population problem teaching at the time 1991 No And 2001 No Census of the report Study indispensable become. a J way Reserve of the bank Study doing at the time of the government existing Money of policy concept to the teacher have So J that unit that good way taught can.

(4) practicality: of economics The teacher Practical to be required is. Practical to be Meaning a is K of economics The teacher no one Also of principle to the students knowledge giving that of principle Practical Form to show should. As K temporarily of Tushtiguna rule only in class Theoretical way to teach a J enough not, Also temporarily of Tushtiguna rule teach is K customer spent Money with max of satisfaction condition which way Received do. Students Also that way purchase to do motivated that for The teacher Guidance to give should. Budget to teach enough not. myself Also family Budget made its presentation happen So Special Effective become. This way of economics Teacher for Practical to happen Ati necessary is.

(5) economic of problems direct knowledge: Economics Practical the subject is. of society economic aspect with to him relationship is. Hence, of economics The teacher self economic of problems knowledge direct as a get should. If He Rural of problems Teaching to do is So its for required is K himself Rural of problems Practical knowledge have. Teacher myself J in the villages go theirs of problems study do And that to problems to resolve remedies think. where until Teacher its in touch not come there until of villages of the situation to reality that not understand can. direct knowledge without that project, fieldwork Or Tourism in effect put will be able to not.

(6) Scientist And Generous point of view: of today In the science age no one Also of the incident Acceptance Proportion And rational have So J happen is. Economics Science is, That is of economics in the teacher Scientist point of view Also to be too much required is. If its point of view Scientist no have So that its Among the students Also so Attitude Created will be able to not. Scientist Attitude Students the truth-of lies knowledge Received done capable of will happen. This with of the teacher Attitude Generous Also to be should. own Among the students love, Sympathy, Righteousness, Expertise etc of qualities development Curry will be able to. If in the teacher This of view lack of will be So that of

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human society Welfare done Incompetent will be And own Among the students Humanity And of fraternity spirit produce Curry will be able to no.

(7)of the teacher Personality: of the teacher Personality Success of education cornerstone is.of economics of the teacher in personality below indicated qualities being required is.

*good Health

*Excellent contemplation

*impartiality

*Originality

*endurance

*Self control

*of the heart vastness

*enthusiasm

*loyalty And ingenuity

*life force

*the truth Conduct

*Optimism

*Patience

*collaboration

*love

*economic of operation Power

*Leadership

*readiness.

of economics in the teacher no one thing Or to the fact interesting way description to do Power to have should.diagram,Diagrams,map,graph etc to make Study to do should.economic of the rules In specification of experiment Extremely requirement is.That is quickly And Precisely experimental work to

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do sense to have required is. Science teacher As much as J accuracy And Solidity in them to have should.

(8)of economics of education knowledge:of economics good in the teacher Economics of education knowledge to be required is.If to him equivalent knowledge have So that Various Educational of methods appropriate And skillfully Use Curry can.which to the unit which Educational method And from technique Study to make its idea that Curry will be able to.no one Also of the subject Success Teacher to happen for that of the subject enough knowledge to be important is That much J that the subject how way to teach that about Information Received to do that Also is.This way of economics in the teacher above symptoms have So that Success Teacher need became can.Such Teachers own Students Above dominance deploy can.

This Besides of economics in the teacher New of research tendency to have should.This to the guna Due to that no one Also to the principle checked will be able to.Besides the beginning to do of ideas marks Also of economics in the teacher required is And Confidence a too much required marks Also to be should.This everything have However of leadership marks No have So Advanced of methods Teacher which way Use Curry can be?thus,of economics in the teacher This of qualities development Also so much J required is,So J that characterful of students Construction by doing of the nation erection done Contribution gave can.

Economics in education training:

Formal Training has become indispensable in this era of education. Nobody is perfect in English but by practice one can be perfect. No one is perfect in the world. But with Mahavara, the trainee can approach perfection. So training is very important in life. Some skills are innate while some skills are acquired. Training is the pathway to acquiring these unearned skills. Training can mold a teacher's personality in a certain direction. A hero is basically a stone. But when he is put on the anvil, he can become a brave hero, training can make a person's latent powers super bright. Training can improve teacher attitudes, current attitudes and professional skills. Economics is a subject that affects other aspects of human life. The teacher must be trained in

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teaching such subjects. A person who has a wealth of knowledge, but does not know how to apply it or does not have the skills to transfer it to the student, cannot be a successful teacher. Training is essential to become a successful teacher.

Economics Teacher:

training by of economics to the teacher of economics in education Newly of methods Shi way Execution done can its experimental concept Given come is. Educational Meanwhile view Audible of equipment Use done can is. This Various of equipment Use to do Economics The teacher training taken to have should.

classroom teaching Action Research- Economic Survey- Training is also given to the trainees with reference to the preventable problems that arise. An understanding of working with the individual differences of the students in the class is gained.

of economics To the teachers the following in affairs training to give Necessity stay is.

(1) Economics Education for different different Techniques, procedures, methods Regarding training to give. This way Teacher to teaching Effective made can.

(2) in economics evaluation which way to do its training.

(3) of course competence checked can that for training to give.

(4) Educational of psychology knowledge to the teacher to give.

(5) Economics in education comprehensive point of view And Education for appropriate of attitude development to do necessary is.

(6) The teacher economic affairs to understand And of his Clarity to do perspective to develop should.

(7) Trainee Colleges A.V role vertical to do so that Teacher own profession towards Positive Attitude have.

Economics of the teacher skills:

Economics Teacher for required skills: Kotha to make, listings ready to do, Graph to draw, Kotha K Fig K of graphs Interpretation to do, the lock to get, Review to do, Summary ready to do, fieldwork to

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do,context Choice to do,Educational of devices successfully Use to do,other from cooperation to get etc.

one Time training take took That is Teacher complete is like this to believe erroneous is.training Pamela The teacher Also own of business For development Sevakalim of training benefit to take J should.of education Newly from currents The teacher informed stay J should.service Expansion center by held coming"New version"in classes The teacher Part to take J should.economic of Institutions interview,Economics related to Radio conversation listen to,periodicals And Newspapers by economic from the news informed stay should.Besides If possible become that Educational Meanwhile surveys Also The teacher doing stay should.

4.Economics of the teacher qualities/Duties:

- 1.Teacher absolutely student Central to be should.
- 2.Teacher high of Kotin think possessors being should.
- 3.Teacher own in the subject expert to be should.
- 4.Various Educational of equipment Use the doer to be should.
- 5.Teacher always to the student Encouragement the giver to be should.
- 6.at school Various study together of activities Planning the doer to be should.
- 7.The teacher of the student of emotion Acceptance to do should.
- 8.to the teacher of the student of the problem Experience to be should.
- 9.to the teacher own the subject Besides other of the subject knowledge to be should.
- 10.Teacher Discipline of compliance Insistent to be should.
- 11.Teacher transformation with coordination recipients to be should.
- 12.New method And of technique Educational in action Use the doer.
- 13.Teacher Various context of literature Use the doer to be should.
- 14.The teacher always of students Parents with in touch stay should.
- 15.Teacher own function towards honest to be should.
- 16.Teacher dutiful to be should.

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17. seminar And In the workshop Part taker to be should.
18. Teacher Impressive Personality possessor to be should.
19. Teacher Addicted No to be should.
20. Teacher Psychological approach possessors to be should.
21. Teacher other of languages knowledgable to be should.
22. Teacher New researches knowledgable to be should.
23. Teacher Scientist perspective having to be should.
24. student towards His Attitude Generous to be should.
25. Teacher unlearned to be should.
26. Teacher Prejudice free to be should.
27. Educational in action expertise to have should.
28. Teacher Enthusiastic to be should.
29. Teacher good Professional And organizer to be should.
30. He of the student friend, Philosopher And Guide to be should.
31. Teacher characterful to be should.
32. Teacher Discrimination free to be should.
33. The teacher of the student economic Assistant as work to do should.
34. Teacher confidently All to be should.
35. Teacher good speaking to be should.
36. that Educational function Attractive And Effective the creator to be should.
37. Teacher at school the human of relationships founder to be should.
38. Teacher of truth Search the doer to be should.
39. Teacher aesthetic to be should.
40. Teacher Welfare transactional to be should.
41. that Students for Prernamurthy became stay like that to be should.
42. in the teacher appropriate Leadership to have should.

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43. Teacher All to skill acquired the doer to be should.

44. that Democracy In approach Believers to be should.

45. The teacher Students with intimate behavior to do should.

46. He Always of education Quality improve for Striving stay should.

47. He to the student Life oriented Education to give should.

48. Teacher Subtle decisive to be should.

49. He of students latent Power out to bring for Striving stay should.

50. that New New of Tafniki Educational in action Use the doer to be should.

of the teacher tasks as Research And of technology Appropriation:

Research And technology by of economics to the teacher of economics in education Newly of methods Shi way Execution done can, Various of techniques which way Appropriation Curry can be, as well Educational Meanwhile view-Audible of the instrument Use which way done can its experimental concept to the teacher Research And of technology from appropriation happen is.

class With regard to avoidable problems arising during education, action research and economic survey training are also given to the trainees. An understanding of working with the individual differences of the students in the class is gained.

of economics in the teacher New of research tendency to have should. This to the guna Due to that no one Also to the principle checked will be able to. of the classroom small-small of the problem solution Towards The teacher Always leading stay should. as well neutrally work to do tendency to show Among the students Research sight to develop The teacher attempt to do should, as well of technology Various of media in the classroom Appropriation by doing real Education of work joy to the students done Effective Teaching done can be.

3.2 diagnostic function

Preface:

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physical malformation, shyness, the subject And intolerable Emotional condition etc Many to reasons
Due to Children school life Meanwhile messy And Dissident done go is. in children one come on
second for reason different different impairments K defects remained go is. This impairments K the raw
Educational the disease is. Time going a distorted become is And And the victim becoming child in the
field of study backward stay feel is. of a child the raw to distinguish This to the task diagnosis say
is. Educational diagnosis of a child Raw that fierce Form assumption do that Before to him distinguish
for process is.

2. Meaning And concept:

Education in the field diagnostic And Therapeutic come on Corrective of education concept From
medicine came is. As one the patient to a person healthy to keep for of therapy Necessity have is that J
According to of students defective to illness away to do of illness diagnosis by doing to him away to
do Therapeutic of education Necessity stay is. today of psychology to influence due to This Kind of of
education requirement multiple increased gone is.

This the subject Completely of study the subject is only Speech Or Some The remedy show from debt
impairments away done can not a for The teacher personal efforts Curry Follow up program to adopt
should.

each one student when in class teach is then And objective a have is K a Students J Nothing study is
that complete way Studying. But of teaching In the end like that to see found is K a lot J a few
Students to the textbook Completely learned can is. Some So Utterly learned can not. This to learn base
Some somewhat Teacher on Depending is And Some somewhat of students mental level on of
psychology like that to believe is K in class Extremely bright And dull intelligent Students 2-2 percent
have So 18 percent bright And medium intelligence between, 18 percent dull And medium intelligence
between And 60 percent common intelligent have is. thus anyone in class 100 percent of students level
Correspondingly one J at the time Educational do a Teacher for possible J not. to all alike to learn can

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be not. The teacher common way So common intelligent to the students into consideration keeping J pedagogy to do falls is. Hence Jetswi And retarded of children difficulties understand can be not. Specially by doing Personal differences Or of atmosphere variation Or other behind remained going of students In context personal Correction for done Education a Corrective Or Therapeutic Education called.

diagnosis (Diagnosis) originally a So Medical of science the word is. 'of the patient therapy doing before Doctor Stethoscope Thermometer, X-Ray, of blood pressure other Verification to measure of equipment Use by doing of the patient of disease diagnosis do is. (However today So most of Doctor the eyes by pinching Medicine do is) Medicine applicable falls from that the pain which one is that know Le is. thus the patient laboratory became go is. Education in health Also Ditto is to? of disease correct diagnosis happened without of the patient of treatment Meaning not. so J of economics in education is. of economics in education Some Students raw Known falls is their Progress His Interest wise worrisome is. So Such of students of economics in the subject where the raw is that to know Shi way? a for no one instrument right? Yes instrument is

diagnostic tests. (Diagnostic Tests) diagnosis tests by of economics which concepts which one subject matter, where in skills the raw is that know can be is. thus of defects diagnosis a First step is. This of the program Underlying Teacher Many trick-of techniques Based on Students personal And collective way which which errors do is its concept to get attempt do is. Such diagnostic function for Teacher conversation, Questionnaire, Certified diagnostic tests And Education by to be taken common of examinations resort to Le is. of students of defects of diagnosis so much J importance is As much as no one one of the patient of illness of diagnosis.

If of disease diagnosis No happen And of economics Professor St. 11-12 No course finished to do In Mathamana J fell stay So Errors increased J do ie the disease increased J do. New the disease added go. New Errors added do, Finally the patient on the deathbed falls Like that J way student in economics fail J go. St. 11 of economics of education of errors diagnosis No happen And standard-12 in student walked go there New Errors added then in college In it Increase happening J go That is to the disease

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growing up J stop should. thus Errors No know can be there until correct appropriate therapy Also No done can. thus diagnostic function a Therapeutic-Corrective Education the previous one Prediscipline is. diagnostic function

1. diagnostic to the task In English Diagnostic Worksaid come is.

2. diagnosis the word Medical from the field located is.

3. A.D. Doctor First of all of the patient of disease diagnosis do is.

4. of the teacher function Vidya the raw And weak know that the raw which can be that for Punishment J function That is JC

4. in education diagnosis too much Useful is. to the students in the classroom study. tasks at the time which which difficulties falls is. where problems Nade is. Or of subject matter issues Students learned can not that to know for Teacher J Steps Le to him diagnosis said come is.

5. diagnosis to do for diagnosis to the tests of diagnosis therapy Use happen is.

Therapeutic function:

1. Remedial work is called Remedial Work in English.

2. therapy the word In education development got is.

3. A.D. of disease diagnosis to do Medicines injection by therapy do is.

4. of the teacher function of students the raw And weakness know that the raw which way away Curry can be that for Education of improvement J function That is J positive function.

5. of diagnosis therapy for improvement oriented Education of approach Use happen is.

unit-4 Economics in education evaluation

4.1 of evaluation concept purposes the stairs

1. Preface:

of education each one aspect covered taking Continuous And comprehensive process that evaluation is. evaluation Educational of the process Indivisible organ is. study-of teaching In the process subject

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matter, of subject matter of teaching Fixed purposes, study experience to give process And Teaching of experiences Based on Among the students happening behavior changes- This All affairs associated with link As Mutually tangled up is.

Teaching of the process First step subject matter And subject matter based on Fixed purposes is. Second step study experience by Among the students As developer behavior changes is. when Tertiary step evaluation is. the whole of education In the process of evaluation attention here Given Fig from Clear happen is.

of evaluation concept:

evaluation the word of the student the whole of development In context Applications the word is. Teaching process by Among the students Various of powers And of skills development happen is. with Among the students appropriate interest And Attitude Cultivated is. Among the students of habits Construction happen is. This All of affairs Verification to do Fixed instrument by measurement happen to him evaluation say is. evaluation a student, Teacher And Teaching of the process competence to check, to verify And of mulvani function doing process is. Free (Moffatt) to the assessment the following in words explain is.

"Evaluation is a continuous process and is connected with more the formal academic achievement of students. It is interested in the development of the individual in terms of desirable behavior changes in relation to his feeling, thinking and actions."

meaning

evaluation Continuous running process is. And that of students Formal Educational achievement Than Special is. that of a person to development More in the target keep is. that of a person development for its emotions, its think And of actions related to organized desired behavior- In change Clear do is.

James like this. Lee. (James M. Lee) to the assessment the following in words explain is.

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"Evaluation is the appraisal of pupils progress in attaining the educational goals set by the school, the class and himself. The chief purpose of evaluation is to guide and further the students learning. Evaluation is thus a positive rather than a negative process."

meaning-

"evaluation school,class And own caste by Determined Educational to the objectives Accomplished to do in relation to of the student of progress Verification is.of evaluation main purpose to the students Next to learn in the matter Guidance to give is.thus evaluation Negative process instead of Positive process is."

evaluation Regarding S.K.Cochran(SK Kocher)below According to adopt is.

"Evaluation is an inclusive concept. It indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of desired outcomes. It is compound of objective evidence and subjective observation."

meaning-evaluation expected changes of purposes in sight And All efforts with Quality,values And of effectiveness way Clear way to value showing is.that Purposeful grounds And Self oriented of observation Combination is.

In short-

*evaluation one A.V process is.J Continuous let's go is.

*evaluation study of the process Indivisible organ is J of education of objectives achievement with thick relationship have is.

*evaluation of the student All round development with relationship have is.

*evaluation Among the students As expected behavior-to changes Clear do is.

*evaluation of the student achievement Clear do is.simultaneously to him development for mentor become is.

*evaluation of purposes of accomplishments of the border determination doer process is.
of evaluation purposes This According to is.

*Educational tools And of teaching of the method Effectiveness know can be.

*Tas K unit for done study of the process Effectiveness know can be.

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*Teaching process for The teacher Determined done of purposes achievement know can be.

*Students for Determined done expected behavior Change know can be is.

*The student Cognitive, functional And sentimental in the field Received done achievement know can be is.

*of study Various of issues Effectiveness know can be is.

*of the teacher of class affairs effects know can be is.

*Teacher And class in between happened to the suffix know can be is.

•evaluation of the process Various the stairs below According to put can be.

(1)evaluation for purposes Determined to do.

(2)each one of purpose of the student desirable behavior-In change specification to do.

(3)of purposes In context Educational of experiences Planning Curry that According to Education function to do.

(4)Determined purposes how many somewhat Accomplished happened its evaluation for the test to form.

(5)evaluation of the test of results Analysis Curry in action required Amendment to do. This the stairs Educational purposes, study experience And Educational evaluation between Inter to the relationship Clear do is.

4.2 question No types (concept, good off Kind of symptoms)

of questions Various types:

of evaluation Written in the process Various Kind of questions asked come is.

common way This In the questions, (1)Dissertation oriented questions (Essay Type Questions) (2)short answer questions (Short Answer Questions) And (3)Ati short answer

Introspective questions (Objective Type Questions)

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of questions type

↓

Essay type questions(E)

Short answer questions(S)

Object oriented questions(o)

*Essay Kind of questions(E): Essay Kind of questions Answer examinees freely give can be. In that bond K Condition having not of questions Answers long have is. Dissertation oriented of questions benefit below According to is.

- (1) This Kind of questions composition Simple have is.
- (2) of questions composition Less in time Curry can be is.
- (3) of questions in the north of thoughts free to expression chance found is.
- (4) a few questions by of course Important to the issues covered can be is.
- (5) This Kind of questions diagnosis for too much Useful is.
- (6) This Kind of questionable of the question paper of printing expenses less come is.
- (7) of the student North by of the student thinking power And mental to power know can be is.
- (8) in the student to thoughts Logical in order presented to do skills increases is.

Dissertation oriented of questions limitations below According to is.

- (1) In the question paper Less/a few J questions asked could Since curriculum perfect covered could not.
- (2) North In the investigation of the examiner Self-centeredness effect do is.
- (3) of the question paper of standard less stay is, Credibility decrease is.

short answerable questions(S) :

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Dissertation oriented of questions limit away to do Short answer of questions composition done come is. This of questions North Absolutely Among the issues K Four-Five in sentences be written is. This Kind of of questions of composition benefit This According to is.

*of questions composition Simple is.

*multiplication More Absolutely way happen is.

*of questions composition According to expected Answer Fixed become is.

*of questions the number More Relatively Since to the subject matter big Relatively covered can be is.

*Question paper More reliable, standard And Classical become is.

Selfish/Object oriented questions:

Dissertation oriented And short answerable Both Kind of of questions limit away to do Selfish, Object oriented of questions Form ready happened is. This Kind of of questions North Clear have is. anyone the person North give So its correct North only one have is. Hence In multiplication precision come is. the test reliable And standard made can be is. of questions Answer multiplication the key According to to check Since the subject No the knower the person Also of the examiner function Curry can is.

Selfish of questions Two in the section division happen is.

(1) memory based on questions And (2) identity K identification based on questions.

(K) memory based on questions:

(1) relationship deductive question: This question in the form of Three detail Given have is. First Two of detail of relation Based on Third detail with relationship containing fourth detail to finish have is.

(2) Legislation question: This Kind of in question one base statement incomplete Given come is. of the statement below Three/Four option for words have is. notification This According to have is.

(3) Answer give Kind of questions: This Kind of In the questions the word, phrase K in numbers Fixed North found stay Such questions asked is. to the question In the end empty in space And North to write have is.

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(4)one in a sentence Answer give:This question in the form of of the question Answer one in a sentence to give have is.

(Kh)identity K identification based on questions:

(1>true-wrong North question:This Kind of of questions composition Simple is.Such In the questions one statement presented done have is.The examinee a statement right K wrong a to show have is.wrong have So to improve is.

(2)joints attach(couple the test) :This question in the form of Enlightenment And of knowledge of use purpose checked can be is.This question Two in a row have is.First row Exciting(Stimulus)And Second row reaction(Response)

as to identify come is.to the student First of rows the word with Second of rows related to order K to the word to connect have is.

(3)Multiple choice the test:This question in the form of Two Part have is.of the test First Part in question form K Legislatively be written is.J'Branch(Item)called is.of the test second In part Three/Four/Five potential Answers to suggest come is.J'option(Choices)called is.In the options one correct Answer-the most Excellent Answer have is.the rest options disruptive K Inhibitor as have is.This of the test composition Simple is.

(4)empty space finished:This question in the form of one K from one More words missing have is.of the statement empty in space appropriate the word put statement finish to do stay is.in statement empty of space location anyone In part have is.Some Time statement then in brackets Three option placed come is.Three From the options correct the word Find out empty space to finish said come is.

(5)Gravity question:This question in the form of Multiple choice And couple Kind of Mixed of composition Inclusion happen is.This the test Two In part have is.First In part Gravity K noun Given have is.second In part some Statements K words Given have is.First in the section J the key K noun second of the department relationship Having of the word Next Given()in be written is.second in the section relationship Having more words have is.This the test knowledge,Sense And of knowledge of

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(Affiliated To Saurashtra University & NCTE)
(Vaishali Nagar 2 & 3, Near Amrapali Under Bridge, Rajkot)

use of purpose Verification do is. This Kind of the test to form for Teacher have deep subject knowledge And of Mahavara required stay is.

(6)deterministic the test: This Kind of question in the form of no one one fact K of the incident Various occasions horizontal in order gave to him order According to to arrange said come is. here student fact remember Curry obtained of knowledge Use order determined done do is.

(7)classification the test(Classification Type): This question in the form of Given of information classification to do have is. This the test Sense And of knowledge of use purpose verify is..

4.4 Blue Print based on Question paper intonation

Blue Print And of the question paper composition:

Excellent of the story Question paper to form for premeditation And Planning to do falls. good of the building construction for engineer of the building Blue Print ready do is. Like that way The examiner Carefully of the question paper composition Than before its Blue Print ready to do falls. Blue Print good of the question paper composition for Alchemy is. a good of the question paper composition for cornerstone is. Babloo to print Based on ready done Question paper Methodical, Educational issue, purposes, Question type appropriate weighted, Difficulty value And deduction of value maintainable, Scientist Approachable become is. In short, Blue Print quality Question paper to form for Planning do is.

Blue of print composition doing at the time the following issues into consideration to keep should.

- (1) Educational of issues selection And appropriate representation
- (2) each one to the issues appropriate Weight allocate.
- (3) study of the process Fixed purposes coefficient allocate.
- (4) subject matter According to Various Kind of Questionable on marks Weight allocate.
- (5) each one of question of the north time limit determined to do.

SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

(Affiliated To Saurashtra University & NCTE)
(Vaishali Nagar 2 & 3, Near Amrapali Under Bridge, Rajkot)

Construction of a three-dimensional array: This type of tridimensional matrix is the semester after the written exam, can be used when it is semi-semester or annual. Also after planning the unit lesson unit test is created by creating a tridimensional table for evaluation of the unit lesson. Here a blueprint is created based on a single unit, which shows how marks are assigned according to content, academic purpose and question type. This is just an outline.

Allotment of marks according to subject matter:

Any subject or unit can be divided into distinct departmental points. That issue has particular specificity and length. More or less mental processing is required to understand it. Keeping these things in mind, the marks are allocated according to the issues.

| order | Content points | questionthe number | Marks allotted | Weight (in percent) |
|-------|-------------------------|--------------------|----------------|---------------------|
| 1. | Importance of forests | 05 | 06 | 24 |
| 2. | Types of forests | 08 | 14 | 56 |
| 3. | Preservation of forests | 05 | 05 | 20 |
| | Total | 18 | 25 | 100 |

Allocation of merit according to purpose:

Objectives are set according to the subject or unit prior to teaching. Credit is allocated according to the importance of the purpose.

| order | purpose | questionthe number | Marks allotted | Base (in percent) |
|-------|----------------|--------------------|----------------|-------------------|
| 1. | knowledge | 09 | 09 | 36 |
| 2. | Sense | 03 | 03 | 12 |
| 3. | remediesPeople | 04 | 11 | 44 |
| 4. | skill | 02 | 02 | 08 |
| | Total | 18 | 25 | 100 |

Allotment of marks according to question type

SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

(Affiliated To Saurashtra University & NCTE)
(Vaishali Nagar 2 & 3, Near Amrapali Under Bridge, Rajkot)

| order | Question type | questionthe number | Marks allotted | Weight (in percent) |
|-------|----------------------|--------------------|----------------|---------------------|
| 1. | Essay type(E) | 01 | 05 | 20 |
| 2. | Short answer type(S) | 03 | 06 | 24 |
| 3. | Apathetic type(O) | 14 | 14 | 56 |
| | Total | 18 | 25 | 100 |

Three dimensional rooms:A three-dimensional kotha can be formed based on the above three kothas. Thus it is a Kotha connecting all three Kothas. These kothas are designed keeping in mind all three parameters, so it is called a three-dimensional blueprint or blueprint.

| Three dimensional rooms | | | | | | | | | | | | | | | | | | |
|-------------------------|-------------------------------------|----------------------------|-----------|---|----------|-------|---|----------|--------------------|----------|----------|-------|----------|---|----------|----------|------------|------------|
| orde r | purposes | | knowledge | | | Sense | | | remediesPeop le | | | skill | | | Total | | | Total |
| | Sub unit | of quest ion type | E | S | O | E | S | O | E | S | O | E | S | O | E | S | O | |
| 1. | the demand | | - | | 2 (2) | - | - | | | | 4 (4) | | | | - | - | 6 (6) | 6 (6) |
| 2 | inflation | | 5 (1) | | 2 (2) | - | - | 3 (3) | | 4 (2) | | | | | 5 (1) | 4 (2) | 5 (5) | 14 (8) |
| 3 | supplies | | - | - | - | - | - | | | | 3 (3) | | 2 (1) | | | 2 (1) | 3 (3) | 5 (4) |
| | Total | | 5 (1) | | 4 (4) | - | - | 3 (3) | | 4 (2) | 7 (7) | | 2 (1) | | 5 (1) | 6 (3) | 14 (14) | 25 (18) |
| | Total Question Total Marks | | 9(5) | | | 3(3) | | | 11(9) | | | 2(1) | | | 25(18) | | | 25 (18) |

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☆ () Number given inside indicates number of question () Number given outside indicates marks

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