

Seminar

On

Educational

efficiency in

Education

EDUCATIONAL EFFICIENCY IN EDUCATION

is important at national, local and individual levels. Its benefits accrue both to individuals, and as such provision of education in many countries is paid for at least in part from the public purse. With competing demands for government funding, it is important for education to be provided as efficiently as possible. Efficiency occurs when the maximum value added (such as test results or value added) are produced at the lowest level of cost (be that financial or, for example, the innate ability of students). This special issue is devoted to the topic of efficiency in education, and is well-timed given that it comes at a time around the world struggle with public finances in the wake of the global financial crisis of 2008. In this paper, we explore and provide an overview of the themes of this issue and introduce the papers contained therein.

Many people often feel ambivalent about the pursuit of efficiency in education. On the one hand, there is a basic belief that efficiency is a good and worthy goal; on the other hand, there is a sense of worry that efforts to improve efficiency will ultimately undermine what lies at the heart of high-quality education. Part of the difficulty stems from a misunderstanding of the meaning of efficiency as well as from the legacy of past, sometimes misguided, attempts to improve the efficiency of educational systems. It is therefore useful to begin with a clarification of the efficiency concept.

The concept of efficiency applies to a remarkably large number of fields, including education. At its core is a seemingly simple idea that presupposes a transformation of some kind. One can think about the process in terms of what was in hand before the transformation, what was in hand after the transformation, and one can also think about the transformation process itself.

Inputs and elements are commonly referred to as ingredients, inputs, or resources while outputs and elements are called results, outputs, or outcomes. The transformation process is often less obvious and can become confused with ingredients. For example, in an educational setting, a teacher can be thought of as an ingredient while teaching is an output, and the actual transformation process.

The concept of efficiency is often connected to a moral imperative to obtain more desired results with fewer resources. Efficiency needs to be thought of as a matter of degree.

Efficiency is not a "yes/no" kind of phenomenon. It is instead better thought of in relative or comparative terms. One operation may be more efficient than another. This said, the more resources available for the two operations could become even more efficient. The quest for greater efficiency is never over, and this sense of a perennially unfinished agenda is one source of the generalized sense of anxiety that tends to surround the efficiency concept.

Collage of Teacher Education ; Andhra Mahila Sabha
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ASSIGNMENT

Paper - III

Subject : Psychology of Learning and Development

Topic : Problems of Adolescence and self-identity

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Name of the Student

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Roll No.

CONCLUSION

At this stage of development in efforts to apply the efficiency concept to the field of education several conclusions can be reached.

1. It is important to make sure that the comparative information suggesting that one educational unit is more or less efficient than another is accurate.
2. This accurate comparative information needs to be used as a set of guidelines/suggestions and needs to stop short of becoming overly rigid and prescriptive.
3. Efforts need to be made to monitor very carefully the results of attempts to improve the efficiency of educational systems that are perceived to be below expectations.
4. Additional research efforts need to be made to better understand the technical properties of the transformation process that gives rise to desired educational results.

Bibliography

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- Cherman, Susan H. 1999. "The New Accountability." *CPRE Policy Briefs* RB-27 January. Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania.
- Gold, Helen F., ed. 1996. *Holding Schools Accountable*. Washington, DC: The Brookings Institution.
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Disregarding rules and limits
Use of illegal substances etc.

If the teen displays several of the above behaviours, they are likely struggling to form their identity.

The next step parents can take to encourage healthier patterns is to ensure their teen is getting the support he/she needs at home.

Conclusion :-

From the above study it can be concluded that there are some common physical, mental problems among the adolescents. We should realize their needs and get closer to them so as to deal with them in every situation.

References :-

- ① www.google.com
- ② www.simplypsychology.org
- ③ J.C. Agrawal : Psychology of learning and development
- ④ Mangal S.K : Advanced Educational psychology.

ADOLESCENTS :-

Introduction :-

Adolescence is a transitional period, from childhood to adulthood which spans the ages of 12-24 years old. During adolescence the desire for independence and autonomy increases, and parents usually find themselves much less thrilled with the developmental indicators of this increasing maturity.

Meaning :-

The process of developing from a child to an adult. Adolescence, transitional phase of growth and development between childhood and adulthood.

Concept :-

The word Adolescence is adolescere, which is derived from latin, that means 'to grow up'. It is a transitional stage of physical and psychological development

The brain continues to change and mature at this stage, but there are still many differences in how a normal middle adolescent thinks compared to an adult.

Late Adolescents :- [18-21 and beyond] :-

Late adolescents generally have completed physical development and grown to their full adult height.

Teens entering early adulthood have a stronger sense of their own individuality now and can identify their own values. They may become more focused on the future and base decisions on their hopes and ideals.

Problems of Adolescence :-

The most common problems among adolescents relate to growth and development, schools, childhood illnesses that continue into adolescence, mental health & disorders.

and the consequences of risky or illegal behaviors. Psychosocial adjustment is a hallmark of this phase of development because even normal individuals struggle with issues of identity, autonomy, sexuality, and relationships.

Some of the problems are :-

- Behavior problems in Adolescents
- Contraception and Adolescent pregnancy.
- Drug and substance use in adolescents
- Self-Esteem and body image.
- Stress, Bullying.
- Depression.
- Cyber Addiction.
- Drinking and smoking.
- Peer pressure and competition
- Defiant Behaviors. etc.

Problems of Self-Identity :-

While there are a variety of ways that teens experience identity formation

e Choice of Outcomes

The goal is to obtain more desired results from fewer resources, then it is important to be clear about what is being sought. Society might have a very efficient system because a large amount of outcome is being obtained relative to the resources being spent or invested, but if the outcomes are out of sync with what is truly desired, there is a real sense in which the system is not very efficient. Of course, this invites important questions about who gets to decide what counts as a desirable outcome, and in education there are longstanding and ongoing debates over what the educational system ought to be accomplishing.

In the United States, education is viewed as a responsibility of the individual states rather than the national government, and the states have made efforts to define the outcomes they want from their educational systems. These efforts have come to be known as *standards-based initiatives*, where the standards constitute pronouncements from the states about the expected expectations for what the schools need to accomplish. The idea has been for each state to articulate the desired outcomes and then provide flexibility to the districts, schools, administrators, teachers, and students to meet the standards in ways that make the most sense in local circumstances.

States have handled this in different ways and there are interesting deeper questions about how to balance state judgments with judgments that are made at more localized levels. For example, should a disagreement between a duly constituted local school board and the state be settled? Going further, how should the views of local boards be considered as the state sets its standards? What is the proper role for minority views? And how should these questions be handled as time passes?

It is customary to think of the state's setting minimum standards that can be exceeded by individual localities if a locality resolves to do so and can muster the necessary resources. This thinking presupposes a hierarchical view of educational outcomes in the sense that outcome "C" builds upon outcome "B" while outcome "B" builds upon outcome "A." A problem is that outcomes may not always have this kind of hierarchical nature. Suppose a school wants to provide a high degree of personalized attention as part of its program. What is the input or an outcome? Let us suppose that this is a costly thing to do. The school then faces the fact that this strategy is going to consume more ingredients and if only the standard outcome is looked at, this school is going to look like costs are high relative to the outcomes produced. Hence, the school could look inefficient for the simple reason that it has chosen a different set of educational goals. There is also the possibility that a locally chosen strategy can interfere with or undermine one of the state selected goals.

that generally occurs during the period from puberty to legal adulthood. The World Health Organisation (WHO) defines an adolescent as any person between ages 10 to 19.

Many physical, sexual, cognitive, social and emotional changes that happen during this time can bring anticipation and anxiety for both children and their families.

STAGES OF ADOLESCENCE :-

Early Adolescence :- [Ages 10-13]

During this stage, children often start to grow more quickly. They also begin to notice other body changes, including growth under the arms etc. These changes can inspire curiosity and anxiety in some - especially if they don't know what to expect or what is normal.

Early adolescents have concrete, black and white thinking. Things are either right or wrong, great or terrible, without much room in between.

Middle Adolescence [Ages 14-17] :-

Physical changes from puberty continue during middle adolescence. They may have some voice cracking, some develop acne. At this stage, many teens become interested in romantic and sexual relationships. They may question and explore their sexual identity - which may be stressful if they do not have support from peers, family or community. Many middle adolescents have more arguments with their parents as they struggle for more independence. They may spend less time with family and more time with friends. They are very concerned about their appearance, and peer pressure may peak at this age.

PERIOD PLAN - 8

I. PRELIMINARIES:

Name of the trainee teacher: R. Sanghamitra
Name of the school: Sacred Heart School
Class: VIII
Subject: Mathematics
Unit: Comparing Quantities Using Proportion
Topic: Finding Discounts
Duration: 40 min

II. ACADEMIC STANDARDS:

- (i) Problem Solving: Student can understand and solve problems involving discounts.
- (ii) Reasoning and Proof: Student can understand the various steps involved in arriving at the sale price after applying the discount.
- (iii) Communication: Student can explain in his/her own words the concepts of marked price, list price, rebate, etc.
- (iv) Connection: Student can give examples of discounts or rebates in day to day life.
- (v) Visualisation and Representation: Student can represent the discount as selling price minus marked price mathematically and also with respect to discount percentage.

III. TEACHING STRATEGIES: Problem Solving method, Explanation method.

IV. TEACHING LEARNING MATERIAL:

8th class Mathematics (EM) Textbook (SSC)

S.No	TEACHING STEP	TEACHING ITEM	TEACHING ACTIVITY
I	INTRODUCTION		
(a)	Greeting		- Teacher greets the students.
(b)	Mind Mapping / Brainstorming		- Teacher asks questions related to the concept. - If the price of an item is reduced and sold, what is it called? - Is there another word for it? - Is it given as amount or percentage usually? - Will this reduction be applied on marked price or sale price? - How can we calculate the final sale price?
(c)	Declaration of Topic		- Teacher declares the topic.
(d)	Probing Questions		- Teacher asks questions to correct previous knowledge to current concept. - Do shops always sell items at the same price as marked? - In which events do they reduce the price? - What is it organize called when shops organize events and sell products at low price?

BLACKBOARD WORK	TEACHING LEARNING MATERIAL
<p>"FINDING DISCOUNTS"</p>	 

S.No	TEACHING STEP	TEACHING ITEM	TEACHING ACTIVITY
II	PRESENTATION		
(a)	Conceptual Understanding	Discount	- Teacher explains the concept further by shows real life examples like pamphlets for sales and discounts from various shops on various items.
(b)	Reading the text and writing the keywords		- Teacher asks the students to read pages 102 and 103 and identify the keywords. - Teacher writes the keywords on the blackboard. - Teacher explains the keywords.

BLACKBOARD WORK

KEYWORDS:


- 1) Marked Price (M.P)
- 2) Rebate/Discount
- 3) list price, catalogue price.

1) Marked Price (M.P):
The price on the price tags of articles is called the Marked Price (M.P).

2) list price or Catalogue Price:
Price of items are marked according to the price list quoted by the factory which is called list price or catalogue price or marked price.

3) Rebate/Discount:
Price discount is called called as Rebate.

TEACHING LEARNING MATERIAL



FLAT 25% OFF
TITAN & FASTRACK
Frames and Sunglasses

15% International Brand Frames | 10% Titan Lens

TITAN eyeplus

28 & 29, GF, Amrutha Mall, Somajiguda circle, panipatguda, Hyderabad -500 082 | Ph-040-66777557 / 48536379

M
Apparel Ladies: 403 1001 1001-AW18
11640
8903732418218
MELANGE MELANGE/ROSCHE
Maximum Retail Price
₹ 499.00
Includes of all taxes
Manufactured & Marketed By
Lifestyle International Pvt Ltd
77, Town Center, Building No 3
West wing, Marol P.O., Bangalore-560037
Email: feedback@lifestyleladies.com
Tel no: 1800 006 3444

In case of complaints, contact
Manager customer service
Lifestyle International Pvt Ltd
77, Town Center, Building No 3
West wing, Marol P.O., Bangalore-560037
Email: feedback@lifestyleladies.com
Tel no: 1800 006 3444

Packed On: May-2018
Net Qty: 1 N
Color: PURPLE
Product: LADIES CHURIDAR KNT
Size: 76 cm

Indian Terrain Fashions Ltd.
M.P. ₹ 8,500.00 (Includes of all taxes)
MEN'S SHIRT
Style: ITM8H00960 LS
Fit: SLIM
Coll: STAND
Size: 40 cm
Net Quantity: 1 N
8007755404104

Size Exchanges: M
Mfg: (MAY)17/18

S NO	TEACHING STEP	TEACHING ITEM	TEACHING ACTIVITY
(C)	Activity	Activity on discount	<ul style="list-style-type: none"> - Teacher explains the topic further by doing an activity. - Teacher divides the class into groups and gives the activity sheet to each group. she asks them to discuss among their groups and mark the sheet accordingly. - Teacher then asks gives five minutes time and then asks groups to give their answers and asks the other groups to check their answer.
III	PROBLEM SOLVING	Solving problem on discount	<ul style="list-style-type: none"> - Teacher writes a problem on the blackboard and explains how to solve it.

BLACKBOARD WORK

Discount is the reduction given on the marked price.
 $Discount = Marked Price - Sale Price$

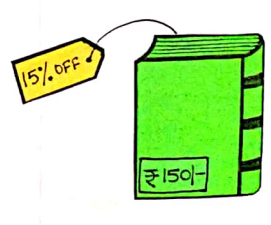
PUT '>', '<' OR '=' SIGN IN THE BOX ACCORDINGLY

① 15% OF 1000 16% OF 1000
 ② 5% OF 200 10% OF 100
 ③ 25% OF 5000 25% OF 500
 ④ Sale Price when ₹500 off on ₹5000 item. Sale Price when 10% discount on ₹5000 item.


Q1. The printed price of a tent is ₹150. The discount is 15%. Find the actual amount paid.

Sol: Price of printed book = ₹150
 Discount = 15%
 $= \frac{15 \times 150}{100}$
 $= ₹22.5$

∴ The amount to be paid
 $= \text{Printed price} - \text{Discount}$
 $= 150 - 22.5 = ₹127.5$
 ∴ Ans = ₹127.5



S.NO.	TEACHING STEP	TEACHING ITEM	TEACHING ACTIVITY
IV	MODEL PROBLEM SOLVING	Students solving problem on discount	- Teacher writes another problem on the blackboard and asks students to solve it.
V	RECAPITULATION		- Teacher summarises the topic taught as, the price on the price tags of articles is called the marked price or list price or catalogue price. The reduction given on marked price is called discount. It is also called Abate.
VI	HOME ASSIGNMENT		- Teacher writes two problems on the blackboard as homework.

BLACKBOARD WORK	TEACHING LEARNING MATERIAL
<p>Q2. The marked price of a gift item is ₹176 and it is sold at a price of ₹165. Find the discount percentage.</p> <p>Sol:</p> <p>Marked price MP = ₹176 Sale price S.P = ₹165</p> $\text{Discount} = \text{S.P} - \text{M.P}$ $= 176 - 165$ $= ₹11$ $\text{Discount \%} = \frac{\text{Discount}}{\text{Marked Price}} \times 100$ $= \frac{11}{176} \times 100$ $= 6.25\%$ <p>∴ Discount % = 6.25%</p>	
<p>HOMEWORK:</p> <p>Q3. The marked price of a ceiling fan is ₹160. The shopkeeper allows a discount of 6% on it. Find its selling price</p>	

SNO	TEACHING STEP	TEACHING ITEM	TEACHING ACTIVITY

TEACHER'S REFLECTIONS

Today's class was very exciting as they students identified very easily with the concept. They were able to grasp the concept easily and solve the problem. They also shared their experiences of various sales they went to and what products they got big discounts for. They also gave lot of examples where we can see discounts in our daily life.



BLACKBOARD WORK	TEACHING LEARNING MATERIAL
Q7 Kajal went to a shop to buy a dress. The shop owner gave her a discount of 20% and then 5%. Find the total discount amount that she got on her dress.	

Raj
SIGNATURE OF
THE TEACHER

S. An
SIGNATURE OF THE
TEACHER EDUCATOR