

**Details of Module and its Structure**

<b>Module Detail</b>	
<b>Subject Name</b>	<b>Education</b>
<b>Course Name</b>	<b>Contemporary Indian Education</b>
<b>Course Code</b>	<b>EDU501</b>
<b>Module Name/Title</b>	<b><i>Autonomy and Accountability: Teacher accountability, teacher commitment; Pedagogical practices: assessment modalities; limit-situations: structures-structured curriculum, examination system, time-table</i></b>
<b>Module Code</b>	<b>CIE020</b>
<b>Objectives</b>	<p>After going through this lesson, the learners will be able to</p> <ul style="list-style-type: none"> <li>• Analyse the ways to balance autonomy and accountability of teachers.</li> <li>• Apply the appropriate pedagogical practices useful for better and independent learning</li> <li>• Evaluate different assessment modalities used to measure the learning outcomes and apply in different learning situation</li> <li>• Examine pros &amp; cons of examination system to explore best practices of examination system for its implementation.</li> </ul>
<b>Keywords</b>	<b>Autonomy, Accountability, Teacher Commitment, Pedagogical practices, Assessment Modalities, Limit-Situation, Structure, etc.</b>

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## 1.1 INTRODUCTION

Autonomy refers to the authority to make decisions independently and carry out a plan of care. It is not contrary to collaboration and serves as a complement to shared work. With independent responsibility individual assumes sole accountability for autonomous decisions and actions but, on the other hand the persons with shared responsibility participate in decision making, assume joint responsibility for agreed upon decisions and have the responsibility for the implementation of the agreed upon plan of activity, and accept shared responsibility for the outcomes of that whole activity. Autonomy signifies a degree or level of freedom and discretion allowed to an employee. As a general rule, jobs with high degree of autonomy engender a sense of responsibility and greater satisfaction among the individuals.

Etymologically, autonomy means 'self-norm' or the condition or quality of being independent. When autonomy is exercised with the sense of responsibility and accountability, it inevitably leads to excellence in academics, governance and financial management of the institutions. In metaphysics, concept of autonomy is discussed as free will, fatalism, determinism, and agency. An autonomy principle is developed by a philosopher Iain King in 'How to Make Good Decisions' and 'Be Right All the Time', which states that "Let people choose for themselves, unless we know their interests better than they can." King argues it is not enough to know someone else's interests better than the person; autonomy should only be infringed if a person is unable to know their own interests on a particular matter. In moral philosophy, autonomy refers to subjecting oneself to objective moral law. Administrative autonomy is the freedom to individual or institution to manage its own affairs with regard to administration. Financial autonomy is the freedom to the institution to utilize the financial resources at its disposal in a prudent way keeping in view its priorities. Autonomy and accountability are two sides of the same coin.

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### **1.1.1 PURPOSE AND ASSUMPTIONS OF INSTITUTIONAL AUTONOMY**

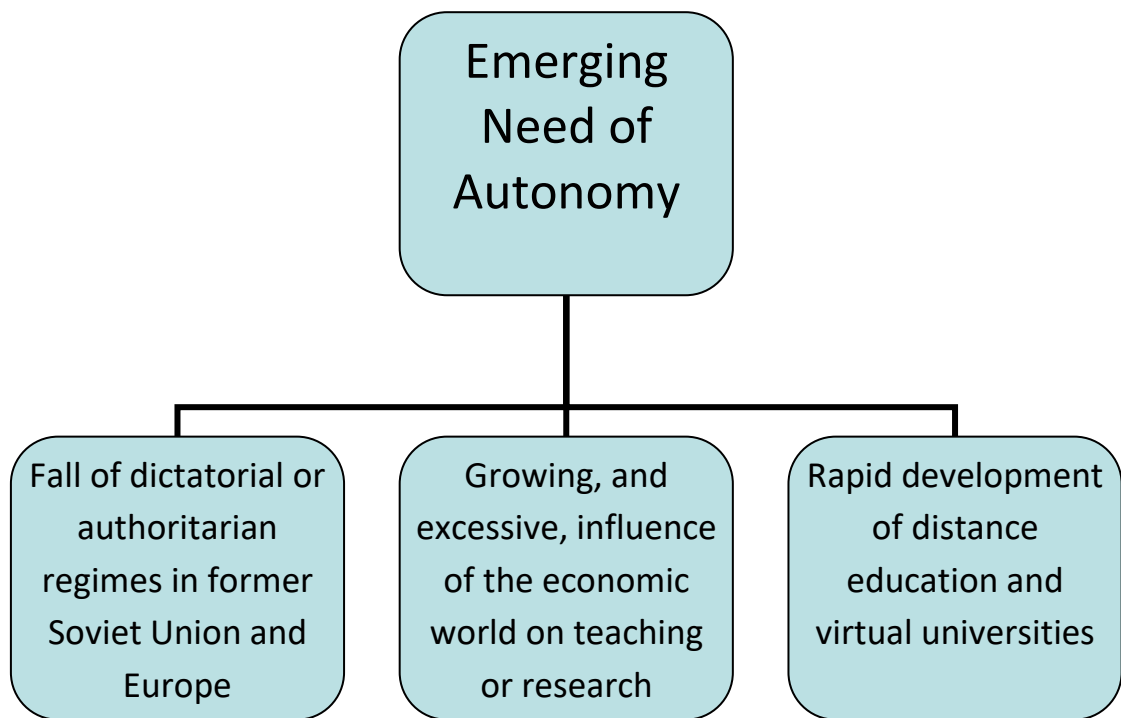
Institutional autonomy is having the capacities as a legislator to be able to implant and pursue official goals. The institutions are responsible for finding the right amount of resources or modify their current plans, programs, courses, responsibilities, and services to be able to have the means fit the end. An increase in leadership and a redistribution of the responsibilities of decision-making would be beneficial to the research of resources.

Autonomy is based upon the argument that people can properly undertake the work expected of them by the community which supports them only if they have freedom of choice and of action. This does not exempt them from public interest and criticism, nor does it mean that their policies should not be under review by themselves, and by others. One of the more important areas of institutional autonomy is in the selection of staff and students.

Another aspect of institutional autonomy lies in the determination of curricula and the setting of standards. Institutions can react to society's needs by the provision of new courses or the modification of existing ones much more effectively through their own network of contacts than through inflexible official channels concerned with manpower planning.

### **1.1.2 WHY INSTITUTIONAL AUTONOMY?**

There are several reasons why the issues of academic freedom and university autonomy have re-emerged on the agenda in the last few years. First of all, there is the spiralling increase in the number of students since the end of the Second World War with, as its corollary, the explosion of the number of higher education institutions in most countries. But three other phenomena have also played a decisive role for want of autonomy:



UGC has granted full autonomy to 62 higher educational institutions, including five central and 21 state universities, which maintained high standards announced by Javadekar (2019) union HRD minister. Expanding on the rationale behind the decision, the HRD minister said that government is striving to introduce a liberalised regime in the education sector with emphasis on linking autonomy with quality. However, this step - a giant leap by India's education sector means that the universities will now have the freedom to start new courses, decide on the fee structure, set-up off campus centres, start skill development courses, research parks and new academic programmes. They will also have the freedom to hire foreign faculty, enrol foreign students, give incentive-based emoluments to the faculty, enter into academic collaborations and run distance-learning programmes.

The decision to give freedom to these select educational institutes is a positive step these these institutions will not have to bear the brunt of over-regulation due to the involvement of a plethora of agencies such as MHRD, UGC, AICTE, etc. and leaving students under-equipped to face a changing world due to the administrative and regulatory obstacles. But the decision to give more power to select educational institutions will have positive results only if such autonomy is also given to faculty members.

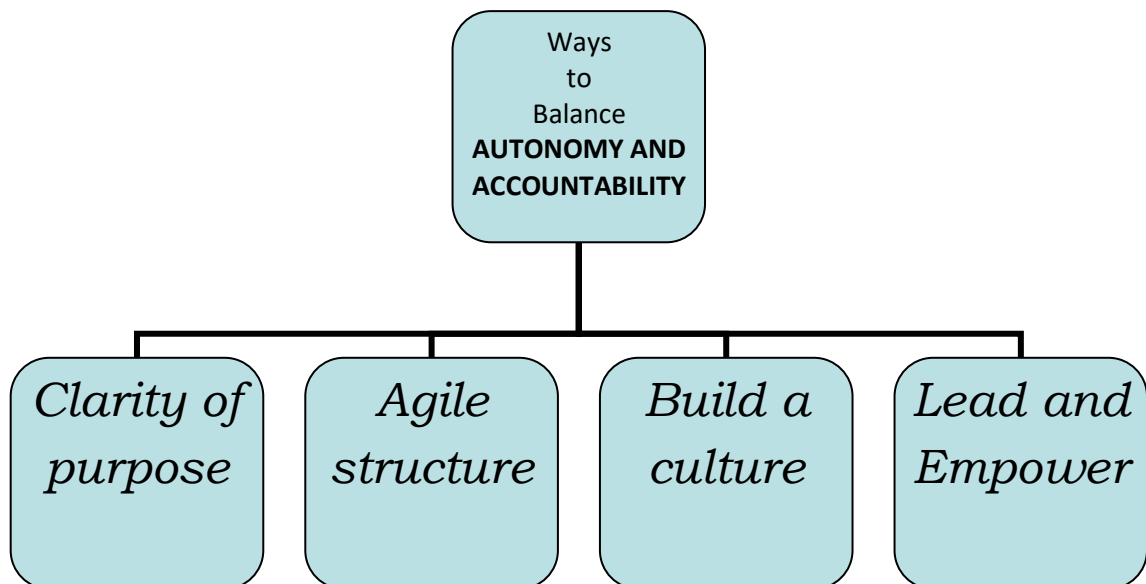
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## 1.2 BALANCING AUTONOMY AND ACCOUNTABILITY TO FUEL

### INNOVATION

Kant believed that in order for there to be morality, there must be autonomy. According to Kant, “auto” means to be free in a negative sense, where decisions are made on your own. Whereas, “nomos” is a freedom or lawfulness, where you are choosing a law to follow. Kantian autonomy provides a sense of rational autonomy, where one rationally possesses the motivation to govern their own life. Rational autonomy entails making your own decisions not solely in isolation but in a world with others.

Perfect balance may be ensured by giving people the freedom to feel empowered in their own work, while also building the guardrails and checkpoints that keep people accountable and moving towards common goals. Here are some ways to find balance i.e. embracing autonomy and maintaining accountability, for driving business forward with clear direction and the freedom needed within it to fuel innovation forward.



Clarity of purpose allows people the freedom to work in different ways and experiment and innovate autonomously with a clear future in mind. Present generation needs a more flexible structure, dynamic workplace cultures, and efficient collaboration. Innovative work cultures thrive not only when they focus on business goals and objectives, but personal development and

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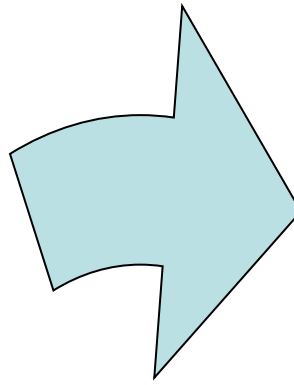
growth. Creative, independent people are more motivated when they see their own goals connect to the goals of the organization. Finally, *being a leader* is figuring out the best way to utilize your people to find the best solutions to the right problems.

### **1.3 TEACHER ACCOUNTABILITY**

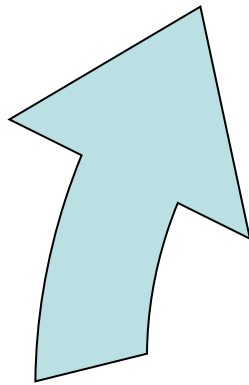
Accountability is used by school administrators, teacher institutions, classroom teachers, and the public in general. It is often quoted by parents and other people who have some business or something to do with teaching. Accountability on the part of the classroom teacher is very important. It is a measure of the teacher's dedication to his job. Classroom teachers as members of the teaching profession are accountable for the development and implementation of policies within the school system that will insure;

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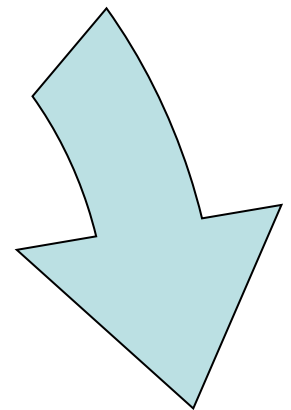
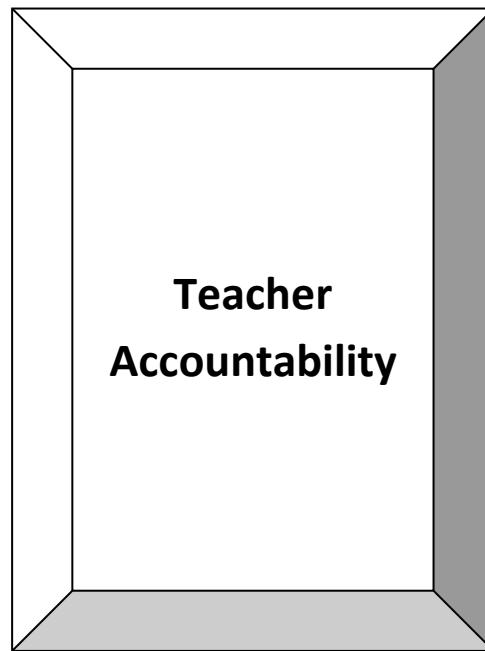
Preparation of child as a worthy member of Society



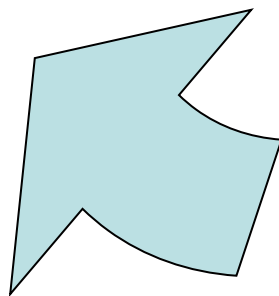
Establishing rapport with child and maximize learning opportunity for him



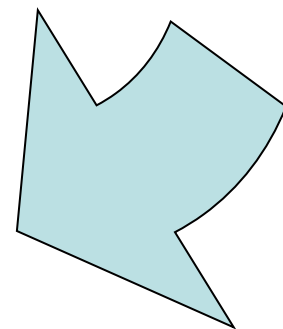
Accountability for academic preparation; enhancement of professional knowledge, skills and attitudes; involvement in social concerns, community affairs & ethical conduct



Accountability to self, to teaching profession, co-teachers, students, public, school administration



Conducive settings for teaching-learning where teachers set realistic goals keeping in mind administrative and community demands along with academic, vocational, attitudinal, humanistic, and behavioral ends





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Development of academic, vocational, physical and social skills of the child; a sense of worth; an appreciation of the culture; and an understanding of an ever-changing world are the major components of worthy personality. A conducive learning environment, judicious evaluation system and class management stimulates learning of the individuals. The teachers must prepare them for involvement in social concerns, community affairs and ethical conduct.

#### **1.4 TEACHER COMMITMENT**

Teachers must act, think, and present themselves like the professionals do. There are five professional commitments that are essential for a teacher in order to make a difference in the lives of students.

1. As lifelong learners, teachers must continue to learn from multiple sources of knowledge throughout their career.
2. They must have commitment to excel through professional development, workshops, conferences, or furthering of educational experiences.
3. Teacher must possess curricular accountability to decide the what, why and how of the teaching to make it interesting and relevant to ensure the progress of the learners.
4. Teachers must embrace diversity, including ethnicity, culture, socioeconomic status, disability, and sexual orientation and be committed to bridge the gap, among all the students as well as their families.
5. Unique individuals have unique needs. Teacher can meet learners' needs with the help of different teaching methods, including direct instruction, grouping students, and rearranging the groups as needed. Teacher must find out the ways to make everyone learn.

Collaborating and contributing to the school and classrooms are teachers' responsibilities. Active teachers seek to advance and improve all areas of education. Teaching is a process that must be constantly nurtured by all stakeholders, especially teachers and it should not be taken as a nine-to-five

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job where you can clock in and clock out every day without a thought to things being left undone.

## **1.5 PEDAGOGICAL PRACTICES**

Teachers must realize that highly effective teaching can improve students' learning. They must take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. Teachers must use effective teaching methods to maximise students' learning.

School leadership should keep abreast of research on effective teaching practices; establish and communicate clear expectations concerning the use of teaching strategies in the school; spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies; actively promote a range of evidence-based teaching strategies and provide teachers with ongoing detailed feedback on their classroom practices.

### **1.5.1 STANDARDS OF EFFECTIVE PEDAGOGY**

All the teachers must check and include these standards in their teaching. This is produced by the 'Center for Research on Education, Diversity and Excellence at the University of California'.

STANDARD	DESCRIPTION	INDICATORS
<b>Joint Productive Activity (JPA)</b>	Learning occurs most effectively when experts and novices work together for a common product or goal, and are therefore motivated to assist one another. These joint activities should be shared by both students and teachers. Only when the teacher also shares the experiences can the kind of discourse take place that builds basic schooled competencies.	The teacher designs activities requiring student collaboration to accomplish a joint product; matches the demands of the JPA to the time available; arranges classroom for individual and group needs of learners to work jointly; participates with students; organizes students in varied groupings, such as friendship, mixed academic ability, language, project, or interests, to promote interaction.
<b>Language Development</b>	Developing competence in the language(s) of instruction should be a meta-goal of all educational activity. Knowledge and thinking itself, are inseparable from language. Everyday social language, formal academic language, and subject matter lexicons are all critical for school success. Language development at all levels should be fostered through use and through purposeful conversation between teacher and students.	The teacher listens to students' talks on topics like home and community; responds to students' questions, making 'in-flight' changes during conversation that directly relate to students' comments; assists written and oral language development through modelling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing; encourages students' use of first and second languages in instructional activities.
<b>Contextualization</b>	Makes meaning and connect school to students' lives. The high literacy goals of education are best achieved in everyday, culturally meaningful contexts. Education needs to assist at-risk students by providing experiences that show abstract concepts drawn from and applied to the everyday world. Collaboration with parents and communities can make education meaningful to all students.	The teacher begins activities with what students already know from home, community, and school; designs instructional activities that are meaningful to students; acquires knowledge of local norms by talking to students, parents or family members, community members, and by reading pertinent documents; assists students to connect and apply their learning to home and community; plans jointly with students to design community-based learning activities.
<b>Challenging Activities</b>	Researches indicate that students at risk of educational failure require cognitively challenging instruction i.e. instruction that requires thinking and analysis, not only rote, repetitive, detail-level drills. Working with a cognitively challenging curriculum requires careful levelling of tasks, so that students are motivated to stretch.	The teacher assures that students see the whole picture as a basis for understanding the parts; presents challenging standards for student performance; designs instructional tasks that advance student understanding to more complex levels; assists students to accomplish more complex understanding by building from their previous success; gives clear, direct feedback about student performance
<b>Instructional Conversation</b>	Here, teachers listen carefully and adjust responses to assist students' efforts just as in graduate seminars, or between mothers and toddlers. They relate formal, school knowledge to the student's individual, family, and community knowledge. Such conversation reveals the knowledge, skills, and values, to contextualize teaching to fit the learner's experience base.	The teacher arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis; has a clear academic goal that guides conversation with students; ensures that all students are included in the conversation according to their preferences; guides the students to prepare a product which indicates that instructional conversation's goal has been achieved.

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## **1.6 ASSESSMENT MODALITIES**

Once academic affairs and student affairs reach consensus on a desired learning outcome they wish to assess and the level of expected performance, they need to identify or design multiple assessment methods that will provide evidence of when and how well students develop that desired outcome. Some of the methods that institutions can use or develop to track learning outcomes and provide direct evidence of student learning and development include; portfolios, course-embedded assignments, capstone projects, observations of student behavior, internally or externally juried reviews of student projects or performances, externally reviewed internships, performance on a case study, essays blind scored across units, locally designed tests and standardized or national licensure tests.

Methods that provide indirect evidence of student learning serve to complement direct methods by providing another lens to understand, how students learn and develop. Some indirect methods are alumni, student, or employer surveys, student focus groups, graduate follow-up studies, percentage of students who go on to graduate school, retention and transfer studies and job placement statistics. Triangulation or drawing together interpretations from several sources, aids in explaining how and why and which students learn and develop desired outcomes.

Interpretations of direct and indirect assessment methods enable an institution to identify effective pedagogy and educational practices. It also helps identify where pedagogy and practice can be improved to more greatly assure that students learn or develop desired outcomes. Such a development would be designed to transfer in-class learning and reflection with out-of-class learning and reflection.

### **1.6.1 LIMIT-SITUATIONS**

A limit-situation is a situation which limits you and is an obstacle to your development. They can range from trivial (no drinks in lab.) to quite serious

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(spending years in an insecure job on a zero-hour contract). In response to a limit-situation, according to Freire, people can either accept the limiting nature of it (the equivalent of shrugging and telling ourselves “that’s just the way things are”) – or they can plan and carry out an action to counter the situation. Doing something to see beyond the obstacle is the limit-act for Freire.

A limit situation is a unique situation in which a human is said to have differing experiences than that arising from ordinary situation. The concept was developed by Karl Jaspers, who considered fright, guilt, finality and suffering as some of the key limit situations arising in everyday life.

In education field, there are many situations where the leader is clear enough about the steps to be undertaken in order to solve the problem but cannot do that because of some unavoidable administrative or hierarchical reasons. This type of limiting situation compels the teachers and other stakeholders to continue with the problem taking the stress and guilt in their minds, work and life. Some of the limiting situations may be: unavailability of training to teach in inclusive classrooms; teachers want to go for professional development but there is no provision of academic leave in the institution; teachers are aware of the pedagogical needs of the learners but they are not allowed to divert from the fix teaching methodologies of the institutions; Principals/leaders want to innovate but management or authorities do not provide autonomy to them; ICT equipments are available with the institution but there is no power supply.

### **1.6.2 STRUCTURES**

A structure is the organizational framework that depicts the different groups within the partnership and includes an outline of the roles and responsibilities of each group, describing the processes, people, and supports necessary to function effectively. Accountability structure is very important because it provides clarity about the roles & responsibilities, decision making and authority. It helps to organize the work to improve

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effectiveness and efficiency, and outlines an organized work-flow. It also provides an overview of what a cradle to career partnership looks like.

Designing an accountability structure provides a unique opportunity to build community voice and diversity into the structure of the partnership. Cradle to career partnerships have built in community voice in different ways including the intentional inclusion of a community leader at the leadership table. A leadership table is a group of cross-sector, executive level leaders that participate in the direction setting of the partnership. This allows for a representative of the community to be involved in decision-making and strategic direction setting of a partnership.

Two types of structures i.e. hierarchical and concentric Structure are discussed. A hierarchical structure is an organizational structure in which all of the groups except one are subordinate to another group. The hierarchy usually consists of a singular/group of power at the top with subsequent levels of power beneath them. A concentric structure is an organizational structure that depicts the different groups of an organization in concentric rings, where often the top management groups are represented in the middle of the circle with subsequent level groups radiating outward.

#### **1.6.2.1 STRUCTURED CURRICULUM**

Structured curriculum is a plan for interaction with learners which involves instructional objectives, content, materials and process for evaluating learning. Content is organized in specific units/sessions and corresponds to objectives and evaluation strategies. It links new knowledge to what is already known by presenting concepts in a conceptually and logically sequenced order that builds upon previous learning within and across grade levels. It includes structured learning activities that, in a real or simulated fashion, allow students to experience problem solving and inquiry in situations that are drawn from their personal experiences and real-world applications.

Structured curriculum develops students' abilities to make meaningful applications and generalization to new problems and contexts. It

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incorporates language, procedures, and models of inquiry and truth verification that are consistent with the accepted practice of experts in the domain. Structured curriculum emphasizes interdisciplinary connections and integration and helps students connect learning in school with the issues, problems, and experiences that figure prominently in their lives outside of the classroom.

#### **1.6.2.2 EXAMINATION SYSTEM**

Examination system provides automation to overall exam process. It is essential to have team structure according to roles and responsibilities to manage examination process. Examination process has many steps including preparation of question bank for each subject/topic, defining syllabus of the examination paper, exam paper generation, defining candidates who would be appearing for the exam, exam result analysis etc. Each step needs to be performed by designated person having authority to execute certain steps.

In the present scenario online examination system is much prevalent. Superadmin is top level entity having access to all the features and operations of online exam. It defines different users having access to limited set of functionality to manage examination process. Question setters work on exam question bank and associated structure of subject/topic/difficulty level rating for the questions related to particular subject. If particular person is expert in education, then question setter role can be assigned with education subject to prepare education question bank.

Exam administrator outlines the examination pattern, subjects and topics to be included in the exam paper. The activities performed by exam administrator are; access to exam creation and updation, access to exam scheduling (exam date and time), access to candidate data and assigning candidates a particular schedule and viewing the result section also.

The task assigned to the moderator is to modify/edit questions from the question bank for the specific subjects. Moderator or validator verifies question bank and exam paper to certify that it is error free and could be

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used for examination. Each role has specific task and authorization. The examination system monitors and logs all the events related to exam management.

### **1.6.2.3 TIME-TABLE**

The timetable is a necessary tool for the efficient working of an institution. It is really a mirror that reflects the entire educational programme of the institution. It supplies the framework within which the whole work proceeds. A timetable helps in the coordination of the four elements i.e. students, teachers, rooms and time slots (periods). Other factors include the subject of the class, and the type of classrooms available (for example, pedagogy room, laboratories, library, etc.).

Timetable is extremely important because it allows students to know exactly when a specific subject class is scheduled. A well-constructed timetable establishes a natural rhythm and routine, which can be comforting to teachers and students. The values of the timetable may be enumerated as: it ensures smooth and orderly working of the school; it prevents wastage of time and energy; it ensures equitable distribution of work among teachers; it ensures equitable distribution of time to different subjects and activities; it helps in adjusting schoolwork according to the needs of pupils.

A good timetable clearly indicates what types of curricular and co-curricular activities are being carried on in the school at particular places and hours. Only one timetable, with all types of information, does not serve the purpose. It is, therefore, desirable for the efficient working of the school programme to have different types of timetables i.e. consolidated timetable for the whole school, class timetable, teacher's timetable, vacant periods timetable, games timetable, co-curricular activities timetable and homework timetable.

### **1.7 SUMMARY**

In this chapter we studied about the meaning and purpose of autonomy. It is discussed that in the present times there is a dire need for autonomy among employees. Teachers can give their best in teaching and expertise it provided



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with autonomy and independence. Autonomy initiates accountability among employees. With autonomy the teachers have been found to be more accountable and committed to whatever they would have been desired to work on. Further, we have discussed about various pedagogical practices useful for better and independent learning among the individuals. Collaboration, dialogue, joint productive activities (teacher-student), students' engagement, language development, etc. are some of the pedagogical practices helpful in the innovative learning. The importance of different assessment modalities like portfolios, course-embedded assignments, capstone projects, observations of student behaviour, internally or externally juried reviews of student projects or performances, externally reviewed internships, performance on a case study, etc. cannot be ignored because they have specific merits for the assessment of unique individuals. was also discussed in this module. Besides the enrichment on the concept of limit-situations, the module has provided a due place to explain the importance of various structures in the educational institutions like curriculum, examination, time-table, etc.

**Quadrant-III      Learn More / Web Resources / Supplementary Materials**

Books, articles, research papers, journals, case studies etc.:

**References:**

Association of Indian Universities (1998). Accountability and autonomy in higher education.

Association of Indian Universities (1993). Excellence in achieving social relevance in higher education.

Association of Indian Universities (2003). Privatization of higher education.

Mehta, R. (2004). Crisis in higher education. Delhi : Kalpaz Publications.

Narkhede, S. (2001). Challenges of higher education in India. New Delhi: Sarup and Sons.

**Links to web sites giving additional readings, Wikipedia, blogs, open source content etc.:**

[http://results.mu.ac.in/myweb\\_test/MA%20Education-Philosophy/Chapter-14.pdf](http://results.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-14.pdf)

<https://www.hindustantimes.com/education/ugc-grants-62-higher-educationalinstitutions-full-autonomy-javadekar/story-7MT0rdQagjOaU1axcVbjaO.html>

**Glossary**

**Accountability:** The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property.

**Assessment Modalities:** These are the assessment methods that institutions use or develop to track learning outcomes and provide direct evidence of student learning and development. these include portfolios, course-embedded assignments, capstone projects, observations of student behaviour, etc.

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***Autonomy:*** Autonomy is a term used to describe a person's or organization's ability to make decisions, or speak and act on their own behalf, without interference from another party.

***Limit-Situation:*** Any of certain situations in which a human being is said to have differing experiences from those arising from ordinary situations.

***Pedagogical Practices:*** Pedagogical Practices are the methods, strategies, and/or styles of instruction that teachers decide and use to teach students according to their beliefs regarding the needs of the learner and the demands of the topic.

***Structure:*** It is the framework of identifiable elements i.e. components, entities, factors, members, parts, steps, etc. which gives form and stability to the whole system. It has defined boundaries within which each element is physically or functionally connected to the other elements.

***Teacher Commitment:*** Teacher Commitment is teacher's positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it.

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**Quadrant-IV****Self-Assessment**

For Self-Assessment, The Content Writer/Expert will provide 10-15 questions for each module in one or more of the following formats.

- i) Multiple Choice Questions with answers
- ii) True & False Statements with answers

**Q.1** Autonomy etymologically means:

- a. condition
- b. self-norm
- c. quality
- d. none of these

**Q.2** Important areas of institutional autonomy are:

- a. selection of staff
- b. the setting of standards
- c. determination of curricula
- d. all of the above

**Q.3** Phenomena that played a decisive role for want of autonomy are:

- a. fall of dictatorial or authoritarian regimes
- b. excessive influence of the economic world on teaching
- c. development of distance education
- d. all of these

**Q.4** The number of higher educational institutions to which UGC has granted full autonomy is

- a. 62
- b. 21
- c. 500
- d. 2019

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**Q.5** Autonomous educational institutions will not have to bear the brunt of over-regulation by:

- a. MHRD
- b. UGC
- c. AICTE
- d. all of the above

**Q.6** Present generation do not need:

- a. a dynamic workplace cultures
- b. a rigid structure
- c. an efficient collaboration
- d. none of these

**Q.7** Clarity of purpose, agile structure, work-culture and leadership are the most important means to balance:

- a. autonomy
- b. accountability
- c. autonomy and accountability
- d. none of these

**Q.8** A teacher can meet learners' diverse needs with:

- a. strict behaviour
- b. different teaching methods
- c. games and activities
- d. all of the above

**Q.9** Center for Research on Education, Diversity and Excellence at the University of California has produces:

- a. education leaders
- b. effective teaching methods
- c. standards of effective pedagogy
- d. research graduates

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**Q.10** which of the following do not designate the standard of effective pedagogy?

- a. physical development
- b. language development
- c. contextualization
- d. instructional conversation

**Q.11** A necessary tool that helps in the coordination of the main elements of an institution i.e. students, teachers, rooms, etc. is:

- a. time table
- b. PTI
- c. discipline
- d. Principal

**Q.12** A top level entity having access to all the features and operations of online exam is known as:

- a. examination in charge
- b. Superadmin
- c. Principal
- d. internet

**Answer Key:**

1 b	2 d	3 d	4 a	5 d	6 b
7 c	8 b	9 c	10 a	11 a	12 b