



**TIC EASY-A PRACTICAL GUIDE TO THE  
TAXONOMY OF INGENUITY  
AND CONNECTEDNESS**

**Dr. Viji V.**



Principal  
Sri Narayana Training College  
Mandya

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# TIC Easy-A Practical Guide to the Taxonomy of Ingenuity and Connectedness

The book entitled 'TIC Easy-A Practical Guide to the Taxonomy of Ingenuity and Connectedness' is a handbook based on the Taxonomy of Ingenuity and Connectedness (TIC) which is a taxonomy of educational objectives developed for the 21st century learners. This handbook serves as a comprehensive guide that throws light into the theoretical framework of the Taxonomy of Ingenuity and Connectedness, familiarising the terms associated with it and depicting the outcome indicators and teaching-learning activities. The implementation of the taxonomy is portrayed by means of the phases, objective test items in various disciplines and lesson plan. Moreover, the description of a software developed for creating, editing and sharing lesson plans based on the Taxonomy of Ingenuity and Connectedness is also included in the book.

**Dr. Viji V** is an Assistant Professor in Physical Science at Sree Narayana Training College, Nedunganda. She has qualified UGC- JRF and was awarded Ph.D. (Education) from the University of Kerala in 2018. She has published two books by international publishers entitled 'Transition Cycles of Classroom Actions' (ISBN: 978-613-9-81491-6) and 'Taxonomies of Objectives: Evolution, Practice and Future' (ISBN: 978-613-9-81833-4). She has published 17 papers in international journals and 6 papers in national journals. She has presented 6 papers in international seminars and 3 papers in national seminars. She is the recipient of the Best Paper Award in Science Education at the Kerala Science Congress 2019, Special Award for the Best Paper Presenter at the International Seminar on Education for Global Excellence held in January 2012, and First Runner-up Award for the Best Paper Presenter at the UGC Sponsored Three Day International Conference on Emerging Knowledge Society- Curricular and Technological Innovations and Practices (EKSCITIP 2017). She had been invited and presented a paper in the Virtual Annual Meeting of the American Educational Research Association (AERA) held on April 8-12, 2021. She has developed a taxonomy of educational objectives for the 21st century learners namely 'Taxonomy of Ingenuity and Connectedness (TIC)', and a software platform namely 'TICEASY.COM' for creating, editing and sharing lesson templates based on the Taxonomy of Ingenuity and Connectedness. Her areas of interests include Classroom Designing, Educational Futurology, and Curriculum Planning and Designing.



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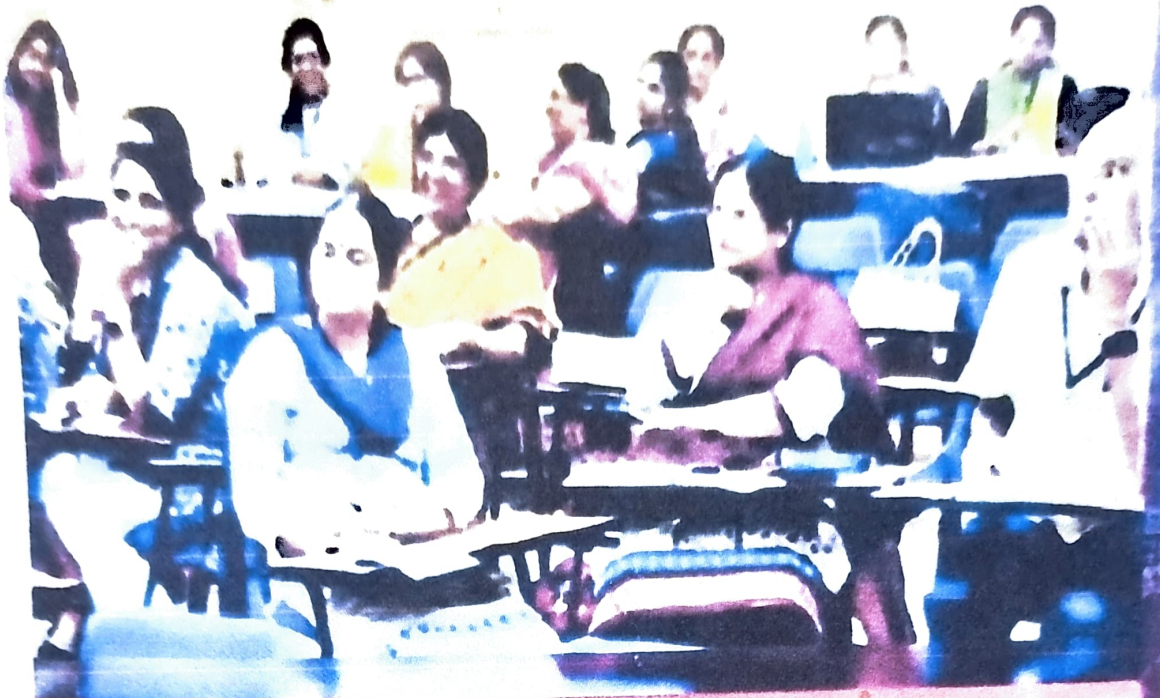
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# TEACHER EDUCATION

## INNOVATIONS AND INTERVENTIONS

**Editors**

**Dr. Bindusha K**

**Dr. Roobina Sonia S R**



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Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is a powerful means for the upliftment of educational standards in the country. The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of the education system and the quality of education depends upon the commitment of the planners, educationists and administration, however, the most important factor is the quality of the teachers. It means excellent and effective teachers can change the fate of the nation. A teacher helps a child in bringing out its hidden capabilities. He/she unfolds what is within, hidden and untapped. Teacher Education is the pivot of any educational system. Its quality and efficiency depends upon the capacity to respond to the socio-economic and cultural context of learners and communities. No innovation or change can be implemented without teachers' awareness, involvement and commitment. Teachers have to be innovative and their grooming has to start from the training institutions. For having innovative teacher education we have to reconstruct our educational system. This book is an initiative for discussing such relevant innovations and interventions in the field of teacher education. This is an edited volume by collecting the chapters from teachers and research scholars. That comprises wide varieties of areas and research that the readers will be benefited of. The views presented here are those of individual authors. As editors, we assume that the readers may like it and may get a different kind of experience while going through various chapters.

**Dr. Bindusha K** is a Post-Doctoral Fellow in the Department of Education, University of Kerala, Thiruvananthapuram. She has a great interest in Teacher education, educational Psychology and Science teaching strategies. She works on Classroom Management strategies for Learner Friendly Classroom and teaching competency enhancement for teacher trainees.

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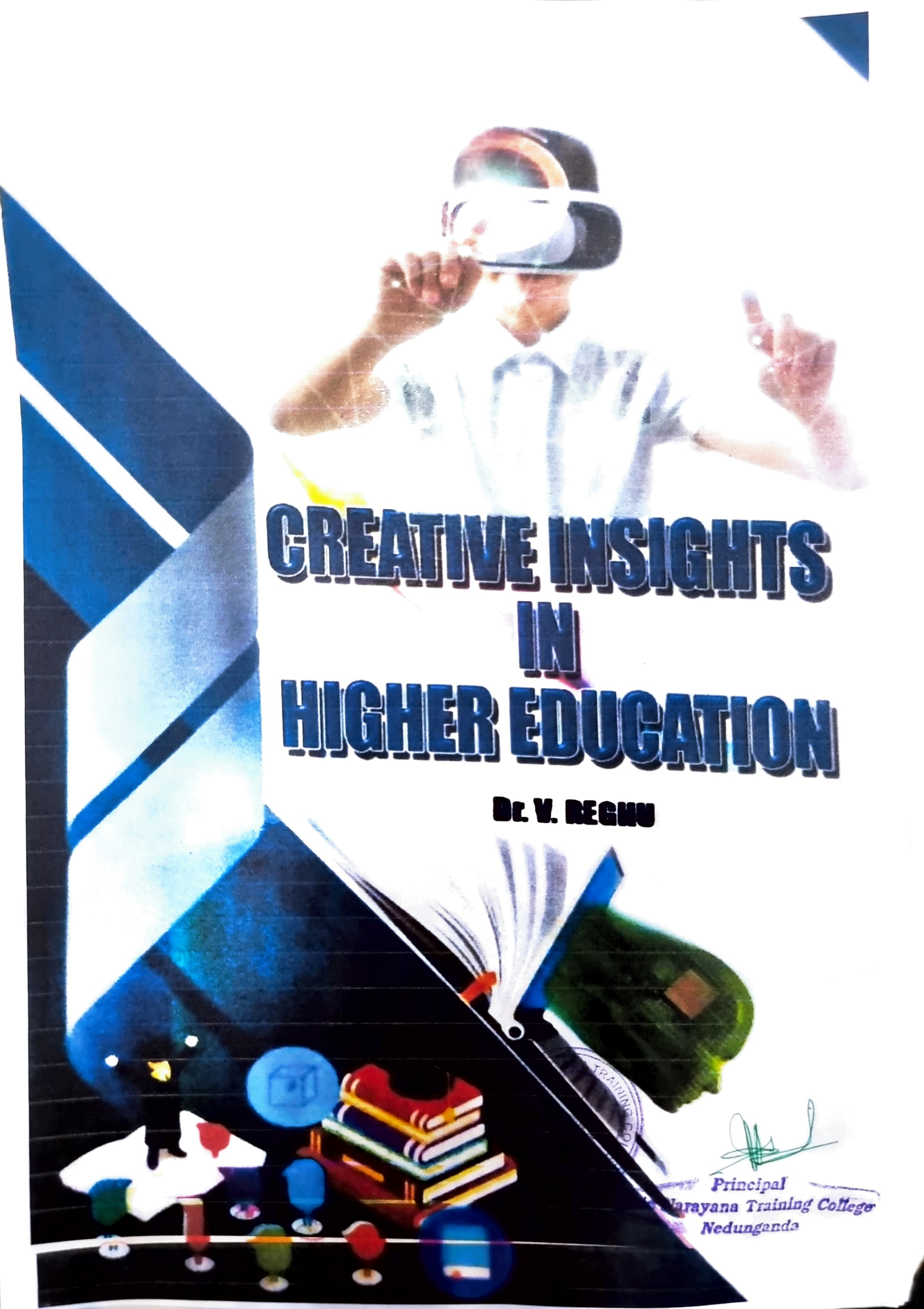
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Frameworks, Modalities and Practices

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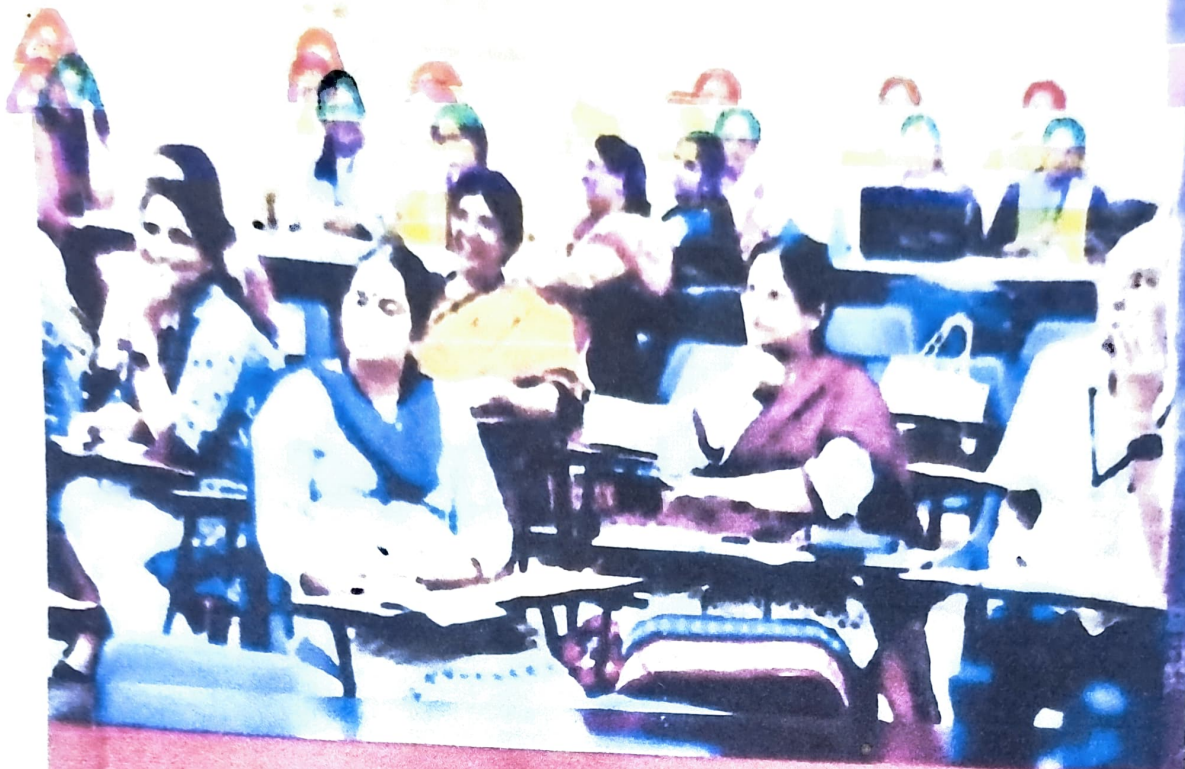
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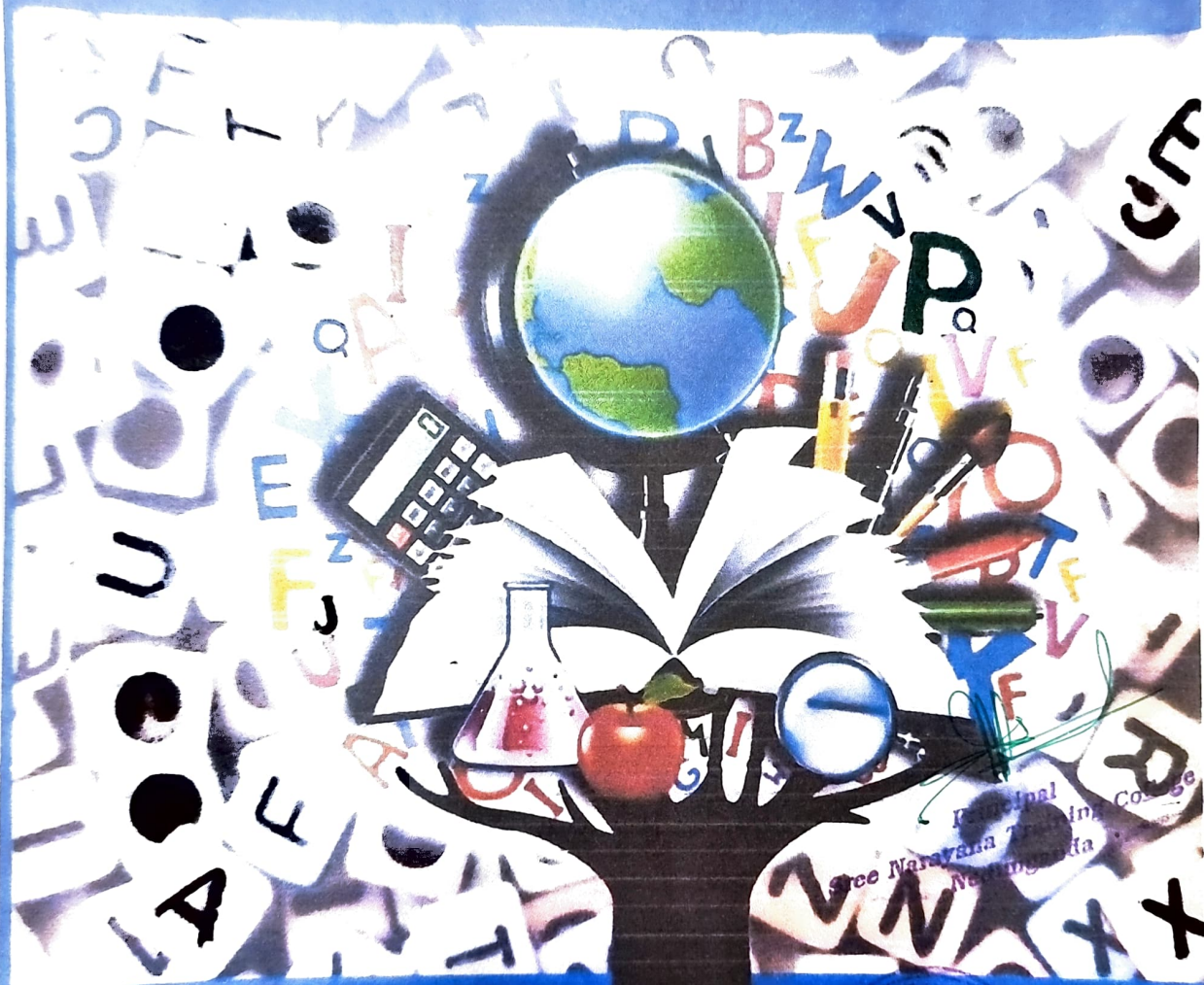
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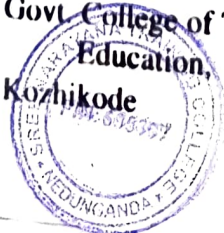
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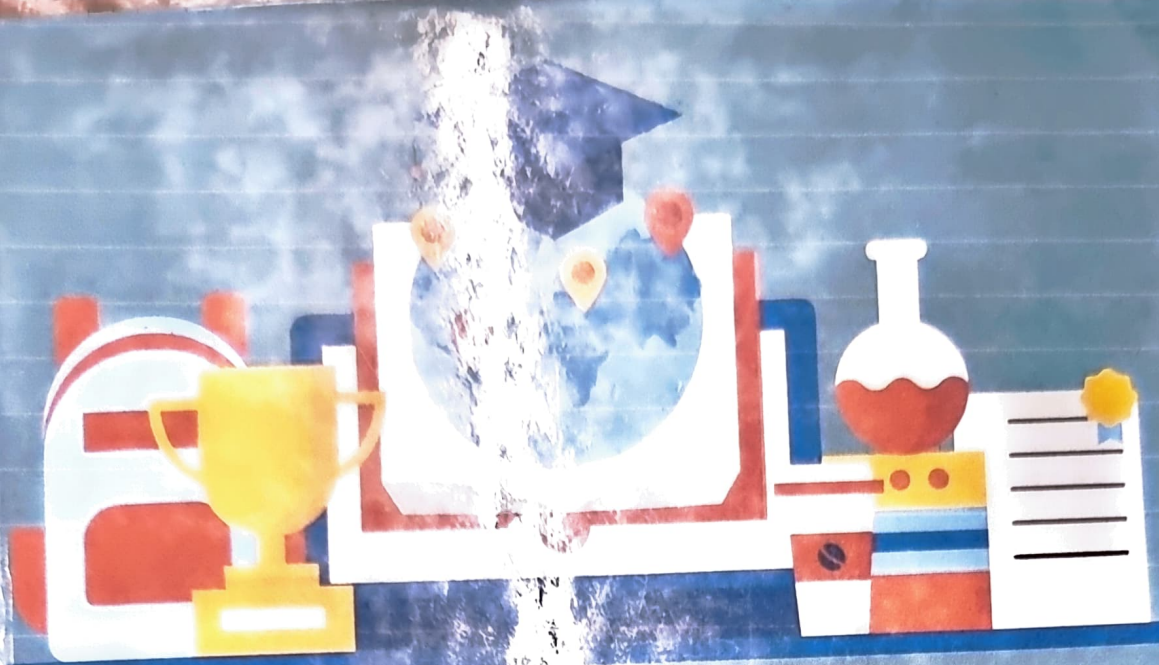
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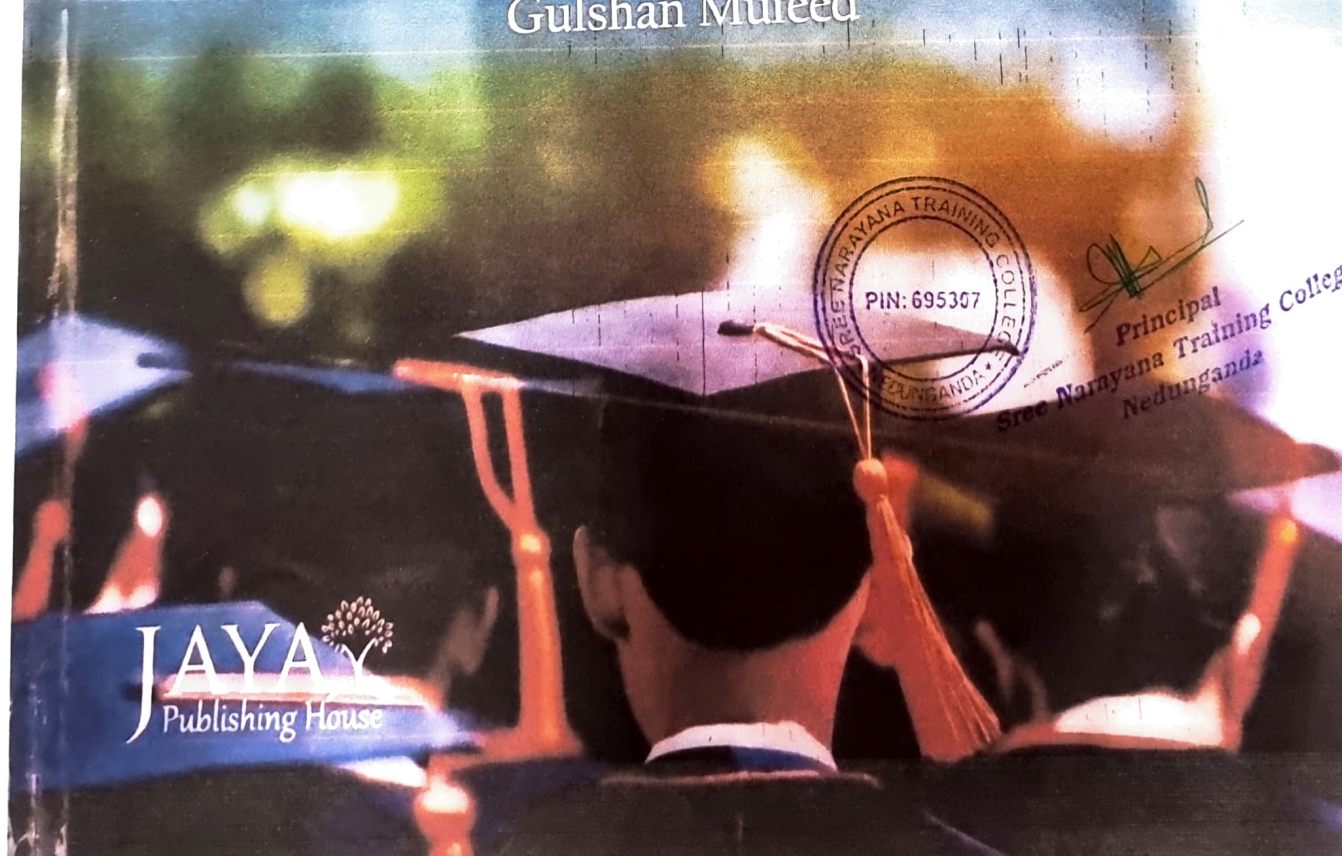
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# EMPOWERING TEACHERS FOR POSITIVE EDUCATION

DR. SINDHYA V



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## Empowering Teachers for Positive Education

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# TRANSDISCIPLINARY EDUCATION AND PROFESSIONALISM

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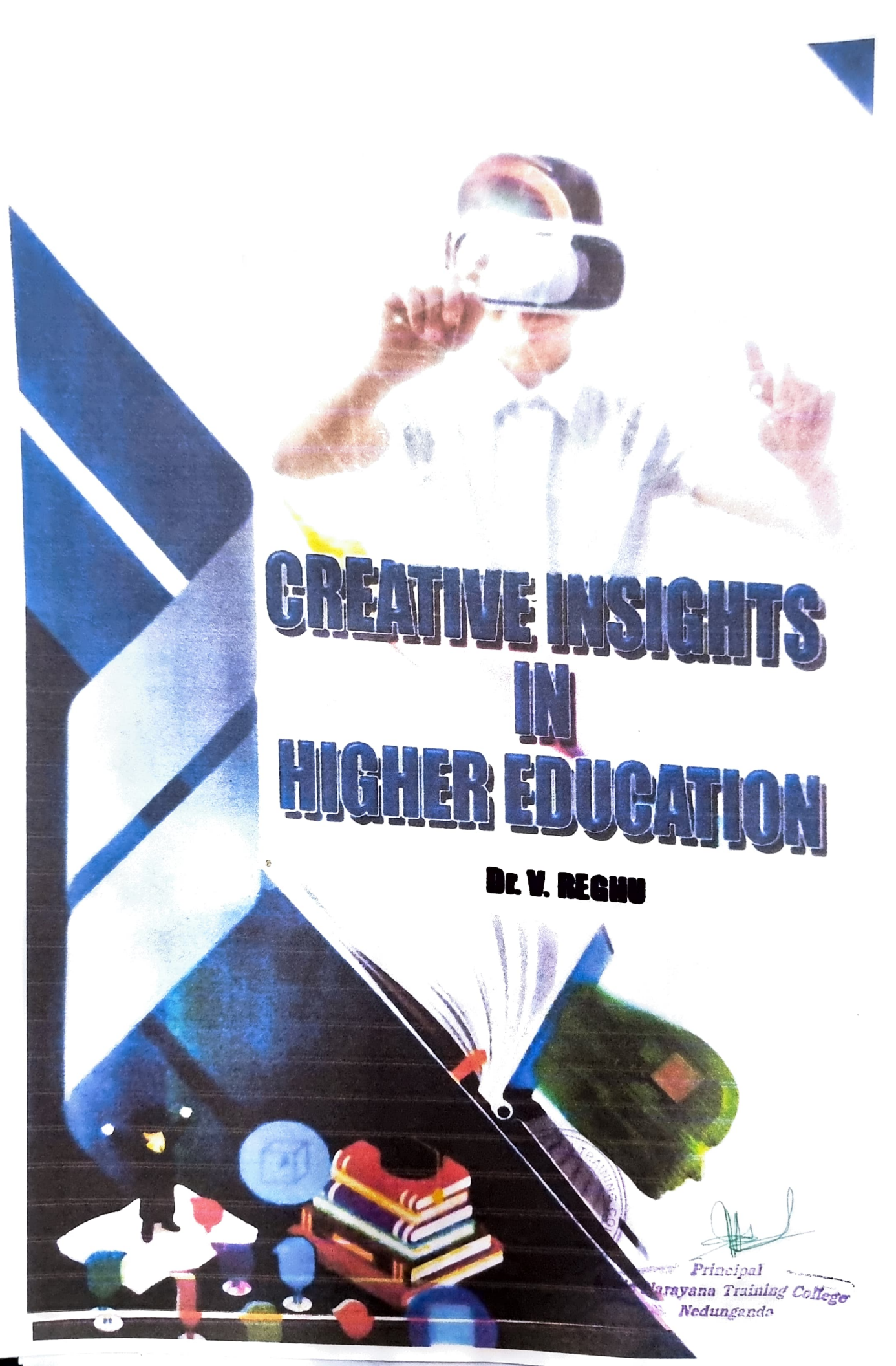
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Dr. Sangeetha N.R.

# Intervention Strategies in Education

For Adolescent Behaviour Problems



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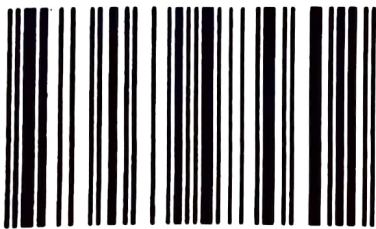


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This book focuses on school based curricular and co-curricular strategies to deal with the problem behaviours of adolescent and pre-adolescent students. The specific issues addressed in the study deserve a very significant attention in the current scenario. The issues include problem behaviour tendencies related to personal and academic aspects, drug abuse and sexual exploitation among secondary school students. The strategies developed tried to integrate the basic principles of positive psychology, cognitive behaviour therapy and behavioural approach. Apart from the problem addressed in the study, the book pay special emphasis to the Embedded research design that combines both quantitative and qualitative strands of data with utmost care. The qualitative data has been given preference as the study followed multiple case study analysis. Hence it is expected that the presentation of the study will benefit research scholars in the field of education as well as other social science disciplines.



Dr. Sangeetha N. R. is serving as an Assistant Professor in Education at Sree Narayana Training College, Trivandrum Kerala. She is a post graduate in Child Development and Education. She was awarded Ph.D in Education from the University of Kerala. Her areas of interest include Adolescent Counselling, Educational Psychology and Extension services.



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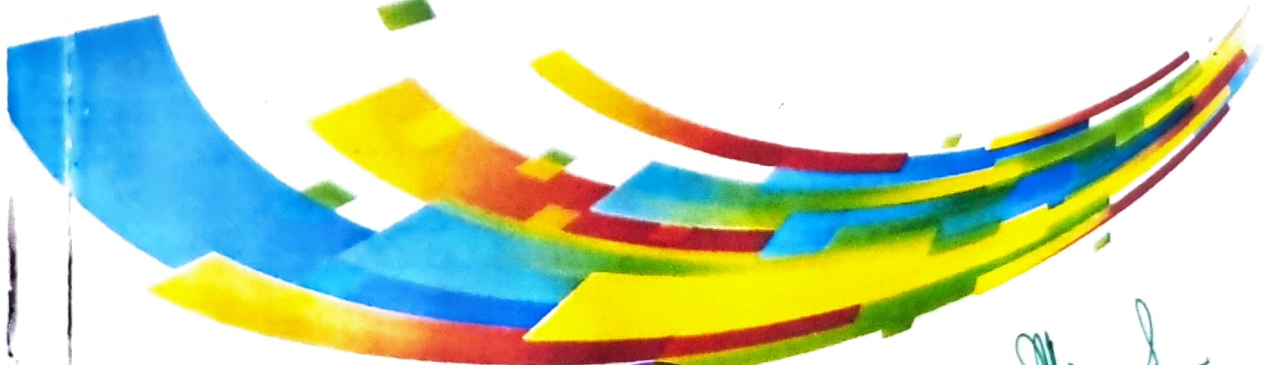
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# **Women Empowerment Context & Concerns /**



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This book delves into the monumental impact of Bloom's taxonomy on organised classroom practices; the taxonomies developed as extended versions of Bloom's works; other prominent educational taxonomies; and the implementation of these taxonomies in classroom situations. Each of the three units comprises an introduction part, a main body, a conclusion part, a 'brush up' part containing a set of ten questions including six objective type questions; three short answer type questions and one essay type question, and references. Creative infographics to foster illustration and perception of the readers, and precise biographies of psychologists/ educationalists, who contributed to the field of classroom designing adds to the value of the book. It is beneficial for teacher education courses (B.Ed and M.Ed), as well as for M.Phil and Ph.D scholars, Course Designers and Curriculum Developers cutting across disciplines.



Viji V. is an Assistant Professor, who has published and presented numerous research papers in renowned journals. A postgraduate in Physics and Education, and Ph.D. holder in Education from the University of Kerala, her research interests are in the areas of Classroom Designing, Educational Futurology, and Curriculum Planning and Designing.



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# Transition Cycles of Classroom Actions

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Through the three units, the book aims at exploring the historical perspective of organized classroom approaches; depicting the transition of classroom approaches from traditionalism to modernity; reflecting on paradigm shift, and the application of John Kotter's eight-step process of successful change to the contemporary educational system. Each of the three units comprises an introduction part, a main body, a conclusion part, a 'brush up' part containing a set of ten questions including six objective type questions; three short answer type questions and one essay type question, and references. Creative infographics to foster illustration and perception of the readers, and precise biographies of psychologists/ educationalists, who contributed to the field of classroom designing adds to the value of the book. It is beneficial for teacher education courses (B.Ed and M.Ed), as well as for M.Phil and Ph.D scholars, Course Designers and Curriculum Developers cutting across disciplines.



Viji V. is an Assistant Professor, who has published and presented numerous research papers in renowned journals. A postgraduate in Physics and Education, and Ph.D. holder in Education from the University of Kerala, her research interests are in the areas of Classroom Designing, Educational Futurology, and Curriculum Planning and Designing.



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