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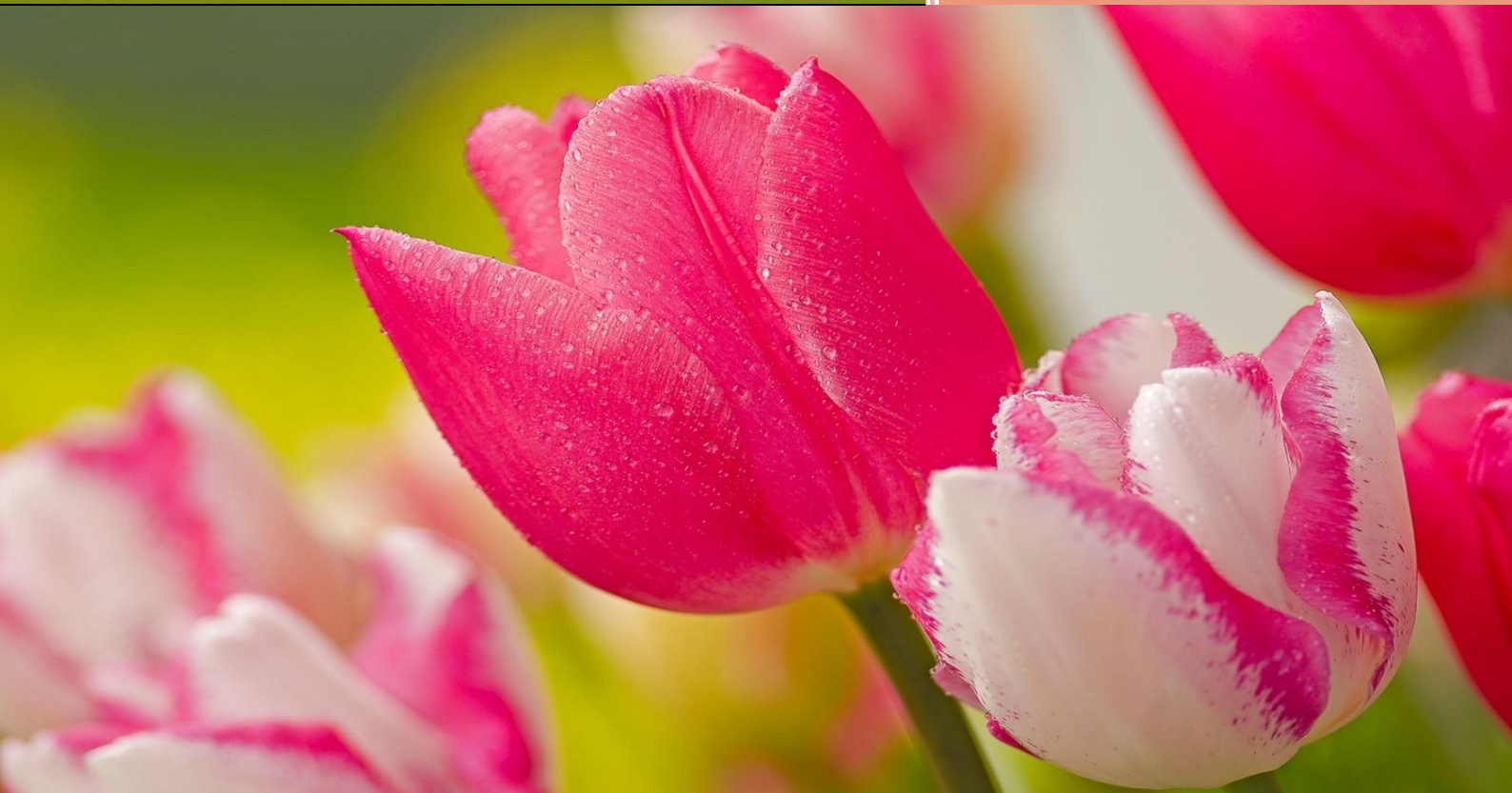
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Educational Measurement and Evaluation

(3rd Semester)

As per the latest syllabus of

**Kashmir
University**
for B.Ed. Course



Essentials of Instructional Technology

(4th Semester)

**Sartaj Ahmad Bhat &
Showkat Ahmad Lone**

Educational Measurement
And Evaluation
And
Essentials of
Instructional Technology
for
B.Ed

Kashmir University

(Third Semester & Fourth Semester)

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2019

According to the latest syllabus of Kashmir University.

Dedicated to our

Beloved Parents



Mr. Nazir Ahmad & Mrs. Mubeena

And

Mr. Manzoor Ahmad & Mrs. Shakeela

Preface

This book is designed to meet the requirements of the students who are perusing the B.Ed degree. The book is fully based on the latest prescribed syllabus and pattern for B.Ed by the University of Kashmir. The book has been written on the demand of the students in a lucid and easy language.

The present book “A Comprehensive book on Measurement and Evaluation” is primarily written to help the B.Ed students of Kashmir University and also to the teachers who are teaching at different B.Ed colleges affiliated with the Kashmir University. A cursory reading of this book can guarantee success to the students with high grades.

By the grace of Almighty Allah, we hope that the readers of this book will appreciate our efforts.

Your valuable suggestions are welcomed at

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With regards_____

Sartaj Ahmad Bhat

&

Showkat Ahmad Lone

Syllabus

Educational Measurement and Evaluation

Course Code: B.ED 15302

M. Marks: 80

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Unit- I

Measurement and Evaluation

Section-A

(Very Short Answer Type Questions)

Q1. What do you mean by the term ‘Measurement’?

Ans. Measurement refers to the process of assigning numbers to objects, events or their characteristics according to specified rules. It is always concerned with certain attributes or features of an object.

Q2. Give one definition of measurement.

Ans. According to Tyler, “Measurement is the assignment of numerals, according to rules”.

Q3. Define Educational Measurement.

Ans. Educational measurement refers to the use of educational assessments and the analysis of data such as scores obtained from educational assessments to infer the abilities and proficiencies of students.

Q4. Write down the scales of measurement.

Ans. There are four scales of measurement as under:

- i. Nominal Scale
- ii. Ordinal Scale
- iii. Interval Scale
- iv. Ratio Scale

Q5. What is Evaluation?

Ans. Evaluation is the process of valuing or judging the amount of something by careful appraisal. It is the process by which we come to know the success or failure of any task.

Q6. Give one definition of evaluation.

Ans. According to Kothari Commission, “Evaluation is a continuous process, forms an integral part of the total system of education and is closely related to educational objectives”.

Q7. Write down two characteristics of evaluation.

Ans. The two main characteristics of evaluation are as under:

- i. It is a comprehensive and continuous process.
- ii. It is a value- judgement process.

Q8. What is assessment?

Ans. In education, the process by which one attempts to measure the quality and quantity of teaching and learning using various assessment techniques, assignments, projects, continuous assessment, objective type test is known as assessment. It is a practical form of measuring the competencies of the students.

Q9. What is examination?

Ans. Examination is a formal method of identification for efficiency of student using a set of questions related to a general or particular subject matter. In education, an examination is a test to check the knowledge and ability of students.

Section-B**(Short Answer Type Questions)****Q1. What do you understand by the concept of measurement and also highlight its various characteristics?**

Ans. Ans. In simple language, to measure and show the weight, length and volume of an object in definite units is called measurement. For example, to show the weight of a person in kilograms, length of cloth in metres, volume of milk or oil in litres. We cannot confine this meaning to the measurement but the field of measurement is very wide.

Measurement is a critical part of the research process. It refers to the process of assigning numerals to events, objects etc according to certain rules. It is always concerned with certain attributes or variables of an object. Measurement has more administrative utility in education than evaluation. It is the way that researchers classify or quantify their observation. It provides the base the evaluation.

Definitions

According to **S.S Stevens**, “Measurement is the process of assigning numbers to objects according to certain agreed rules”.

According to **Campbell**, “Assignment of numerals to objects or events according to certain rules according to certain rules”.

Mc Call has remarked, “Anything that exists in amount can be measured”.

Thus, to conclude from the above definition, we can say that measurement is the process of quantification of a trait or characteristic.

Characteristics of Measurement

The main characteristics of measurement are as follows:

1. Numbers are assigned according to some rules.
2. Concerned with certain attributes or features of an object.
3. Numerals are used to represent quantities of the attribute.
4. It involves the process of quantification. It means precision and quantification of a phenomenon or variable.

Q2. Explain different levels of measurement with suitable examples?

Ans. There are usually four levels or scales in measurement as highlighted below:

1. Nominal Scale or Classificatory Scale: It is the simplest scale of measurement which involves simply the classification or categorization of items, objects, persons or groups etc into different categories by using numbers or symbols in order to identify or label them. For example, a big class of a school is classified into different sections like A, B, C or Red, Blue, Pink etc for better management of the class. It is to be noted that these numbers or symbols are just codes as they do not indicate the magnitude.

2. Ordinal Scale or Ranking Scale: It gives us the order, but gives no idea of the amount or magnitude of difference between the two ranks. These ranks cannot be added or subtracted. For example, we classify the students into three categories poor, average and intelligent. But we don't know how much difference lies between these three categories. This scale is frequently used in the schools for prize distribution I, II and III.

3. Interval scale: These scales are numeric scales in which we know not only the order, but also the exact difference between the values. Examples, Temperature- the difference between 60 and 50 degrees is a measurable 10 degree. Time- time is another good example of an interval scale in which the increments are known, consistent and measurable.

4. Ratio Scale: It is the highest level of measurement and has all the properties of nominal, ordinal and interval scales plus an absolute or true zero point. In this scale, the ratio of any two scale points is independent of the units of measurement. Height, weight, kilograms, length, loudness and vision etc are examples of ratio scale. It is mostly used in physical science and less in behavioural sciences.

Q3. What do you understand by the term evaluation? Give any two definitions.

Ans. Evaluation may be defined as a systematic process of placing value judgement on available information or data with reference to pre-determined standard or criterion for the purpose of making significant decisions about individuals. In other words, it means the ability to make judgements and reaching goals. It is both qualitative as well as quantitative process. Thus, the role that evaluation plays in any educational programme is significant.

Definitions

According to **Kothari Commission**, “Evaluation is a continuous process, forms an integral part of the total system of education and is closely related to educational objectives”.

As per **Goods**, “Evaluation is the process of ascertaining or judging the value or amount of something by careful appraisal”.

On the basis of above definitions, we can say that evaluation is an educational programme concerned with the measurement of all the three domains of learning- cognitive, affective and psychomotor. Process as well as product is evaluated to arrive at a final conclusion.

Q4. What is the need and importance of evaluation?

Ans. Evaluation exercises a great influence on the pupil’s study habits and the teacher’s methods of instruction and thus it helps not only to measure educational achievement but also to improve the teaching-learning process.

Following are some of the important points which indicates the need and importance of evaluation:

1. Evaluation makes the learners aware about their strength and weakness. It provides them the ways and opportunity to work hard on their weak areas and thus put them on the right track.
2. By evaluation parents became aware about the progress of their children and accordingly take decision.
3. Evaluation results give the teachers the feedback regarding the level of effectiveness of their teaching methods, presentation etc.
4. It gives reinforcement and feedback to teacher and students.
5. Evaluation is the only effective means for the school administration to be aware about the competency and efficiency of its staff, teaching as well as non-teaching.
6. It helps to improve the curriculum.
7. Evaluation gives guidance to the teacher.
8. It helps to make the body and mind disciplined.

Q5. Distinguish between examination and assessment?

Ans. The difference between assessment and examination are highlighted below:

Assessment	Examination
1. Formative.	1. Summative.
2. Process oriented.	2. Product oriented.
3. Reflective.	3. Prescriptive.
4. Flexible.	4. Fixed.
5. Diagnostic.	5. Judgemental.
6. Cooperative.	6. Competitive.

Section-C**(Long Answer Type Questions)****Q1. Explain the concept of measurement with suitable definitions? What are the different scales of measurement?**

Ans. In simple language, to measure and show the weight, length and volume of an object in definite units is called measurement. For example, to show the weight of a person in kilograms, length of cloth in metres, volume of milk or oil in litres. We cannot confine this meaning to the measurement but the field of measurement is very wide.

Measurement is critical part of the research process. It refers to the process of assigning numerals to events, objects etc according to certain rules. It is always concerned with certain attributes or variables of an object. It represents the quantities of the attribute. Measurement has more administrative utility in education than evaluation. It is the way that researchers classify or quantify their observation. It provides the base the evaluation.

Definitions

According to **S.S Stevens**, “Measurement is the process of assigning numbers to objects according to certain agreed rules”.

According to **Guilford**, “Measurement means the description of data in terms of numbers”.

According to **Tyler**, “Measurement is the assignment of numerals, according to rules”.

According to **Campbell**, “Assignment of numerals to objects or events according to certain rules according to certain rules”.

Mc Call has remarked, “Anything that exists in amount can be measured”.

Thus, to conclude from the above definition, we can say that measurement is the process of quantification of a trait or characteristic.

Characteristics of Measurement

The main characteristics of measurement are as follows:

5. Numbers are assigned according to some rules.
6. Concerned with certain attributes or features of an object.
7. Numerals are used to represent quantities of the attribute.
8. It involves the process of quantification. It means precision and quantification of a phenomenon or variable.
9. There is no any absolute zero point.

Scales or levels of Measurement

There are usually four levels or scales in measurement as highlighted below:

1. Nominal Scale or Classificatory Scale: It is the simplest scale of measurement which involves simply the classification or categorization of items, objects, persons or groups etc into different categories by using numbers or symbols in order to identify or label them. For example, a big class of a school is classified into different sections like A, B, C or Red. Blue, Pink etc for better management of the class. It is to be noted that these numbers or symbols are just codes as they do not indicate the magnitude.

2. Ordinal Scale or Ranking Scale: It gives us the order, but gives no idea of the amount or magnitude of difference between the two ranks. These ranks cannot be added or subtracted. For example, we classify the students into three categories poor, average and intelligent. But we don't know how much difference lies between these three categories. This scale is frequently used in the schools for prize distribution I, II and III.

3. Interval Scale: These scales are numeric scales in which we know not only the order, but also the exact difference between the values. Examples, Temperature- the difference between 60 and 50 degrees is a measurable 10 degree. Time- time is another good example of an interval scale in which the increments are known, consistent and measurable.

4. Ratio Scale: It is the highest level of measurement and has all the properties of nominal, ordinal and interval scales plus an absolute or true zero point. In this scale, the ratio of any two scale points is independent of the units of measurement. Height, weight, kilograms, length, loudness and vision etc are examples of ratio scale. It is mostly used in physical science and less in behavioural sciences.

Q2. What is the concept of evaluation with some of its definitions? Discuss its scope.

Ans. Evaluation is the criteria of success or failure of a task done. If it is done at the end of a task, total efforts, including the investment of time and money may be a failure but if it goes side by side of the task, immediate feedback received might alarm the performer to rectify his mistakes and thus there is 100% chance of the success of the programme.

Evaluation may be defined as a systematic process of placing value judgement on available information or data with reference to pre-determined standard or criterion for the purpose of making significant decisions about individuals. In other words, it means the ability to make judgements and reaching goals. It is both qualitative as well as quantitative process. Thus, the role that evaluation plays in any educational programme is significant.

Definitions

According to **Kothari Commission**, “Evaluation is a continuous process, forms an integral part of the total system of education and is closely related to educational objectives”.

According to **Dandekar**, “Evaluation may be defined as a systematic process of determining extent to which educational objectives are achieved by pupils”.

As per **Goods**, “Evaluation is the process of ascertaining or judging the value or amount of something by careful appraisal”.

On the basis of above definitions, we can say that evaluation is an educational programme concerned with the measurement of all the three domains of learning- cognitive, affective and psychomotor. Process as well as product is evaluated to arrive at a final conclusion.

Scope of Evaluation

Scope means area, range, jurisdiction, comprehensiveness and subject matter. Although the scope of any subject depends upon its definitions. As we have already stated that evaluation is a kind of assessment by which we come to know the success or the failure of any task. The following shall include under the scope of evaluation:

1. Giving details of student's progress: Evaluation tells where a student is standing on the way to his destination of learning, how much he is ahead or behind his classmates. Thus, evaluation here works like the diagnostic function of measurement.

2. Predicting future achievement: When evaluation covers the aptitude aspect of behaviour, it can predict the future performance of a student or a teacher on the basis of his present performance.

3. Guidance and motivation: When a student comes to know about the actual position of his achievement, he gets motivated to do better. A teacher can guide the students as per their strengths and weaknesses.

4. Improvement in the system: By evaluation, teaching-learning process gets improved. The process of evaluation is concerned with inputs and output both.

5. Classification of students: On the basis of evaluation, we can classify the students into different categories like talented, bright, average and slow learners. Different strategies of teaching are being adopted for different groups and accordingly the remedial treatment is given to the weak or slow learners.

6. Providing feedback to the students and teachers: Last but not the least, evaluation provides feedback to both students as well as teachers for effective teaching and learning process.

Q3. What is the difference between measurement and evaluation?

Ans. Measurement and evaluation are two independent concepts. Evaluation is a process that uses measurement. The measurement process is the first step in evaluation, and improved measurement leads to accurate evaluation.

The difference between the measurement and evaluation are highlighted below:

Measurement	Evaluation
1. Measurement is an old concept. 2. It is a quantitative process. 3. Measurement is a part of evaluation. 4. Its scope is narrow. 5. It covers only the cognitive domain of human behaviour. 6. It is easy to understand. 7. An ordinary person can do it. 8. True comparison is not possible. 9. It is a simple process. 10. It is content-centred. 11. Its job is to collect evidences. 12. No clear-cut opinion about the student is formed. 13. Here, personality test, intelligence test and achievement test are included.	1. Evaluation is a new concept. 2. It is both quantitative as well as qualitative process. 3. It is a continuous process. 4. Its scope is wider or broader. 5. It covers all the three domains of human behaviour. 6. It is difficult to understand. 7. Only trained person can do it. 8. True comparison is possible. 9. It is a complex process. 10. It is objective-centred. 11. Its job is appraisal of evidences. 12. Clear-cut opinion may be formed about the student. 13. Here, various techniques like observation, hierarchy, interest, tendencies, measurement etc are used for testing the behavioural changes.

Unit-II

Approaches to Evaluation and Evaluation Tools

Section-A

(Very Short Answer Type Questions)

Q1. Define tools.

Ans. The instruments that are employed to collect new facts or to explore new fields are called tools.

Q2. What is formative evaluation?

Ans. This type of evaluation takes place during the teaching-learning process. It is designed to enhance and improve teaching-learning process and thus it becomes a continuous process in the school system.

Q3. Define summative evaluation.

Ans. It is that of evaluation which takes place at the end of the session to measure over all achievement of pupils.

Q4. Write down one definition of formative evaluation.

Ans. According to Wiersma and Juris, “Formative evaluation occurs over a period of time and monitors student progress.”

Q5. Write down two advantages of objective type tests.

Ans.

1. These tests are most valid and reliable
2. Time saving.

Q6. Write down two limitations of essay type tests.

Ans. 1. Difficult in evaluation.

2. These tests are time consuming.

Q7. Define objectivity.

Ans. Objectivity means that the personal judgement of the examiner should not affect the scores.

Section-B

(Short Answer Type Questions)

Q1. Distinguish between Formative and Summative Evaluation?

Ans.

Formative Evaluation	Summative Evaluation
1. It is related to the process of teaching. 2. It refers to continuous evaluation by means of unit tests, assignments etc. 3. The process of this evaluation is to diagnose the strength and weakness of the pupils. 4. It is done during the course of instruction. 5. The purpose of this evaluation is to monitor the instructional process.	1. It is related to the product of teaching. 2. It refers to term tests, annual tests and annual examinations etc. 3. The process of this evaluation is to classification and promotion of students. 4. It is done during the end of the academic session. 6. The purpose of this evaluation is to certify fail or pass of the student.

Q2. Write a short note on Internal and External Evaluation.

Ans. (A) External Evaluation: External evaluation is that which is carried out by someone who is not directly involved in the development or operation of the system being evaluated, or we can say it is carried out by someone who is not having direct relation as a part of system or a component of system. The external evaluator may not completely realize why the development team chose to act in a particular way, or appreciate the thoughts that lay after certain decisions.

Advantages

The advantages of external evaluation are below:

- i. External evaluator is not personally concerned to the examinee therefore assumed to be more objective.
- ii. It is free from organizational biases and can contribute fresh perspective.
- iii. The evaluator involved in external evaluation may have broader experience in field and usually trained and experienced in carrying out evaluations.
- iv. The evaluator can act as judge or neutral third party in those cases where evaluation reveals clashes of interests.

(B) Internal Evaluation: Internal evaluation is that which is carried out by someone from the actual system. It has the advantage of understanding completely the thoughts behind the development, together with an approval of any problems that may have arisen and should also

control the trust and cooperation of the other members of the team. Here, the evaluator may find it complicated to make any kind of criticism about the work carried out. It may be unable to propose any innovative solutions to such problems that are identified.

Advantages

The advantages of internal evaluation are given below:

- i. Recommendations of internal evaluator are likely to be followed-up with respect to implementation.
- ii. Internal evaluation is usually less expensive.
- iii. It helps to develop internal evaluation capacity at advanced level.
- iv. He is better able to communicate evaluation findings throughout organization.

Section-C

(Long Answer Type Questions)

Q1. Write down the detailed note on formative and summative evaluation?

Ans. Evaluation is the process of gathering and interpreting evidences on changes in the behaviour of the students as they progress through school. It is now agreed that evaluation is a continuous process, forms the integral part of the total system of education and is closely related to educational objectives.

There are two main types of evaluation-formative and summative evaluation. Let's discuss in detail one by one.

1. Formative Evaluation: The concept of formative evaluation was given by Scriven in 1967. Formative evaluation is constructed for the evaluation of each unit. It provides opportunity to students to get mastery in content. It provides continuous feedback to both pupil and teacher.

The main purpose of formative evaluation is to monitor instructional process to know whether learning is taking place or not. It is designed to enhance the teaching-learning process and thus it becomes a continuous process in school system. It motivates the teachers and students to work hard for better results.

According to **Tanner (1972)**, "Formative evaluation refers to the use of tests and other evaluative procedures while the course and instructional programme is in progress."

The examples of formative evaluation are:

- i. At the end of each unit of the lesson.
- ii. At the end of each whole lesson.

Advantages or features or functions of formative evaluation

Or

Need and importance of formative evaluation

1. It provides sufficient information to teachers for modifying teaching.
2. It provides feedback to students as well as teachers.
3. It facilitates retention and transfer of learning.
4. It gives reinforcement to high achievers.
5. It can work as a self-evaluation device for learners.

2. Summative Evaluation: The concept of summative evaluation was also given by Scriven in 1967. This type of evaluation takes place at the end of the course, session, semester to measure over all achievement of pupils. Annual, internal or external examinations are the examples of summative evaluation.

The purpose of this evaluation is to certify fail or pass of the product. Formative evaluation is related to the process of teaching, while summative evaluation is related to the product of teaching. Here students are evaluated from the whole syllabus. On the basis of this evaluation, a decision is taken whether a student should be promoted to the next class or he should be kept in the same class again.

According to **A. J. Nikto**, “Summative evaluation describe judgements about the merits of an already completed programme, procedure or product.”

Advantages of summative evaluation:

1. It shows the total value or worth of the programme.
2. It is a useful tool for guidance and counselling.
3. It is done to evaluate the effectiveness of teachers.

Q2. Explain the objective type test and describe its various types and also highlight its merits and demerits?

Ans. Objective type tests are called objective because whosoever evaluates them, will arrive at the same conclusion. There is a definite answer of each questions here and examinee can not manipulate them according to his own wish. If answer is right, he will get full marks and if answer is wrong, he will be assigned zero, i.e., no variation or manipulation of scoring is possible here.

Definitions

According to **William and Stephen**, “Objective tests are those tests that can be objectively scored.”

According to **Gilbert Sax**, “Any test having clear or unambiguous scoring criteria.”

According to **Douglas and Holland**, “Objective tests are intended to obtain marks and grades that are relatively uninfluenced by subjective factors.”

On the basis of above definitions, we can say that objective type tests are those test items that are set in such a way one and only correct answer is to a given item. Now-a-days these tests become more popular because vast area of knowledge and understanding can be tested by these types of tests in a very short period of time.

Types

Objective Type Tests are classified into two categories:

1. Recall Type Questions
2. Recognition Type Questions

I. Recall Type Questions: These questions can be further divided into two types.

a. Simple Recall Type: Students give answer to these type of questions on the basis of their memory, previous knowledge and experience. Every question has a definite answer here. For example: Where was Gandhi born?

b. Completion Type: In this type of questions, the question is in the form of a sentence where one or more blanks are left for the student to fill in the answer. For example: $\text{NaCl} + \text{H}_2\text{SO}_4 = \dots, \dots$

II. Recognition Type Questions: These types of questions also classified into two categories:

a. True/False Type: In such type of tests students are asked to mark against true or false item on the basis of their acquired knowledge. For example: The sun rises in the west. T/F

b. Multiple Choice Type: In this type of questions a statement is given, for which a number of alternatives are given. The student has to select the correct answer. For example: The sulphuric acid is not used in the preparation of---

- a. Chlorine b. Bromine c. Fluorine d. Iodine

Advantages

Advantages of objective type tests are:

1. These tests saves a lot of time and energy.
2. These tests are highly objective.

3. No scope for favouritism.
4. These tests are highly valid and reliable.
5. Examiner cannot be bluffed.
6. In these tests there is no effect of subjectivity of the evaluator.

Disadvantages

Disadvantages of objective type tests are:

1. High degree of guessing is possible in these tests.
2. These tests are difficult to construct.
3. These tests reduce the study habits.
4. Greater chances of cheating is possible through these types of tests.
5. Extra-ordinary traits can not be exhibited.

Q3. Write a detailed note on Essay Type Tests.

Ans. In the present time the examination system that exists in our schools, colleges and universities is the essay type tests. In such type of tests much importance is given to logical, sequential and creative presentation of subject matter. Here, the questions are formed in such a manner that their answers take the form of essays. The evaluation of organizational abilities and logical presentation of subject-matter is most important and writing duty and speed are emphasized by those examiners who are poor in evaluation skills and give more emphasis on these skills.

In such type of tests, the mood of the evaluator, his attitude and way of thinking towards the purpose of the test and his personal opinion about the examinee plays very important role and hence affect the scoring.

Types

The essay type tests are classified under the following categories:

- 1. Long answer Type Questions:** The answer of this type of questions are in a broad way. Here the students are supposed to answer a question in a long way within a limited period of time.
- 2. Short Answer Type Questions:** In this type the students have to answer a question in short way within a less duration of time.
- 3. Very Short Answer Type Questions:** The students have to answer these types of questions in a sentence or in a word.

Advantages

Following are the advantages of essay type questions:

1. These tests are helpful in the improvement of writing skills and language abilities.
2. These tests develop the study habits.
3. They are easy to construct and formulate.
4. They help us to know the individual differences.
5. They also help the students regarding the proper understanding of the concept.

Disadvantages

The disadvantages of essay type tests are given as under:

1. These types of tests are time consuming.
2. These tests are highly subjective.
3. These tests are not reliable.
4. The construction of these tests is easy but their evaluation is very difficult.
5. It encourages cramming.

Unit-III

Criteria of an Effective Evaluation Tool

Section-A

(Very Short Answer Type Questions)

Q1. Give one definition of validity.

Ans. According to L.J. Cronbach, “Validity is the extent to which a test measures what it purports to measure.”

Q2. What is face validity?

Ans. Face validity means that the given test appears to measure what it is to measure. This validity does not refer to what the test actually measures but refers to what the test seems to measure.

Q3. Mention any two factors that affect the validity of a test.

Ans. 1. Difficulty value of items.
2. Length of the test.

Q4. Define reliability.

Ans. Reliability always refers to consistency through a series of measurement.

Q5. Mention two methods of estimating reliability.

Ans. 1. Test re-test method.
2. Split- half method.

Q6. Write down two characteristics of reliability.

Ans. 1. Reliability refers to consistency of scores,
2. It refers to the stability of a test.

Q7. Mention two characteristics of a good evaluation tool.

Ans. 1. Objectivity.
2. Usability.

Section-B

(Short Answer Type Questions)

Q1. Discuss various factors affecting validity of a test.

Ans. Several factors affect the validity of a test. They are briefly discussed here:

- 1. Length of the test:** The length of a test affects the validity. The homogenous length of a test increases not only the reliability but also the validity of the test. The longer the test, the more reliable and valid it is, but validity as compared to reliability does not change rapidly with increase in the length of the test.
- 2. Speed of the test:** The speed is very closely associated with the validity of test. The speed decreases and validity index increase.
- 3. Difficulty value of the items:** Difficulty value of the items is an important factor in validity of a test. More the homogeneity, less the validity. If the sample of examinees is homogeneous in ability, the validity of a test score is lowered.
- 4. Homogeneity of the sample:** More the homogeneity, less the validity, if the sample of examinees is homogeneous in ability, the validity of test is lowered.
- 5. Ambiguous instruction:** Ambiguous instruction affects the performance of examinees and hence the validity of a test. There should be uniformity and clarity of a test.

Q2. Define Reliability. What are the various factors which affect the reliability of a test?

Ans. Reliability may be defined as the extent to which a test internally consistent and the extent to which it yields consistent scores on testing and resting.

Factors affecting the reliability of a test

The factors influencing reliability can be broadly classified into external factors, and internal factors.

External factors:

1. Group homogeneity and heterogeneity.
2. Scope of guessing by the examinees.
3. Environmental conditions for administering test
4. Momentary fluctuations in the examinees.

Internal factors:

1. Length of the test or number of items in the test.
2. Range of total score.
3. Speed of the items.
4. Discriminative power.

Section-C**(Long Answer Type Questions)****Q1. What is Validity? Discuss its various types?**

Ans. Validity means purposiveness and truthfulness of a test. To many, validity means the extent to which a test measures what it purports to measure, meaning thereby, that a test should measure exactly only that for what it has been constructed keeping in view its sole objective or purpose.

Every test is constructed keeping certain objectives in mind. This test is valid only for that purpose to the extent it measures the same thing for which it was constructed. In this sense no test is 100% valid. The validity coefficient of a test may vary from place to place, from situation to situation and from time to time. But if it fulfils the purpose for which it has been constructed, it is called valid and the degree of validity will depend upon the degree of fulfilling the purpose.

For example, an intelligence test should not measure anything other than intelligence.

Definitions

According to **Lee J. Cronbach**, “Validity is the extent to which a tests measures what it purports to measure.”

According to **Gulliksen**, “It is the correlation of a test with some criterion.”

According to **Boring and Others**, “The degree to which the test actually succeeds in measuring what it sets out to measure is called its validity.”

Characteristics of Validity

On the basis of the above definitions, we can derive the following characteristics of a valid test:

1. It measures exactly what it wants to measure.
2. A test can be valid only when it has high degree of reliability.
3. Validity ensures reliability also. If a test is valid, it must be reliable.

Types of Validity

The various types of validity are as given below:

1. Content or Curricular validity: A test has curricular validity if it represents the objectives of the curriculum. For example, in primary school curriculum, the aim of curriculum is that pupils should learn some fundamental concepts. The test has, therefore, to be curriculum centred. Thus, this validity is meant for what are called “achievement or attainment” tests, that have a backward look.

2. Concurrent validity: A test has concurrent validity when test gives an estimate of certain performance. It implies that the tests are able to distinguish between two or more groups of individuals whose status at the of testing is different. For example, test used to distinguish between persons with personality disorder and the normal ones.

3. Predictive validity: A test has predictive validity if scores on it predict future performance. In order to find this validity, the test is administered and scores are obtained. It determines the future success of the test. The predictive validity of a test is determined on the basis of an established criterion. This type of validity is required in aptitude tests, vocational selection tests and special ability tests.

4. Construct validity: The other names of this validity are psychological validity, factorial validity or trait validity. Construct validity of a test refers to the extent to which the test measures a particular characteristic of the individuals.

Construct validity may be ascertained by the method of factorial analysis. This validity has special reference to the areas of abilities and personality. This validity is used in such tests as those of study habits skills, appreciation, understandings of interpretation of data.

5. Face validity: This is determined by looking at the title and appearance of the test. A test may be said to have face validity if it appears to measure what its author says it measures. In other words, face validity means that the given test appears to measure what it is to measure. This validity does not refer to what the test actually measures but refers to what the test seems to measure.

Q2. What is reliability? Discuss the methods of estimating reliability.

Ans. Reliability practically refers to the accuracy of any test and measuring instrument. It refers to the extent to which a test yields consistent results upon testing and re-testing. In other words, reliability is the consistency of a test, yielding the same results in measuring whatever it does measure.

Definitions

According to Anastasi (1968), “Reliability means consistency of scores obtained by the same individuals on different occasions or with different sets of equivalent items”.

According to L.J. Cronbach, “Reliability always refers to consistency through a series of measurement.”

Frank Freeman depicts that the reliability refers to the extent to which a test internally consistent and the extent to which it yields consistent scores on testing and resting.

On the basis of above definitions, we can say that reliability refers to the consistency or stability of the scores.

Characteristics of Reliability

Following are the characteristics of reliability:

1. Reliability refers to consistency and accuracy of test scores.
2. It is the coefficient of stability and internal consistency.
3. Reliability refers the stability of a test for a certain population.

Methods or Types of Reliability

I. Test-Retest Reliability or Coefficient of Stability: It is the simplest method of estimating reliability of a test score. In test-retest method, the single form of test is administered twice on the same sample with a reasonable gap. It is also called as coefficient of stability.

Advantages

1. It is the simplest and easy method of estimating reliability coefficient.
2. It is an economical method of reliability as one form of the test is used on both times.

Disadvantages

1. This method is less accurate.
2. It is time consuming method of reliability.

II. Split-Half or Odd-Even Method: It is an improvement over the earlier methods. It involves both the characteristics of stability and equivalence. In this method, the whole test is divided into two equal and comparable halves by pooling the odd and even items in each half of the test. Before doing this item analysis of the test is done and items are arranged in increasing order of the difficulty. After doing this splitting is done.

Advantages

1. It is useful for attitude scale, personality inventories and performance test etc.
2. All the limitations of earlier methods are eliminated in this method-memory, skill, maturity factor.

Disadvantages

1. Chance errors may affect scores on the two halves of the test.
2. It can not be used in power tests and heterogeneous tests.

Unit-IV

Limitation and Reform of Present System of Examination

Section-A

(Very Short Answer Type Questions)

Q1. Define the term examination.

Ans. Examination is a means to check the knowledge of the students and to classify them according to their attainments or achievements.

Q2. Write down two limitations of present system of examination.

Ans. 1. Our examinations do not test the real knowledge of the students. They only measure partial knowledge of students. It is found that most of the students prepare few important topics and get full marks than the students who prepare the whole syllabus.

2. This system of examination has also encouraged the tendency to copy or cheat, since the students want to pass the examination, by fair means or foul.

Q3. NCF stand for.

Ans. National Curriculum Framework.

Q4. Who is the chairman of Indian Education Commission (1964-66)?

Ans. Dr. D.S. Kothari.

Q5. What is Open Book Examination?

Ans. In Open Book Examination students are allowed to consult their class notes, textbooks and from other approved material while answering the questions.

Q6. Write down any two recommendations of Indian Education Commission (1964-66).

Ans.

1. Written examinations should be improved.
2. In external examinations, questions should be of the objective type.

Q7. CCE stands for.

Ans. Comprehensive Continuous Evaluation.

Q8. CBCS stands for.

Ans. Choice Based Credit System.

Q9. Who is the chairman of Secondary Education Commission (1952-53)?

Ans. Dr. A. Lakshmana Swami Mudaliar.

Section-B

(Short Answer Type Questions)

Q1. Write a short note on Comprehensive Continuous Evaluation (CCE).

Ans. Comprehensive Continuous Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student development. It is a curricular initiative, attempting to shift emphasis from mere testing to holistic learning. It is a scheme which attempts to cover both the scholastic and the co-scholastic aspects of student's growth and development.

Objectives of CCE

1. It helps us to develop all the three domains (Cognitive, Affective and Psychomotor).
2. It lays emphasis on thought process and de-emphasis memorization.
3. To make evaluation as an integral part teaching learning process.
4. To use evaluation for improvement of student's achievement.
5. To make the process of teaching and learning, learner centred activity.

Q2. Discuss in brief Choice Based Credit System (CBCS).

Ans. The main purpose for the introduction of Choice Based Credit System (CBCS) is to provide an opportunity for students to have a choice of courses or subjects within a programme as against the mostly fixed set of subjects.

The University Grants Commission (UGC), India, has brought out guidelines for the introduction of this scheme in higher education institutions for graduate, postgraduate, diploma and certificate programmes. Here, the students can choose core, elective or soft skill courses from a range of options. The students can learn at their own pace and assignments are graded based on a credit system.

Advantages

1. This system allows a student to study what he/she prefers as per his/her interests.

2. Students can at their own pace.
3. They can also opt additional courses and can score more than the required credits.
4. The system will help the evaluators or teachers to assess the performance of students on a unified scale.

Disadvantages

1. Not very easy to estimate the exact marks.
2. Teacher's workload may fluctuate.
3. Universities and institutions will need the proper resources to cater the choices of students.

Q3. What is Open Book Examination? Highlight its characteristics also.

Ans. In Open Book Examination students are allowed to consult their class notes, textbooks and from other approved material while answering the questions.

Open book examination allows the students to take notes in an exam. It tests the ability to apply knowledge and information. One can use notes, textbooks, reference books, calculators, etc. in such exams.

Characteristics

Following are the characteristics of book examination are:

1. They test the ability of application of knowledge.
2. They are against rote learning.
3. Students can use any kind of related material in these exams.
4. It gives importance to self-study.
5. It gives freedom of expression.

Q4. What are the suggestions as given by National Curriculum Framework (2005) on examination system?

Ans National Curriculum Framework (2005) is based on four national frameworks published in 1975, 1986, 1988 and 2000 by the National Council of Educational, Research and Training (NCERT) in India. The main objective of NCF (2005) was “learning without burden”

The suggestions as given by National Curriculum Framework (2005) on examination system are as under:

1. Shift from content-based testing to problem solving and competency-based assessment.
2. Examination of shorter duration should be introduced.

3. Flexible time limit.
4. Change in topology of questions
5. No public examination till class VIII.
6. Class X board examination to be made optional (in log term)

Section-C

(Long Answer Type Questions)

Q1. What are the various limitations of present system of examination?

Ans. Examination is a means to check the knowledge of the students and to classify them according to their attainments or achievements. Examination existed since time immemorial and they are continuing even today. Presently, it has become a sore point in the field of education as number of maladies have set in the system. The major limitations of the present system of examination are:

1. The reliability and validity of present system of examination has been questioned, because they are subjective in nature. They develop a spirit of unhealthy competition among the students and encourage rote memorization.
2. Our examinations do not test the real knowledge of the students. They only measure partial knowledge of students. It is found that most of the students prepare few important topics and get full marks than the students who prepare the whole syllabus.
3. Students learn the subject by rote and succeed, but this is no measure of their intellectual powers.
4. Our examination system fails to measure the quality of students. Because they do not provide any measure to test the originality, truthfulness, honesty and sociability.
5. The present examination system tests only cramming and retention power of the students. They however, do not test the understanding, creative thinking and application.
6. This system of examination has also encouraged the tendency to copy or cheat, since the students want to pass the examination, by fair means or foul.
7. It does not measure the child's abilities effectively. Examinations have become a chance and hence they are not a complete standard of measurement.
8. In a written examination of three hours, it is not possible to test the student's knowledge of the whole syllabus. Even theoretically, this kind of testing is unsatisfactory and unjustified.

9.Examinations adversely affect the physical and mental health of the students. When examinations approach, students work very hard and burn their mid-night oil.

10. Examination system at present is very haphazard in its approach. It fails to tackle various problems of the students.

Q2. What are the various recommendations as given by Secondary Education Commission (1952-53)?

Ans. On September 23, 1952, Secondary Education Commission was appointed under the chairmanship of Dr. A. L. Swami Mudaliar, the Vice-chancellor of Madras University. It is on his name that the commission is also known as Mudaliar Commission. The commission has submitted its report on August 29, 1953 consisting of 250 pages.

The secondary education commission made the following recommendations for improving the system of examination:

1. Reducing the number of the external examinations: The number of external examinations should be reduced.

2. Minimising the element of subjectivity: The element of subjectivity which is unavoidable in the present purely essay type examination should be minimised as far as possible by introducing objective type tests of attainments and also by changing the type of questions.

3. Encouraging rational understanding: The nature of tests and type of questions should be such as to discourage cramming and encourage intelligent understanding.

4. To set one paper on one day: It is undesirable to set two papers of three hours each in a single day. One paper should be conducted in a day.

5. Basis of final assessment: The final assessment of the pupil should not be based entirely on the results of the external examination. Due credit should be given to the internal tests and the school records of the pupils.

6. Compartmental System: The system of compartmental examinations should be introduced at the final public examinations.

Q3. Give an account of the recommendations as recommended by Indian Education Commission (1964-66) on examinations.

Ans. The Indian Education Commission also known as Kothari Commission or National Education Commission. This is the sixth commission in the history of Indian Education Commission of India. The Indian Education Commission was appointed under the Chairmanship of Dr. Dawlat Singh Kothari by the government resolution in June, 1964. The commission began its work on October 2, 1964 and submitted its final report on June 26, 1966. The report of this commission consisting of 629 pages. Sri J.P Naik was its member secretary.

The following are the suggestions or recommendations of the Kothari Commission with regard to reform in the system of education-

1. Written examinations should be improved.
2. New testing techniques should be devised for testing those abilities which cannot be suitably assessed through written examinations.
3. In external examinations, questions should be of the objective type.
4. The student should get his school record in addition to the Boards certificate.
5. Various kinds of standardized tests should be employed for internal assessment by the teacher who can create new tests, oral tests, practical tests, and thereby evaluate the child's inclination and attitude.
6. The number of external examinations should be reduced.

Q. What are the various provisions as recommended by National Policy on Education (1986) for examination system on education?

Ans. In January, 1985 the government of India announced that a New Educational Policy would be formulated in the country. The call for New Educational Policy was given by the Rajiv Gandhi, Prime Minister of India. The final draft of the National Policy on Education was preceded by the 119 paged documents entitled, "Challenge of Education-A Policy Perspective" released by the Ministry of Education in August, 1985. The main aim of NPE 1986 was to drive the maximum benefits from the assets already created and to ensure that the fruits of change reach all sections.

The main suggestions or recommendations as incorporated by the NPE 1986 regarding the examination system on education are highlighted below:

1. The scope of examination should be extended to deal with all aspects of pupil's development.
2. Question papers should be improved by considering adequate coverage of objectives, syllabus etc.
3. Internal assessment should be introduced in refined form.
4. Spot evaluation of answer scripts.
5. Continuous institutional evaluation should be introduced at the post-graduate level, deemed universities and autonomous colleges.
6. Student's performance should be indicated through letter grades and overall performance should be on the basis of cumulative grade point average.
7. Innovations and experiments in the conduct of examinations, like printing and distribution of question papers with questions arranged in different sequences to avoid copying and other unfair means in the examination's halls.

Previous Year Paper

B.Ed. 3rd Semester

Educational Measurement and Evaluation

Max. Marks: 80

(BED15302)

Time Allowed: 2 ½ hours

Min Marks: 32

Note: Attempt all questions from section A & B and only two from section C.

Section-A (Very short questions to be answered in about 20 words)

(8x2=16)

1. a) Write down one definition of Educational Measurement.
b) Define Evaluation.
c) What is Formative Evaluation?
d) List one merit of objective-type test.
e) Mention two factors affecting reliability.
f) Define Validity.
g) Who was the chairman of Indian Education Commission (1964-66)?
h) List one recommendation of NPE-1986 on examination.

Section-B (Short questions to be answered in about 250 words)

(4x8=32)

2. Differentiate between Measurement and Evaluation.
3. What are the functions of summative evaluation?
4. Explain in brief the factors affecting validity.
5. Briefly explain the drawbacks of present examination system.

Section-C (Long questions to be answered in about 500 words)

(2x16=32)

6. Educational measurement and evaluation has a vast significance-Discuss.
7. What measures can be taken for improving the present internal and external evaluation.
8. What is reliability? Discuss in detail any two methods of reliability coefficient.
9. Give an account of the recommendations as recommended by Indian Education Commission (1964-66) on examinations

Model Paper

B.Ed. 3rd Semester

Educational Measurement and Evaluation

Max. Marks: 80

(BED15302)

Time Allowed: 2 ½ hours

Min Marks: 32

Note: Attempt all questions from section A & B and only two from section C.

Section-A (Very short questions to be answered in about 20 words)

(8x2=16)

1. a) Explain the term “Educational Evaluation”?
- b) Enumerate the scales of measurement.
- c) List one merit of objective-type test.
- d) What is summative evaluation?
- e) Define validity.
- f) Mention two methods of estimating reliability.
- g) Secondary Education Commission is also known as.
- h) What is Open Book Examination?

Section-B (Short questions to be answered in about 250 words)

(4x8=32)

2. Differentiate between examination and assessment.
3. How is formative evaluation different from summative evaluation?
4. Define validity. Explain any three types of validity?
5. Give an account of the recommendations as recommended by NPE-1986 on examinations.

Section-C (Long questions to be answered in about 500 words)

(2x16=32)

6. What is measurement? Discuss its scales with suitable example.
7. Describe objective type tests. What are its merits and demerits?
8. Define reliability. Discuss any two methods of estimating reliability.
9. What are the various limitations of present system of examination?

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Syllabus

Essentials of Instructional Technology

Course Code: B. ED- 104

M. Marks: 80

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- i) Concept and Characteristics of teaching
- ii) Phases of teaching: Pre-active, Interactive and Post-active
- iii) Models of teaching: Definitions, elements and classification
- iv) Concept Attainment Model (J. Bruner)

Unit II: Teaching Device

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- i) Teaching Devices
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- iii) Home Assignment, Discussion, Dramatization
- iv) illustration, Lecturing, Narration
- v) Observation, Source Method, Story Telling
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- i) Meaning & Significance of lesson planning
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Unit- I

TEACHING AND ITS MODELS

Section-A

(Very Short Answer Type Questions)

Q1. Define the term teaching.

Ans. Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

Q2. Write down the two characteristics of teaching.

Ans. The two characteristics of teaching are:

1. Teaching is an interactive process.
2. Teaching is an art as well as a science.

Q3. What are the phases of teaching given by Philip Jackson?

Ans. Jackson has given three phases of teaching: -

1. Pre-active phase of teaching.
2. interactive phase of teaching.
3. Post-active phase of teaching.

Q4. What is 'Interactive phase' of teaching?

Ans. Interactive phase of teaching is the actual classroom teaching. It is concerned with the implementation and carrying out what has been planned or decided at the pre-active phase of teaching.

Q5. Explain the term teaching models.

Ans. Teaching models are just instructional designs. They describe the process and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behaviour.

Q6. Who developed the 'Concept Attainment Model'?

Ans. J. Bruner.

Section-B

(Short Answer Type Questions)

Q1. Define teaching and discuss its characteristics.

Ans. Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

Characteristics of teaching:

1. Teaching is an interaction between a teacher and his pupils.
2. It takes place in a dynamic environment.
3. Teaching is a process leading to the development of learners.
4. It is essentially an intellectual activity.
5. Teaching is diagnostic as well as remedial process.
6. It is an art as well as science.

Q2. What are the different Phases of Teaching?

Ans. According to **Jackson (1966)**, phases of teaching can be divided into three parts—

- ❖ Pre-active stage
- ❖ Inter-active stage
- ❖ Post-active stage

(1) Pre-active stage: In pre-active stage, teacher plans teaching for providing knowledge to students. In this stage, all the activities of teacher are included which he does before entering the classroom. This stage is also known as Teaching Planning Stage. In this stage of teaching, teacher selects the teaching plan and employs it so that he could achieve the intended goals. At this time teacher thinks to make his teaching organized and successful. Related literatures are studied and others are discussed. Hence it is also called as conceptualize stage.

(2) Inter-active stage: This stage includes all those behaviours, activities or things done between the time of the teacher's entry in the classroom and the time when the lesson or subject content has been delivered by him. In this stage, teacher and students are in front of each other. Teacher gives verbal and non-verbal inspiration, explains different facts of the

lesson, asks questions and tells the answers. In addition to this he helps them to achieve their goals. In this stage, teacher implements the already prepared teaching. The teacher uses a variety of teaching approaches, array compositions, teaching tips to actual format the teaching preparation done in pre-active stage.

(3) Post-active stage: In this stage, teacher evaluates the task learned after teaching has been finished. Evaluation is based on goals. For evaluating, various evaluation methods are used by the teacher. It is also called an evaluating phase of teaching.

Section-C

(Long Answer Type Questions)

Q1. Write a detailed note on Bruner's Concept Attainment Model.

Ans. The Concept Attainment Model was developed from the work of Jerome Bruner, Jacqueline Goodnow and George Austine. It comes under the category of Information Processing Models. It is also known as Bruner's Concept Attainment Model. Concept Attainment Model is a teaching strategy to teach concepts.

Concept Attainment Model is an indirect instruction strategy that uses a structured inquiry process. It gives a great help in the creation and attainment of concepts.

Fundamental elements of Concept Attainment Model:

1. Focus: - The main focus of this model is to develop inductive reasoning.

2. Syntax: - It is based on the following phases:

- a. Presentation of data and identification of concepts.
- b. Testing attainment of the concepts.
- c. Analysis of thinking strategies.

3. Principle of Reaction: - In order to serve the active participation of the students in teaching process, it is essential that the teacher should recognise the activities of the students and encourage them. It guides the teacher's response of the learner.

4. The Social System: - In the Concept Attainment Model, the teacher is the controller of the situation. The three major functions of the teacher are to record, prompt and present additional data.

5. The Support System: - Concept attainment lessons require that positive and negative exemplars be presented to the students.

6. The Application Context: - Concept Attainment Model proves an excellent way (based on inductive reasoning and systematic thinking) to teach concepts through the use of examples. It can be used to teach concepts related with any discipline or area of the curriculum.

Merits of Concept Attainment Model:

- It is helpful in developing the power of imagination of the students.
- It develops reasoning power of the students.
- It helps the students in making good observers.

Applications of Concept Attainment Model in the Classroom Situation:

- This model can be used teaching of language, grammar, science and fundamentals of mathematics.
- This model is also an evaluation tool.
- The model can be used with students of all grades.

Q2. What are the Models of Teaching? Discuss its elements.

Ans. The term model is used to mean a teaching episode done by an experienced teacher in which a highly focussed teaching behaviour is demonstrated, in it an individual demonstrating particular patterns which the trainee learns through imitation. It is a way to talk and think about instruction in which certain facts may be organized, classified and interpreted.

Bruce Joyce and Marsha Weil describe a Model of Teaching as a plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings. Thus, teaching models are just instructional designs. They describe the process and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behaviour.

According to N.K. Jangira and Azit Singh (1983): "A model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize specific goal. It helps in designing instructional activities and environmental facilities, carrying out of these activities and realization of the stipulated objectives."

Models of Teaching are designed for specific purposes-the teaching of information concepts, ways of thinking, the study of social values and so on-by asking students to engage in particular cognitive and social tasks. Some models centre on delivery by the instructor while others develop as the learners respond to tasks and the student is regarded as a partner in the educational enterprise.

These are based on the following specifications:

- a) **Specification of Environment-** It specifies in definite terms the environmental conditions under which a student's response should be observed.
- b) **Specification of operation-** It specifies the mechanism that provides for the reaction of students and interaction with the environment.
- c) **Specification of criterion of Performance-** It specifies the criterion of Performance which is accepted by the students the behavioural outcome which the learner would demonstrate after completing specific instructional sequences are delineated in the teaching.
- d) **Specification of learning outcome-** It specifies what the student will perform after completing an instructional sequence.

Characteristics of a Teaching model

- i. **Encourage Art of Teaching-** Teaching is considered as an art. Teaching models encourages this art by providing learning environment.
- ii. **Development of Inherent Abilities -**Teaching models bring about the qualitative development of personality as it helps in developing human abilities. It also increases the teacher's social competency.
- iii. **Based on Individual Differences-** Teaching model uses the student's interest, as it is constructed on the basis of individual differences.
- iv. **Influenced by Philosophy-** Every teaching model is influenced by the philosophy of education. Hence, teachers formulate different models of teaching under the influence of the philosophy they believe.
- v. **Answers Fundamental Questions-** In every teaching model answer to all the fundamental questions pertaining to the behaviour of students and teachers are included.
- vi. **Maxims of Teaching-** The basis of teaching model is the maxims of teaching. They are the foundation of each teaching model.
- vii. **Practice and Concentration-** The development of a teaching model is based on regular and continuous practice and concentration. The proper development of a teaching model is only possible when the assumptions are made clear by related thinking.

Fundamental Elements of a Teaching Model

Four fundamental elements are found in any teaching model:

1. **Focus:** What objectives are to be realised by teaching is called focus. Thus, this element is related to planning phase of the teaching.

2. **Syntax:** In this element, teaching strategies and techniques are selected and their sequence is determined so that suitable learning situations may be created and objectives are achieved.
3. **Social System:** This element is related to class interaction. Here the desired activities between the teacher and pupils and mutual relationship between them are determined.
4. **Support System:** Here behaviour is evaluated objectively to see to what extent the objectives have been achieved. This element determines the effectiveness of syntax and social system.

Q3. What is Teaching? Discuss its characteristics.

Ans. Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. Teaching can be both formal and informal. Informal teaching is carried out within the family or community, during initial years of life. It is also called as home schooling. On the hand, formal teaching is carried out by paid professionals called editors, teachers or faculty.

Definitions

“Teaching is an intimate contact between the more mature personality and a less mature one which is designed to further the education of the latter.” **-H C Morrison**

“Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).” **-Jackson**

“Teaching is interpersonal influence aimed at changing the behaviour potential of another person.” **-N.L. Gage**

“Teaching is the stimulation, guidance, direction, and encouragement of learning.” **-Burtan**

“Teaching is a system of actions to induce learning.” **-Smith**

Nature and characteristic of teaching

Teaching is a social and cultural process, which is planned in order to enable an individual to learn something in his life. We can describe the nature and characteristics of teaching in following way: -

1. Teaching is an interaction between a teacher and his pupils.

2. It takes place in a dynamic environment.
3. Teaching is a process leading to the development of learners.
4. It is essentially an intellectual activity.
5. Teaching is diagnostic as well as remedial process.
6. It is an art as well as science.
7. Teaching is a social service and a continuous process.
8. It has high degree of autonomy.
9. Teaching is a tripolar process and tends towards self-organisation.
10. Teaching is a profession.

Unit-II

TEACHING DEVICES

Section-A

(Very Short Answer Type Questions)

Q1. Define teaching devices.

Ans. Teaching devices may be defined as something extra which is put in the process of teaching for making it more effective or purposeful.

Q2. Define Home Assignment.

Ans. Home Assignment is the work or assignments carried out by the students at their homes. It is a useful activity which keeps the child busy at home.

Q3. What is Discussion Method?

Ans. It is an oral method like question-answer and maximum interaction between a teacher and students can be seen here. It is a very useful device used by good teachers in their classroom situation.

Q4. Mention two merits of discussion method.

Ans. 1. Development of thinking.
2. Development of problem-solving attitude and creativity.

Q5. What is Illustration?

Ans. Illustration as a teaching device stands for the use of the means and material- verbal or concrete for helping the students to acquire correct knowledge of the presented material by making it quite clear, interesting or comprehensible.

Q6. Define Special Teacher Plan.

Ans. It is a plan, where specialized teachers remove the difficulties and mis-conceptions of the pupils.

Q7. What is Narration?

Ans. Narration as device of teaching of presenting a well ordered and sequenced verbal account of an object or event, recount some past experiences or incident, tell stories and the alike.

Section-B

(Short Answer Type Questions)

Q1. Write a short note on Dramatization.

Ans. The word 'drama' means 'to act or to do '. In dramatization, an individual attempt to act or do as somebody else has acted or is expected to act, at a certain time, in a certain place and situation. Drama makes learning process more enjoyable.

Dramatization is a very interesting and useful device of teaching. It is an act of dramatizing which helps in understanding the concepts and events related to various subjects of the school curriculum by covering them into an act of play or drama.

Advantages/Uses

1. It helps students to develop language and communication skills.
2. Dramatization develops many cognitive and mental abilities of the students like ability to memorize, imagine, thinking, and reasoning etc
3. It develops the feeling of co-operation among the students.
4. Dramatization as a teaching device helps the teacher in getting their students properly motivated in learning and take interest in studies.

Q2. What is Narration? Discuss its merits.

Ans. Narration as device of teaching of presenting a well ordered and sequenced verbal account of an object or event, recount some past experiences or incident, tell stories and the alike. It is an important device for oral communication of knowledge. Narration help children to learn quickly by making the subject-matter interesting and easy to grasp. It is a very effective device for teaching social science, literature and natural sciences. It is used as a means of arousing interest in learning.

Merits

1. It motivates the child to learn eagerly.
2. Narration help children to learn quickly by making the subject-matter interesting and easy to grasp.
3. It can be used to track almost all the subjects of the school curriculum.
4. It produces a well ordered and sequenced account of the objects and events in a most interesting way.

Q3. Discuss Supervised Study and highlight its merits and drawbacks.

Ans. Supervised study technique is based on the principles of individual differences and activity. The birth of this technique took place in the form of a reaction to the traditional techniques. In this technique, keeping in view the individual differences, every pupil is provided with an opportunity to do his respective task and study, and the teacher solves his individual problems by supervising his tasks as a friend, helper and a guide. Hence, in supervised technique, both pupil and teacher are active.

Supervised study can be adopted as a best teaching device. It may be defined as a teaching device that helps the learner individually or collectively to proceed on the path of learning with their independent efforts under the proper and effective guidance and supervision of the teacher.

Merits/Advantages

1. Independent study and creativity are the outgrowth of supervised study.
2. The motivation provided by the teacher makes it an important pupil experience and leads to creative thinking.
3. It develops cordial and intimate relations between students and teachers.
4. It helps in the inculcation of the habit of regularity, punctuality and systematic work.
5. Supervised study reduces the chances of wastage and stagnation in the field of education.

Drawbacks/Disadvantages

1. The teacher may not be able to take extra load.
2. It is time consuming.
3. There are large number of students in class, therefore, a teacher cannot supervise student activities.

Q4. Write down the importance of Home Assignment or Homework.

Ans. The following points will enumerate the importance of Home Assignment:

1. Provides opportunity in self learning for the students.
2. Assignments provides sufficient flexibility in learning pace of the students.
3. It is a useful activity which keeps the child busy at home.
4. Increases patience and endurance to tolerate pressure.
5. It develops the power of independent and unaided work in the child.
6. Homework is necessary to supplement the teaching work done in the school.
7. It develops the habit of work among the students.

8. It should encourage further readings.

Q5. Discuss Illustration as a teaching device.

Ans. Illustration as a teaching device makes the content material more interesting, understandable and clear. It means use of different concrete materials in order to clarify the different ideas and concepts. In it, the knowledge of new objects is imparted to the pupils by using solid objects. They are two types viz verbal and non-verbal or visual illustration. The illustrations which are presented verbally are called verbal illustrations. It includes stories, anecdotes, descriptions, analogies and comparison similes and words. Non – verbal illustrations or visual or objective illustrations act directly through senses. It includes models, maps, pictures, charts, sketches, graphs etc.

Advantages

1. They develop the curiosity and interest of the pupils.
2. They make the abstract ideas concrete and make the task of teaching- learning easy and interesting.
3. They introduce variety and novelty in the lesson.
4. It is very useful in making some idea or mental picture more clear, definite and precise.

Q6. What is Observation? What are its merits?

Ans. Observation means use of sense organs to know about different things, persons, places and events lying in our environment. According to Mrs. P.V. Young, "Observation is a systematic and deliberate study through the eye, of spontaneous occurrences at the time they occur. The purpose of observation is to perceive the nature and extent of significant interrelated elements within complex social phenomena, culture patterns or humans conduct". It is a useful device of teaching in the hands of a teacher.

For example, the teacher displays a model of heart and asks the students to observe the model carefully and then they are asked to speak one by one about the details of the model they have seen. It is of many types like uncontrolled, controlled, participant and non-participant or quasi – participant observation.

Advantages/Uses

1. It is useful in the sense that students make new discoveries and conduct researches in the field of science.
2. It develops the power of imagination, thinking, reasoning and drawing conclusions etc.
3. It helps the students in clarifying and removing of doubts by obtaining empirical knowledge.
4. It develops the different qualities in an individual like planning, organizing, executing and evaluating.
5. It gives opportunities to the students to become a part of teaching – learning process. They do not remain passive listeners and indifferent observers.

Q7. What are Study habits?

Ans. Individuals differ from one another in their habits. The habits possessed by the students in carrying out their study in different subjects is called study habits. These habits differ from individual to individual. Interesting and fruitful curriculum develops good study habits among students. Every classroom activity should be encouraging and purposeful. Every teaching period should be a thrill giving to the students and this in turn is bound to develop good study habits among students.

Merits/advantages

1. It makes the learners hand workers and ultimately, they come out as successful individuals.
2. It widens their mental horizon.
3. It makes them creative and research minded.
4. They become independent learners without depending upon the teacher unnecessarily and develops confidence among them.
5. It makes the learners to achieve continuing education and updates their knowledge throughout life.

Section-C

(Long Answer Type Questions)

Q1. What are teaching devices? Discuss its importance.

Ans. Teaching devices may be defined as something extra which is put in the process of teaching for making it more effective or purposeful. These help the teacher in accomplishing his goals of teaching in a proper way. When a teacher explains, narrates, describes, illustrates, demonstrates, puts questions, and engages his students in discussion. In this way teaching devices can be termed as specific plans, schemes, tricks, tools or techniques adopted by a teacher in the course of his teaching from time to time for accomplishing the goals of his teaching i.e. affective instruction and purposeful learning.

Teaching devices as a tools or techniques are very much helpful for a teacher. A good teacher always makes use of the right tools at the right time. In the words of A.H. Garlick, "Teaching devices are the teacher's tools and if good work is to be produced, the tools must be used in the right way."

In general, teaching devices can be anything that can be used to facilitate learning and make the process of teaching-learning effective and impressive.

Importance of Teaching devices

The following points will highlight the importance of teaching devices are as under:

1. These devices make teaching-learning process result oriented.
2. Teaching-learning process becomes effective and easy by their use in teaching methods.
3. Devices of teaching are used to teach quickly. This will result covering more syllabus in less time.
4. These are good means of integrating a number of separate pieces of work already learned by other means.
5. These are helpful in bringing something new to children.
6. These are used as aids to effective learning.
7. A teacher needs to use them in order to foster the development of knowledge and to achieve his proposed objectives.
8. With the help of these teaching devices, the teacher would be able to accelerate the pace of learning.
9. These are used as motivating tools.

Q2. Write a detailed note on Home Assignment and Dramatization.

Ans. (A) Home Assignment: The assignments given by the teacher is completed by the students in their home with the help of reference books and instructions/information provided by the teacher. Since the time found to be insufficient to finish the work as a whole, the necessity of home work arises.

Home assignment as a teaching device is used by the teacher for extending the classroom activities to the home surroundings of the pupils with an aim to gain a full advantage of what has been already taught or to be taught to the pupils in the school.

Importance of Home Assignment or Homework

1. Provides opportunity in self learning for the students.
2. Assignments provides sufficient flexibility in learning pace of the students.
3. It is a useful activity which keeps the child busy at home.
4. Increases patience and endurance to tolerate pressure.
5. It develops the power of independent and unaided work in the child.
6. Homework is necessary to supplement the teaching work done in the school.
7. It develops the habit of work among the students.
8. It should encourage further readings.
9. It helps in inculcation of creativity among the students.
10. It helps in sharpening the student's comprehension, analytical, and problem-solving abilities.

(B) Dramatization: The word 'drama' means 'to act or to do '. In dramatization, an individual attempt to act or do as somebody else has acted or is expected to act, at a certain time, in a certain place and situation. Drama makes learning process more enjoyable.

Dramatization is a very interesting and useful device of teaching. It is an act of dramatizing which helps in understanding the concepts and events related to various subjects of the school curriculum by covering them into an act of play or drama.

Advantages/Uses

5. It helps students to develop language and communication skills.
6. Dramatization develops many cognitive and mental abilities of the students like ability to memorize, imagine, thinking, and reasoning etc
7. It develops the feeling of co-operation among the students.
8. Dramatization as a teaching device helps the teacher in getting their students properly motivated in learning and take interest in studies.
9. It is a good device for providing adequate opportunities to the students for their self-expression and self-actualization.
10. It helps in the proper socialization of the students.
11. It makes teaching activity centred.

Q3. Write a short note on Lecturing as a teaching device.

Ans. Lecture is the oldest teaching device applied in educational institution. This teaching device is one-way channel of communication of information. Students' involvement in this teaching device is just to listen and sometimes pen down some notes if necessary, during the lecture, combine the information and organized it.

Advantages

1. In this teaching method a large amount the topics can be covered in a single class period.
2. Using of this method exclude the using of any equipment or Lab.
3. Learning material is not required.
4. Student listening skills developed.
5. Logical arrangement of the material in order to present it orally.
6. Help to learn languages.

Disadvantages

1. Learning is an active process thus study should encourage to actively participate in the class room instead of just listening the teacher.
2. Language using in the lecture is above the standard of the students. They are not able get full advantage of the lecture.

3. Lecture are often forgotten by the students soon after while learning is retained if activities are experienced.
4. Attention level is not the same while student listening the lecture.

Q4. What is Story Telling as a teaching device and write its merits and demerits.

Ans. Story telling may be defined as a teaching device, in which a teacher orally narrates or describes in a very lucid, interesting and lively style, the orderly sequenced events composed in the form of a story to a learner or a group of learners for the purpose of explaining, illustrating and highlighting the facts, concepts, processes and events related to his topic of teaching. It may be of written or oral in style.

As a teaching device, story-telling may be used to almost all the subjects of the school curriculum.

Merits

1. It increases the interests of the pupils in the lesson.
2. It increases and improves the vocabulary of pupils.
3. Imaginative power of students also increase.
4. It becomes easy for the pupils to understand the lesson after the story.
5. It may help in developing their language and communication skills.

Demerits

1. It is not useful for higher classes.
2. It is difficult to maintain discipline while using this device in the class.
3. Story-telling is a unique art. All teachers are not supposed to be good story-tellers.

Q5. Discuss Supervised Study and its merits and drawbacks.

Ans. Supervised study technique is based on the principles of individual differences and activity. The birth of this technique took place in the form of a reaction to the traditional techniques. In this technique, keeping in view the individual differences, every pupil is provided with an opportunity to do his respective task and study, and the teacher solves his individual problems by supervising his tasks as a friend, helper and a guide. Hence, in supervised technique, both pupil and teacher are active.

Supervised study can be adopted as a best teaching device. It may be defined as a teaching device that helps the learner individually or collectively to proceed on the path of learning with their independent efforts under the proper and effective guidance and supervision of the teacher.

Merits/Advantages

1. Independent study and creativity are the outgrowth of supervised study.
2. The motivation provided by the teacher makes it an important pupil experience and leads to creative thinking.
3. It develops cordial and intimate relations between students and teachers.
4. It helps in the inculcation of the habit of regularity, punctuality and systematic work.
5. Supervised study reduces the chances of wastage and stagnation in the field of education.

Drawbacks/Disadvantages

1. The teacher may not be able to take extra load.
2. It is time consuming.
3. There are large number of students in class, therefore, a teacher cannot supervise student activities.

Q6. Write a detailed note on Discussion as a teaching device.

Ans. Discussion popularly known as 'Group discussion' is an organized conversation in which members of a group actively participate and exchange their ideas with a purpose. It is democratic and child centered instructional strategy. According to Johnson, "it is social action in its pure form". In discussion, a topic or issue is taken for discussion. There takes place an exchange of opinions and ideas. All the students address to the teacher and give their arguments and then ultimately gives one shape to different thoughts presented by the students during classroom interaction.

Advantages/Uses

- i. It helps in developing the problem solving capacity and creative ability among learners.
- ii. It helps in developing good habits and discipline among learners. They learn to take turns, listen attentively, act co-operatively, speak distinctly, respect the ideas of others, share interests, ask pertinent questions and comprehend the problem.
- iii. It helps students in knowing what they do not know and what they have overlooked and where they are mistaken both as to facts and methods of interpreting them.
- iv. It clarifies the doubts of the students.
- v. It develops the right type of attitude and the ability to tolerate anti-ideas of others.
- vi. It provides factual information and conceptional knowledge.

- vii. It identifies and discovers talented students who have potential for becoming good leaders, administrators and over all good educationists.
- viii. It encourages active participation with originality and independence.
- ix. It involves reflective level of the students which is most thoughtful and employ independent thinking of the participants.
- x. It gives awareness of theories and principles and provides solution of certain problems.

Unit-III

LESSON PLANNING

Section-A

(Very Short Answer Type Questions)

Q1. Define Lesson planning.

Ans. Lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure.

Q2. Write down two characteristics of lesson planning.

Ans. 1. Lesson **Write down two characteristics of lesson planning.** planning should be in a written form.

2. In lesson planning, the general and important objectives should be clearly defined.

Q3. Name Herbart's four steps of lesson planning.

Ans. 1. Preparation.

2. Presentation.

3. Comparison and association.

4. Generalization.

Q4. Write down two limitations of Herbartian approach.

Ans. 1. It is highly dominated by the teacher.

2. It is highly structured.

Q5. Mention two steps of Gloverian Approach.

Ans. 1. Questioning.

2. Discussion.

Q6. Write down two merits of Gloverian Approach.

Ans. 1. It is a child centered approach.

2. It is democratic and flexible.

Q7. What is Appreciation lesson?

Ans. Appreciation lesson deals with the feeling aspect of human behaviour; truth, beauty and goodness. The appreciation lesson aims at developing the aesthetic sense of the pupils.

Q8. What is Knowledge lesson?

Ans. In these lessons, the cognitive aspect is kept in view. Here pupils acquire the knowledge of various facts and events through the knowledge lessons.

Section-B

(Short Answer Type Questions)

Q1. Why is lesson planning important?

Ans. Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson. Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long –term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets. Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

Q2. What are the various characteristics of good lesson planning?

Ans. Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time-consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

1. Lesson planning should be in a written form.
2. In lesson planning, the general and important objectives should be clearly defined.
3. The lesson plan should relate to suitable teaching method and its use.
4. A continuity component reviews and reflects on content from the previous lesson.
5. Subject, time, class, average age of the students should be mentioned in the lesson plan.
6. Important examples should be included in lesson planning.
7. Inspirational or motivational methods should be experimented in lesson planning.
8. In lesson planning, the time for each topic should appropriately be pre-determined.
9. In lesson planning, the techniques and supportive materials of education like charts, maps and other audio-visual materials and its utilization should be written.

Q3. What are the different types of Lesson plans?

(Or)

Write down the classification of Lesson plans

Ans. Based on the B.S. Bloom taxonomy of Educational objectives, lesson plans can be classified in the following types;

- 1) **Knowledge Lesson.** Here the learner's cognitive aspect of his mental activity is more active which result an increase in his knowledge. Knowledge lesson are those which cause an increase in the knowledge of various facts and events through the knowledge lesson such as the lessons of History, Geography, Economics, Civics, Mathematics, Science and Grammar.
- 2) **Appreciation Lesson.** These are based on the affective aspect of learner's activity. These give aesthetic inspiration to the pupils and develop their appreciation. They take interest in studying these lessons. Poetry lessons are good example of this type.
- 3) **Skill Lesson.** In skill lessons, the psycho-motor aspect of the learner's mental activity is more active. Skill lessons make the pupils efficient in doing some task, while the teacher provides some guidance to the pupils in the beginning. Following the teacher's or guidelines all the pupils get involved in accomplishing the task. This provides man opportunities for experimenting and practice. The creative power of the pupils is more active in skill lessons. Painting, handicraft, gardening and agriculture etc. are examples of skill lesson.

Section-C

(Long Answer Type Questions)

Q1. Discuss the meaning and significance of Lesson Planning?

Ans. Planning means thinking about something beforehand. The success of any work is ensured if its work is planned properly without planning, we cannot achieve our desired ends. Lesson planning means the planning of a daily lesson related with a particular unit of a subject to be covered by the teacher in a specified period for the realization of some stipulated instructional objectives. The development of the lesson planning occurred as a result of Gestalt psychology. According to Gestalt psychology, we perceive whole and then analyse it into different parts. In other words, the emphasis is on unit teaching. A unit, thus plays an important role in understanding the whole concept. Gestalt divides unit lesson plan into two ways viz, Herbart's Approach" and "Dewey and Kilpatrick Approach".

Meaning of lesson planning

Lesson plan is that small unit or units of subject – matter which a teacher teaches in a definite period. We can understand the meaning of lesson planning with the help of following definitions: -

"Daily lesson planning involves defining the objectives, selecting and arranging subject – matter and determining the method or procedure."

-Binning and Binning

"Lesson plan is the title given to the statement of the achievements to be realized and the specific means by which these are attained as a result of activities engaged during the period."

- Bossing

"A lesson plan is a teaching outline of the important points of lesson arranged in order in which they are to be presented. It may include objectives, points to be made, questions to be asked, references to materials, assignments etc."

-C. V Good

While concluding we can say that lesson plan is that pre-determined plan according to which the teacher presents the unit or units of the content regarding new knowledge or experiences by appropriate methods, strategies, tactics, techniques and instruments before the pupils in a particular period, in order to achieve the objectives of the lesson. It is the heart of effective teaching.

Significance of lesson planning

The significance of lesson planning is due to the following highlighted points:

- Lesson-planning helps us to achieve the pre- determined and well-defined objectives of the lesson.
- It helps us to make wise selection of different methods and techniques in order to carry out teaching systematically so that it becomes effective and fruitful.
- It develops confidence and self- reliance in the teacher which is of great value for successful teaching.
- It brings economy in the teaching – learning process by keeping both the teacher and pupils on right track and there is no wastage of time and energy.
- It develops the habit of hardworking among teachers by daily planning of the lesson.
- It helps a teacher to make use of the principle of correlation and integration by linking new knowledge with previous knowledge, linking theory with its practical aspects etc.
- It helps the teacher to prepare tests for progress and to evaluate the teaching – learning process.
- It helps the teacher to use and practice essential component behaviours and skills of teaching helpful in the realization of educational objectives.
- It helps a teacher in developing his decision-making ability, teaching competency and teaching effectiveness.
- It provides adequate lesson summaries and ensures a definite assignment for class which helps in developing insight and understanding.
- It helps the teacher as well as taught in fixing the new learning by making adequate provision for revision, practice, drill work and home assignments.
- It helps the teacher to become aware of what, when and how much is to be done in the class. It engages pupils in their respective tasks and results into class- room discipline.
- It gives practical shape to the teaching – learning process.

Q2. Discuss the Herbartian steps of lesson planning?

Ans. A lesson plan is the systematic preparation done in a scientific manner. Effective and successful teaching mainly depends on perfect lesson planning. A lesson plan represents a single teaching unit meant for a class period. Generally, a lesson plan is teacher's mental and emotional visualization of classroom activities.

This approach generally known as Herbartian Five steps approach, it is the product of the Herbartian School of pedagogy propagated by *J.F. Herbart* (1776-1841) and his followers. The formal steps involved in it are:

1. **Preparation:** In the preparation stage the teacher asks few questions in the class in order to check previous knowledge of students and arouse their curiosity. The teacher brings the students to the main topic gradually and when topic is clear to students, teacher repeats the topic orally and writes it on the blackboard.
2. **Presentation:** At this stage, the teacher presents new knowledge before his students on the basis of their previous knowledge in such a manner that a bond is established between new and old knowledge.

3. **Comparison and Association:** At this stage, the teacher associates different facts, events and subjects in such a manner that they can be easily compared with each other, e.g., giving the knowledge of antonyms and synonyms, comparing the similarities and dis-similarities of the life incidents and characters of gentlemen- real or created ones.
4. **Generalization:** This step involves the reflective thinking because knowledge acquired in presentation is systematized and that leads to generalization. Sometimes the students may make incorrect generalizations, at that time, the teacher helps and guides them in order to correct those. The important thing here is that the pupils should clearly understand the laws that they have discovered.
5. **Application:** Knowledge is useful only when it is capable of being applied. Consequently, in this step, efforts are made to seek applications of generalized facts or formulae. Here, what is learnt or generalized is applied to particular situations or facts for its further verification and application.

Merits/Advantages

1. It has contributed a lot in making teaching a well-planned.
2. This approach makes the lesson simple and easy.
3. It is useful for achieving the cognitive objectives of teaching.
4. It represents an orderly and systematic procedure based on sound psychological laws.
5. It is easily, applicable to the teaching of almost all the school subjects.

Demerits/ Limitations

1. It is highly dominated by the teacher.
2. This approach lays more emphasis on teaching rather than learning.
3. It is highly structured and does not provide the opportunities for teacher's creativity and originality.

Q3. Discuss Gloverian Approach of lesson planning?

Ans. A.H.T. Glover in his book, "New Teaching for New Age", recommends an alternative scheme for writing lesson plan due to the following reasons by criticizing the Herbart's approach:

1. He said that Herbartian approach is teacher centered while modern education emphasis on child centered education.
2. It is wrong to consider association and comparison a separate step of his approach. The reality is that this step is a part of presentation step.
3. It is difficult to draw generalizations as advocated by Herbart because establishing general facts needs long and difficult efforts.
4. If suitable, the Herbartian pattern is suited to the verbal child and the academic subjects.

Alternative Scheme of Gloverian Approach

The steps included under alternative scheme are as: -

1.Questioning: In this scheme, the topic or content is presented with the help of questions. The questions which the teacher asks them may be of introductory, developing and recapitulatory. Questions in the beginning of the lesson are asked to test their previous knowledge, to activate their minds so that they become receptive for further leaning.

2.Discussion: Questioning is followed by discussion regarding the different opinions towards introductory questions. Discussion occurs between the teacher and the pupils. The children express their ideas and opinions and it help them to remove their confusions and difficulties. The teacher may divide the class into groups in order to make it more interesting and fruitful.

3. Investigation: The discussion raises different problems which need solution. So, the student may investigate individually or collectively in order to solve those problems. The teacher guides them in the investigation process and provides them necessary information related to the problem.

4. Expression: After investing the problem, the students are now in a position to use that learnt material in different situations. In other words, they are able to express themselves fully. Expression may be of writing something which may be visual or concrete. The expression should be in the form of practical activities which are of four categories. (i) Passive (ii) Active (iii) Artistic or recreational (iv) organizational.

Q4. Just illustrate one of the sample of a lesson plan.

Ans. Sample of lesson plan

Date:

Duration.....

Class: 8th

Roll No.....

Subject: English

Topic: KASHMIR (the Happy Valley)

Teaching Aids:

Usual classroom, black board, chalk, duster, pointier and evaluation board.

Objectives:

General Objective:

- a) to increase power of understanding among students.
- b) To develop certain skills like power of language power of writing among students.

Specific Objectives:

- a) To give better knowledge about the topic.

Motivation

In order to motivate the students, pupil-teacher will ask some questions about previous knowledge:

Q.1. Have you ever gone to Srinagar?

Ans. Yes, lot of times.

Q.2. Where is Srinagar situated?

Ans. In North of Kashmir.

Q.3. What are the different peculiars of Kashmir?

Ans. No, Expected answer

Then the pupil teacher will announce his topic

Announcement of the Topic

Presentation	Black Board Summary
So dear students our today's topic is Kashmir- the happy valley. Just an hour flight from Delhi to reach in a paradise called Kashmir, a place which is sure to leave you spell bound. Each and every view seems hand painted by the God's themselves. In Kashmir, clear blue sky, loft mountains, its rippling lakes and streams, its green grass grounds effects to know it as the happy valley. In the heart of Kashmir Valley is Srinagar spread eagled around the vast land of the blue water of the river Jehlim. The life sustaining clear waters of the river are natures gift to Kashmir connected with this are the Dal and Nageen lakes. The Dal is a Kaleidoscope of colours with its beautiful houseboats, its Shikaras with their gay canopies and of course the idyllic gardens.	Spell Bound = anxiety Lofty =high Spread eagled = completely spread out Kaleidoscope= changing different colours Shikaras= vehicles used to travel on the water

Recapitulation:

- a) Just an hour flight from Delhi to reach Kashmir.
- b) Kashmir is a Paradise.
- c) In Kashmir every thing seems to hand printed by God's themselves.
- d) Clear blue sky, lofty mountains, rippling lakes and streams compels as it is a happy valley.
- e) Dal and Nageen lakes are connected with river Jahlim.

Evaluation:

Q.1. Which valley is called as Paradise?

Ans. Kashmir Valley.

Q.2. Where is Srinagar situated?

Ans. In the heart of Kashmir Valley.

Q.3. Which river is connected to dal and Nageen lakes?

Ans. River Jehlim.

Q.4. Which lakes is famous in Valley Kashmir?

Ans. Dal lake.

Unit-IV
UNDERSTANDING TEACHING METHODS

Section-A

(Very Short Answer Type Questions)

Q1. Who is credited to have suggested project method?

Ans. William Kilpatrick.

Q2. Write down two merits of problem-solving method.

Ans. 1. It develops reasoning power.
2. It helps to improve knowledge.

Q3. Write any two steps of problem-solving method.

Ans. 1. The formation of the problem.
2. Collection of relevant data and information.

Q4. Who has suggested Dalton Plan Method?

Ans. Miss Helen Parkhurst.

Q5. Mention two principles of Dalton Plan.

Ans. 1. Principle of individual work.
2. Principle of self efforts.

Q6. Who has suggested Heuristic Method?

Ans. Prof. Armstrong.

Q7. Write two merits of Heuristic Method.

Ans. 1. This method increases the self-confidence of students.
2. Highest level of cognitive objectives can be achieved through this method.

Q8. Write one limitation of project method.

Ans. 1. It is very much time consuming.

Section-B

(Short Answer Type Questions)

Q1. Discuss Problem-Solving Method.

Ans. Problem Solving is a teaching strategy that employs the scientific method in searching for information. It presupposes that students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum.

Problem-Solving involves three basic functions:

1. Seeking information.
2. Generating new knowledge.
3. Making decisions.

Steps in Problem-Solving Method

1. Defining the problem.
2. Formulating hypothesis.
3. Testing the likely hypothesis.
4. Analysis interpretation and evaluation of evidence.
5. Formulating conclusions.

Q2. What are the merits of Problem-Solving Method?

Ans. The merits of problem-solving method are as under:

Merits

1. It develops reasoning power among the students.
2. It helps to improve knowledge.
3. It develops good study habits among the learners.
4. It helps in stimulating thinking.
5. The method provides opportunities to the teachers to know detail his pupils.
6. It develops imaginative power among the students.

7. Students learn facts which are meaningful and which have been discovered by their own efforts.

Q3. What are the various principles of Dalton Plan Method? Also highlight its merits and demerits.

Ans. The steps that comes under Dalton Plan are highlighted below:

1. Principle of individual differences: The whole crux of this plan is based on individual differences. No two individuals are alike in any respect so everyone should be given freedom to experiment and to manipulate the learning situations according to his needs. In this plan, every child works according to his own needs and interests. No restrictions or compulsions on the learner in order to complete their assignments.

2. Principle of Freedom: This plan follows the principle of freedom. As we are facing the situations of ringing bells in the schools, this plan had ignored it only to give students freedom in their studies. No one is there to knock the door that your period is complete. There is no set time-table, no classroom restrictions, and no worry of annual examinations. They can move freely to any room according to their time budgeting.

3. Principle of Self-Effort: This plan takes into account the individual's self-effort in any assignment or work in order to develop individual in all aspects. Spoon-feeding has been totally avoided in this plan. Whatever, he learns and how he learns depends upon students' self-efforts. It makes him hard-worker, develops confidence and instils spirit for further learning.

4. Principle of Gestalt view of Work: This plan gives the whole view of the work to be done by the learners in a year. No doubt that is split into parts, but the wholeness reminds them that how much work they have to done in a year.

Merits of Dalton plan

1. It gives due consideration to the principle of individual differences. Every child is provided with necessary opportunities to learn according to his own needs, interests, and capabilities.
2. There is no need of setting class wise, teacher wise or subject wise time table.
3. It develops the sense of responsibility among the learners.

Demerits

1. It is not suitable for small children.
2. Oral work is discouraged.

Q4. What are the principle steps of Project Method?

Ans. The principle steps of Project method are as under:

1. Providing a Situation: As the practical working starts of the project method, the teacher first of all provides the different situations. The different situations should be provided in such a manner that the pupils may feel it necessary to overcome those difficult situations. Resolving or overcoming of the difficulty becomes a project for them. These difficult situations may arise from discussion on various situations like difficult topics, pictures, buildings or cities, educational trips, days of national importance and many kinds of other social activities. Stevenson taught the use of the electric bell to his high school students by the project method. In this step only situations are provided and not the choosing of projects.

2. Choosing the Project: When the students feel difficulty in any situation, then the step of choosing it and working on it starts. Students choose different projects according to their interests and abilities. They may choose projects individually or collectively. The teacher should not himself choose the project according to his interest and make the students to accept it because its main aim is to make the students independent in thought and choice. Teacher should act only as a guide in selecting the projects. He should see the purposing of the projects chosen by them because every activity follows a definite purpose or goal. As Kilpatrick writes, “the part of the pupil and the part of the teacher in most of the school work depends largely on who does the purposing. It is practically the whole thing.” So, the teacher should help them whenever they choose the wrong projects which have no significance or purpose or goal. He should also see that the projects chosen by them should not be too lengthy, costly and un-useful for the society.

3. Planning the Project: After the selection of a suitable project, the next step is to plan the project. It means how to start the work, how to execute and how to evaluate the project is done under planning. While planning, at first there should be oral discussions about the chosen project followed by writing of proposals. Every detail of the project is discussed thoroughly and responsibilities are assigned to the different students. The entire planning of project is done under the guidance of the teacher, after a good deal of discussion.

4. Executing: It is the real learning step of project method. Students undertake activities according to their responsibilities and individual differences. At this stage, they work and collect information according to their projects. They perform many activities like reading books, visiting different places, getting information from different persons and all those resources which help in the successful completion of their project.

5. Evaluating: In this step, the students evaluate their respective projects. They check their work and learn from the mistakes they have committed during this project. Through evaluation, they get training in self-criticism that whether the work done was according to project or not, have we learnt new things through this project or not, was our choice correct or wrong etc.

6. **Recording:** After the completion of the project, the students should keep a project-book in order to record their work. There should be record of all activities and all the sources of information which enabled them to complete their projects. In nut shell, the whole procedure from providing a situation till evaluating should be recorded in the project-book.

Section-C

(Long Answer Type Questions)

Q1. Discuss Dalton Plan Method in detail.

Ans. The Dalton plan or the Dalton laboratory plan as it is sometimes called was originated and planned by Miss Helen Parkhurst in a high school at Dalton in USA in 1920. She was a school teacher and in charge of teaching children of different classes with different ages and with different achievements. She found that the traditional teaching ignores the individual differences of the learners. In traditional system, the teacher comes into the class, delivers his lecture without caring about their individual differences. All the children whether bright or dull were tagged together and as such it does not benefit the average classroom. She had studied the different methods and thought of a similar plan whose base should be the individual differences and thus evolved her own plan namely Dalton plan. It is not a method but a reorganization of educational scheme applicable to 8 to 18 years of age. There is no change in the curriculum but change in the teaching procedure. It gives more importance to individual, his nature, needs, interests etc. Thus, it provides equal opportunities of progress to all the learners.

Principles of Dalton Plan Method

The basic principles of Dalton Plan Method are as under:

1. **Principle of individual differences:** The whole crux of this plan is based on individual differences. No two individuals are alike in any respect so everyone should be given freedom to experiment and to manipulate the learning situations according to his needs. In this plan, every child works according to his own needs and interests. No restrictions or compulsions on the learner in order to complete their assignments.

2. **Principle of Freedom:** This plan follows the principle of freedom. As we are facing the situations of ringing bells in the schools, this plan had ignored it only to give students freedom in their studies. No one is there to knock the door that your period is complete. There is no set time-table, no classroom restrictions, and no worry of annual examinations. They can move freely to any room according to their time budgeting.

3. Principle of Self-Effort: This plan takes into account the individual's self-effort in any assignment or work in order to develop individual in all aspects. Spoon-feeding has been totally avoided in this plan. Whatever, he learns and how he learns depends upon students' self-efforts. It makes him hard-worker, develops confidence and instils spirit for further learning.

4. Principle of Gestalt view of Work: This plan gives the whole view of the work to be done by the learners in a year. No doubt that is split into parts, but the wholeness reminds them that how much work they have to done in a year.

Merits of Dalton plan

1. It gives due consideration to the principle of individual differences. Every child is provided with necessary opportunities to learn according to his own needs, interests, and capabilities.
2. There is no need of setting class wise, teacher wise or subject wise time table.
3. In this plan, there arises no problem of indiscipline. Because each pupil works according to his interest and speed.
4. It develops the sense of responsibility among the learners.

Demerits

1. It is not suitable for small children.
2. Oral work is discouraged.
3. Difficult topics cannot be covered in this method.
4. This plan is not suitable for careless students.

Q2. Write a detailed note on Project Method.

Ans. Project method of teaching is the outcome of John Dewey's philosophy of pragmatism or experimentalism or instrumentalism. Prof. William Kilpatrick, a follower of John Dewey, was the originator of this method and J.A. Stevenson further worked on it and perfected it as a method of teaching. In the words of Kilpatrick, "Project is a whole-hearted purposeful activity, proceeding in a social environment". It means that it is the activity chosen from real life situations and completed in a social set up. It is a problematic act which requires reasoning, imagination, evaluating, recording and judging and is carried to completion not left unfinished. Those problematic situations should be provided which have a definite purpose and significance for the learners otherwise project will be left unfinished. Here emphasis is not on teaching but on learning and learning can be effective not only by doing but through living in a social environment.

Definitions

"A project is a whole-hearted purposeful activity, proceeding in a social environment.

-Kilpatrick

"A project is a problematic act carried to completion in its natural settings."

-Stevenson

“A project is a purposeful activity which is completed in vacuum with co-operation and understanding.”

-Ryburn

“Project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievement.”

-Sneddon

Principles Project Method

The fundamental principles of Project Method are as under:

1. Principle of purpose: Project method is a purposeful activity. Any activity which has a clear-cut purpose for the learners becomes interesting and stimulates them to complete that work. It prepares student's mind for further learning and leads to completion of any project.

2. Principles of Activity: The principle of activity has great significance in project method of teaching. A child by nature loves those things which he does by his hands and head. We should provide ample opportunities to children to think, plan and carry out the projects themselves and it helps them to achieve the goal or to complete their projects not lifting unfinished.

3. Principle of Utility: Pragmatists gave main emphasis on the utility or practicability of things. According to pragmatic thinkers, any knowledge which does not find practical applications in life is not real knowledge. Knowledge gained by children should have some immediate practical significance. Children love those things which help them in solving their immediate difficulty. A child will not show much interest in those projects which have no utility for them. So, project method incorporated the principle of utility in it.

4. Principle of freedom: Freedom should be given to children in any work and that becomes useful for the learners as well as for society. Any project which is not completed in a congenial environment goes in vain. When the children are given freedom, they can express their thoughts, beliefs, ideas, attitudes etc freely which will lead to the development of a well-adjusted personality.

STEPS/PROCEDURE

1. Providing a Situation: As the practical working starts of the project method, the teacher first of all provides the different situations. The different situations should be provided in such a manner that the pupils may feel it necessary to overcome those difficult situations. Resolving or overcoming of the difficulty becomes a project for them. These difficult situations may arise from discussion on various situations like difficult topics, pictures, buildings or cities, educational trips, days of national importance and many kinds of other social activities. Stevenson taught the use of the electric bell to his high school students by the project method. In this step only situations are provided and not the choosing of projects.

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6. Recording: After the completion of the project, the students should keep a project-book in order to record their work. There should be record of all activities and all the sources of information which enabled them to complete their projects. In nut shell, the whole procedure from providing a situation till evaluating should be recorded in the project-book.

Merits

1. Students are likely to develop the habit of critical thinking.
2. They develop the habit of working in teams.
3. Students learn cooperation, tolerance, and mutual acceptance through this method.
4. Students learn how to solve the problems of real life.

Demerits/ Drawbacks

1. It is a time-consuming method.
2. Individual evaluation of student's performance is not possible here.
3. This method is expensive.

Q3. Explain Heuristic Method of teaching.

Ans. The Heuristic method of teaching was developed by Prof. Armstrong. It was first used for teaching science subjects and later on it was used for teaching other subjects also. The word Heuristic is derived from the Greek word "Heurisko" which means to find out, to search out, to discover, to investigate.

Thus, in this method, the students find things for themselves, e.g., when a student is performing an experiment in a chemistry laboratory by mixing two chemicals, he does not know what the results will be. After completing his experiment, he finds some results and it means the use of Heuristic method in his learning process. In these methods the students are placed in the position of actual discoverers and are told as little as possible about the problem. It involves maximum usage of thinking and logical reasoning. Its main aim is to develop scientific attitude among learners. In the words of W.M. Ryburn, "This method as the name implies, is a method by which the pupil discovers things for himself. The pupil is put in the position of a pioneer and he finds his way along the path of knowledge as did those who first discovered the facts, principles and laws which are now known to all". The pupils search out the knowledge by keeping themselves physically as well as mentally active by solving definite problems. It develops the habit of hardworking in both teachers as well as students. It gives maximum opportunities to an individual to utilize all his faculties in order to search more and more.

Principles of Heuristic Method

The fundamental principles of Heuristic Method are highlighted below:

1. **Principle of Logical Thinking:** The Heuristic method takes into account the logical thinking of the students. The maximum use of induction and deduction is involved in this method. The students derive some laws, principles or facts on the basis of the experiments, observations and from different sources of information.
2. **Principle of Discovery:** The main crux of this method is to develop among students those capabilities and capacities through which they may become actual discoverers of different sources of information. As Spencer writes, "Children should be told as little as possible and induced to discover as much as possible." Hence this method follows the principle of discovery.
3. **Principle of learning by doing:** Heuristic method is based on the principle of learning by doing or the principle of activity. In other words, Heuristic method involves some elements of pragmatic thought in it. Any knowledge found out by learners involves their active participation in it. He involves his physical as well as mental faculties to search out more and more. Hence it involves the play urge of the children.

Merits

1. It is a student-centred approach.
2. The teacher encourages students to learn on their own.
3. It helps in the all-round development of students.
4. It develops confidence in students.
5. It motivates the students to accept newer challenges.

Demerits

1. It is not meant for students of primary level.
2. It is not suitable for small children because they are too immature to be real discoveries.
3. It is very difficult to adopt this method.
4. Difficulty in covering the syllabus.

Previous Year Paper

ESSENTIALS OF INSTRUCTIONAL TECHNOLOGY

Max. Marks: 80

(BED-403)

Time Allowed: 2 ½ hours

Min Marks: 32

Note: Attempt all questions from section A & B and only two from section C.

Section-A (Very short questions to be answered in about 20 words) (8x2=16)

- 1 a) Define pre-active phase of teaching.
- b) Write one advantage of Concept Attainment Model.
- c) Enumerate any three important characteristics of a teaching device.
- d) Write one limitation of supervised study.
- e) What is a knowledge lesson?
- f) Write two advantages of skill lesson.
- g) Who is credited to have suggested projected method?
- h) Write any two steps of problem-solving method.

Section-B (Short questions to be answered in about 250 words) (4x8=32)

- Q2. What are the models of teaching? Describe their classification.
- Q3. Explain study habit as a teaching device.
- Q4. Describe the meaning and significance of lesson planning.
- Q5. Explain Dalton method with its advantages and elements.

Section-C (Long questions to be answered in about 500 words) (2x16=32)

- Q6. Write a detailed note on Burners Concept Attainment Model.
- Q7. "Story telling method as a teaching device has its own peculiarities" Discuss.
- Q8. Write down the rationale of Herbartian design of lesson planning.
- Q9. Define Problem Solving Method. Discuss its main steps and characteristics.

Model Paper

B.Ed. 4th Semester

Essentials of Instructional Technology

Max. Marks: 80

(BED-403)

Time Allowed: 2 ½ hours

Min Marks: 32

Note: Attempt all questions from section A & B and only two from section C.

Section-A (Very short questions to be answered in about 20 words)

(8x2=16)

1. a) Write down the two characteristics of teaching.
- b) Who has developed the Concept Attainment Model
- c) List two merits of Storytelling.
- d) What is Narration?
- e) Write down two characteristics of lesson planning.
- f) Name Herbart's four steps of lesson planning.
- g) Who has suggested Dalton Plan Method?
- h) Write two merits of Heuristic Method.

Section-B (Short questions to be answered in about 250 words)

(4x8=32)

2. What are the different Phases of Teaching?
3. Write down the importance of Home Assignment or Homework.
4. Write a short note on Alternative Scheme of Gloverian Approach.
5. Explain Problem Solving method with its advantages and steps.

Section-C (Long questions to be answered in about 500 words)

(2x16=32)

6. Write a detailed note on Bruner's Concept Attainment Model.
7. What are teaching devices? Explain any two of them with their merits and limitations.
8. Discuss the meaning and significance of Lesson Planning?
9. Write a detailed note on Project Method.

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