
UNIT -I CURRICULUM

Curriculum

Structure

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1.1 INTRODUCTION

The curriculum is the word denotes the meaning of runway or passage. The curriculum is the word practiced mainly at the educational institutions and it drives the educational course or programme. The curriculum simply can be called totality of the institutions which includes syllabus too. The curriculum is meant for catering education among the students. It includes co-curricular activities too in its domain. Thus, by studying the curriculum, it is very essential to know the relationship of curriculum with education, syllabus, co-curricular and extracurricular activities. The mastery over the above said contents could lead the teachers to involve in making the curriculum related with many aspects. Hence, it is essential to one who is in teaching profession to perform better not only in following curriculum, also in designing and development of the of curriculum.

1.2 OBJECTIVES

After going through the unit you will be able to;

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- Understand the concept of curriculum
- Relate the meaning of curriculum with syllabus.
- Sense the importance of curriculum to run a course or programme.
- Value the role of curriculum in organising all the educational activities.
- Identify the importance of curriculum based on the criteria for educational activities.
- Prefer the curricular and extracurricular activities according to the level and Stream of students and school.

1.3 MEANING OF CURRICULUM

Curriculum is the Latin word, which signifies ‘race course’ and alternatively, ‘career’ or the course of one’s life. Theories in religious education have emphasized curriculum as a dynamic course of growth guided by standard of maturity comprising all the experiences. Since the root meaning of the curriculum itself indicates that it is very essential to run the programme or a course, we could understand the importance of curriculum. Curriculum is not only important to run a course but also to improve the quality of education. As the proverb in English says —as is the king, so as the people, we could define the importance of curriculum as —as is the curriculum, so as the standard of education in the society. Thus the curriculum plays a vital role in bringing the quality in Education.

The word curriculum is obtained from a Latin word ‘Currere’ means to run. So, ‘the curriculum represents a course to be run for reaching certain goals’. —This meaning does not inform enough specifically and intelligently. In fact, the term curriculum has a rich past which itself is an interesting subject of study. All the important definition of curriculum state the role and characteristics of a curriculum clearly.

According to the secondary Education Commission’s Report, —Curriculum is much more than the boundaries by the academic subject taught traditionally. It should include totality of experiences that pupils receive through the manifold activities that go on in the school, in the classroom, library, Laboratory, workshop, playgrounds and in the various informal contacts between teachers and pupils. In this context, the whole life of the school becomes the curriculum and helps in the evaluation of balanced personality.

The word Curriculum has been used in many ways. It usually stands for,

- A school’s written courses of study

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- The subject content taught to the students
- Learning experiences that planned already
- The courses offered in a school ; and
- The totality of planned lessons taught to students in a school.
- Some of the famous definitions of curriculum are as follows:
- The curriculum generally can be stated as,
- Learning outcomes
- Essential principles and features of an educational concept
- The formulation and implementation of an educational proposal
- Formal educational and for training intentions
- Goals and related specific objectives

The detail definitions of curriculum are here under,

According to Cunningham, —Curriculum is the tool in the hands of the artist (the teacher) to mould his material (the students) according to his ideals (aims and objectives) in his studio (the schools)¶.

—Curriculum is a general over all plans of content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or ratification or for entrance into a professional or vocational field¶.(Good,1959).

Curriculum is total effort of the school to bring about desired outcomes to school and out of school situations (Alexander and Saylor,¶ curriculum planning for better teaching and learning)¶.

Curriculum is not only the academic subjects traditionally taught in the school, but includes totality of experiences that a child receives at a school. In this sense, the whole life of the students at all points help in the evolution of a balanced personality¶.

A Systematic group of courses or new sequence of subjects required for graduation or certification in a major field of study.

Nowadays curriculum is viewed seriously as — general overall plan of the content or specific material or instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into professional or vocational field¶.

From the above definitions we can arrive at a comprehension that a curriculum of a school or college will be the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school or college.

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Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Define Curriculum.

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1.4 CURRICULUM AND EDUCATION

Education is now regarded as a dynamic process and curriculum is intimately related to education. While education is the process, curriculum is a means to the process. Education deals with ‘_how’ and ‘_when’ but curriculum deals with ‘_what’ Education is the product and curriculum is the process of those product.

1.5 CURRICULUM AND SYLLABUS

1.5.1 Curriculum

According to Taba, —A curriculum is a plan for learning, which refers to all the learning experiences provided to the learners by the teacher in the school.

Beauchamp considers a curriculum as;

- A documents describing content, aims and the learning situation
- A system which deals with the content of human action and curriculum decisions
- An area of activity that pertaining to the particular course

A curriculum consists of five components:

- The learner and the society
- Aims and objectives
- Content or subject matter
- Methodology and
- Learning environment

1.5.2 Syllabus

Syllabus is a document which derives its content from the curriculum. It is a summary or an outline of a course of studies. It is a programme of lessons.

Syllabus normally contains three components

- Aims and Objectives

- Contents
- Reference

The curriculum is developed for a course whereas syllabus is developed for a period of time. Say for example, first semester or second semester. Syllabus is an instructional tool to achieve curricular aims. Curriculum insists on learning experiences. Whereas syllabus insists on the plan of time. Curriculum is a broad one, whereas the syllabus is the part of it. Curriculum refers a course of study whereas the syllabus refers to one of the subjects of a course. Curriculum deals with the development of a particular skills about syllabus executes that development.

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Check your Progress -2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Distinguish between Curriculum and Syllabus.

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1.6 NEED AND IMPORTANCE OF CURRICULUM

The secondary Education Commission (1952) that observed the existing curriculum in most of the states was —narrowly conceived un psychologically planned and ineffectively executed. It led to intellectual development only at the cost of either dimension of the child’s personality.

Since World War II, there was widespread dissatisfaction with the curriculum. The Indian Education Commission (1964-66) under the chairmanship or Dr.S.Kotahri pointed out, —The school curriculum is in generally criticized as being inadequate and outmoded and not properly designed to meet the needs of modern times. Even in educationally advanced nation like USA, where the traditional curriculum had been radically transformed long ago under the impact of progressive education, the content of the school courses is being challenged by several scholars and university men, and a new reform movement has been started which may bring sweeping curriculum change in school education.

The dissatisfaction with the curriculum was only natural and the Curriculum should not be rigid. It should be changing to suit the various needs of the pupils and the society. The dissatisfaction with the curriculum was closely related with three main causes which includes the need of the curriculum.

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Explosion of Knowledge

There has been tremendous explosion of knowledge in the recent years and the basic concepts in the physical, biological and social sciences have been reformulated. This has brought into sharp relief the inadequacies of existing school programmes. The gulf between the schools and the university in major academic disciplines, which was always wide, has become wider still with the rapid advance of science and technology.

Rethinking in General Education:

There has been a rethinking in Educational circles about the nature and duration of the education that is impacted in ordinary secondary school. Expert opinion now generally favours the period of general education and the postponement of specialized study to a later period in the secondary school course.

Dynamic and stimulating Methods

With the necessity of including more and more significant items in an already over packed school curriculum, it is realized that there is a good deal of useless educational number in the school courses which can be safely discarded and that more dynamic and stimulating methods can be developed for presenting essential knowledge.

All these factors responsible for the reform of the school curriculum in India which have given to education in to a new shape in the present 10 +2 pattern.

1.6.1 Importance of Curriculum

Achievement of Educational Aims

Curriculum renders help in achieving the aims of education. Without it, the aims of education cannot be achieved. In absence of curriculum it is not possible to do anything systematically. Hence, achieving educational aim is primarily based on the curriculum.

Fixing Limits

Curriculum is quite helpful in fixing limits of teaching and learning. It helps in determining the work of the teachers as well as that of the pupil. In general, it lays boundary to the do's and don't's of the course

Development of Democratic Values

Curriculum is helpful to the students in developing the democratic values such as liberty, equality, fraternity, justice, respect for dignity of the individual and group living.

Development of Citizenship

Development of citizenship is one of the major responsibilities

of education.

Suitable curriculum is help in achieving this aims of education.

Development of character

There is no system of education which does not aim at developing character among the youth. Character such as truthfulness, loyalty, faithfulness etc. can be developed through suitable curriculum. Curriculum should put its endeavor to develop character at all the sphere.

Satisfaction of needs

Curriculum is able to satisfy educational, vocational and psychological needs of the students. There is great variety of interests, skills, abilities, attitudes, aptitudes and requirements of students. Suitable curriculum will help in satisfying the general and specific requirements of the students.

Criteria of suitable teachers

The curriculum mainly expects the types of teachers who are needed in the schools. We should know what type of work they required to do this in accordance to the requirements of the curriculum.

Selection of appropriate methods

Curriculum makes the teacher to select suitable methods of teaching. ‘How to teach’ will be determined by ‘what to teach’ ie., the curriculum. From the notion, we could understand that how the curriculum from the base for teaching learning process.

Acquisition of Knowledge

Curriculum helps the learners in getting the knowledge. Studying various subjects laid down a passage as curriculum where the learners can get knowledge in conformity within his abilities and level of intelligence.

Development of personality

Curriculum is useful in developing physical Intellectual, aesthetic, social, cultural, moral, spiritual and vocational development of the educand. Suitable curriculum will help in the complete and balanced development of personality.

Reflects trends in education

Curriculum is meant to achieve the need i.e. the changing aims of education with the changing social requirements. Hence, the curriculum reflects the trends in education and change in philosophy. Modern education expects the following demands on the curriculum.

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Providing suitable knowledge

The curriculum should provide suitable knowledge which will be quite in the achievement of aims of education. The principles of curriculum construction ‘relevance’ forms the basis for developing suitable knowledge.

Providing suitable activities and experiences

The curriculum includes well selected activities and experiences required for the development of pupils according to social requirements. Of course the activities and methods in education are being developed and practiced through curriculum.

Providing wholesome influence

The curriculum should provide wholesome school programme for developing the desirable behaviour patterns in the pupils. Since it is ‘runway’ to the ‘course’ or programme’ it develops behavioural objectives that to be expected and inculcated among the learners.

Discoveries and Inventions

The main aim of curriculum is to encourage research and inventions at the university or higher level of education.

Check your Progress -3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are all the needs should compulsorily be met by the curriculum?

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1.7 CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The recent more favourable emphasis on the educational importance of extracurricular activities is in a general was the outgrowth of the recognition that education should apply to the whole person and should not be limited simply to the intellectual training.

1.7.1 General objectives of co curricular and extra-curricular activities

The objectives are largely concerned with attitudes, ideas and other general patterns of conduct.

- To prepare pupils for better citizenship in a democracy

- To promote a better attitude towards the school
- To develop independence, initiative, responsibility, leadership, co-operation and other desirable qualities.
- To assist guidance activities and to broaden pupils' interest and develop their abilities
- To secure large participation by the students and at a small cost to them, the expense incident to all organization and activities should be kept as low as possible.

NOTES**1.7.2 Definition of Co-curricular activities**

According to D.R.Singh encyclopedia Dictionary of education the co-curricular activities means activities' under the sponsorship direction of the school of the type for which participation generally is not required and credit generally is not awarded.

According to Lalidevi encyclopedia of educational development and planning the co-curricular activities means the place of co-curricular activities in the developing curriculum is considered to be very important. It is felt that participation in co curricular activities helps in the growth of a well balanced and well adjusted personality. It creates group feeling sense of oneness and brotherhood broadens the outlook and develops a catholicity of spirit and tolerance which are necessary for good citizens. These activities include common observance and celebration of festivals and events of national importance, sports, educational excursions, tours, picnics, military training like the N.C.C., A.C.C. Scouts and Guides, students debates symposia, dramatics and youth festivals. The use of audio-visual aids like films, pictures, radio, TV is very necessary for co-curricular activities in developing modern concept of the curriculum development.

Co-curricular students activities are district sponsor and directed activities designed to extend learning experiences through group or individual activities at school or public events.

a. Co curricular Activities

Group discussion, Elocution, Management Games, Debating, Seminars, Quizzes Crickets, Sports meet, T- group sessions, Cultural meets, Publications/Magazines, Law forms, Industrial visits, Skit and plays etc.

1.7.3 Definition of Extracurricular Activities

Extracurricular students activities are the sponsored and directed activities designed to provide opportunities for students to explore the area of interest that complement and enrich case studies

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supporting the position that extra-curricular activities play positive role in public schools.

More specifically, there are a number of reasons for supporting a properly conducted programme of activities. We shall consider number of the more important activities such as;

Psychical exercise, Relaxation and recreation, Emotional; expression, Social training, Personality development, Democracy, Artist training and expression, Guidance and special training, Moral teaching, Specialized interests, Training for leisure activities.

Koos founded 231 different activities. In the activities mentioned he classified them under the following headings; Literacy, journalist dramatic, forensic and declamatory scientific, musical, foreign language, historical, geographical, mathematics, industrial, home economic ,commercial arts and crafts civic social moral, physical and athletic and miscellaneous, Forms of extracurricular activities, The home room, The assembly, Students Government, Clubs, Publications, Debating, Honour Societies, Music and Dramatics, Social Activities, Sports and Athletics, Summer Camps.

Evaluation of Extracurricular activities, some of the examples of extracurricular activities, Singing, Dancing, Mimicry, painting, handworks, Karatae, Yoga, Sports and Playing musical instruments etc. come under extracurricular activities.

1.7.4 Why do we include co-curricular and extracurricular activities in the Curriculum?

The broad direction of curriculum revision needed in the art was set in 1958. Co curricular and extracurricular activities are now established as subject in its own right in the national curriculum. You may feel that you would prefer to support your initiatives in art by referring to a list of aims in official documents but you will not find any one in the programmes of study. Developing co-curricular and extra-curricular activities to the students is very important one.

1.7.5 Purposes of co curricular and extracurricular activities

- Training in civic social moral relationship
- Improved discipline and social spirit
- Training for recreational and aesthetic participation
- Actual experience in group life
- Training for ethical living and worthy home membership
- Vocational training and training in business method
- Training in fundamental process and in parliamentary usage
- Intellectual development and improved scholarship
- Recognition of interested in retention in school

- Training for social cooperation
- Students Benefits
- Improve co- curricular and extracurricular skills
- Develop the right kind of attitudes
- Enhance leadership qualities and abilities
- Work in a high pressure environment
- Manage stress well
- Emerge as a team players
- Develop group skills
- Improve creativity
- Inculcate Discipline
- Enhance confidence levels
- Self ambition targets
- Work hard and
- Become result oriented

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Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is co-curricular Activities?

.....

ii. What are extracurricular activities?

.....

1.8 LET US SUM UP

In this unit, you have learnt about the meaning, definition, need, objectives, importance and concept of curriculum. This knowledge would make you understand what is curriculum and how it can be practiced at a school and classroom. The concept such as co-curricular and extracurricular would have made you to distinguish these activities from the curricular activities and you might have learnt about the meaning and its functions in the school context. The pattern of curriculum also would have helped to know the pattern and procedure to arrange the curriculum in a sequence. Thus, the introduction unit of the curriculum would have brought you closer to know the concept and usage of curriculum in your career. This content might play very important role in your service.

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1.9 UNIT - END EXERCISES

1. List out the importance of curriculum
2. Jotting down the co-curricular and extracurricular activities

1.10 ANSWERS TO CHECK YOUR PROGRESS

1. Curriculum is total effort of the school to bring about desired outcomes to school and out of school situations (Alexander and Saylor, curriculum planning for better teaching and learning).
2. The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.
3. Curriculum must be able to satisfy educational, vocational and psychological needs of the students.
4. Co-curricular activities means activities under the sponsorship direction of the school of the type for which participation generally is not required and credit generally is not awarded.

Extracurricular students activities are the sponsored and directed activities designed to provide opportunities for students to explore the area of interest that complement and enrich case studies supporting the position that extra-curricular activities play positive role in public schools.

1.11 SUGGESTED READINGS

1. Aggarwal. J.C.(1990) Curriculum Reforms in India, Daba House, Delhi
2. Bruner, J.S. (1960/1977) The process of Education. Harvard University Press.
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5. Kelley,A.V (1989) The Curriculum: Theory and Practice
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UNIT-II TYPES OF CURRICULUM

Types of Curriculum

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Types of Curriculum
 - 2.3.1 Spiral Curriculum
 - 2.3.2 Concentric Curriculum
 - 2.3.3 Linear Curriculum
 - 2.3.4 Horizontal curriculum
 - 2.3.5 Vertical Curriculum
 - 2.3.6 Pyramidal Curriculum
- 2.4 Patterns of Curriculum
 - 2.4.1 Subject Centred Curriculum
 - 2.4.1. a Characteristics of the Subject Centred Curriculum
 - 2.4.1. b. Limitations of the Subject Centred Curriculum
 - 2.4.2 Activity Centred Curriculum
 - 2.4.2. a. Characteristics of Activity Centred Curriculum
 - 2.4.2. b. Limitations of Activity Centred Curriculum
 - 2.4.3 Experience Centred Curriculum
 - 2.4.3. a. Important features of Experience Centred Curriculum
 - 2.4.3. b. Importance of Experience Centred Curriculum
 - 2.4.3. c Type of Experience centred curriculum
- 2.5 Let Us Sum Up
- 2.6 Unit -End Exercises
- 2.7 Answers to Check Your Progress
- 2.8 Suggested Readings

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2.1 INTRODUCTION

Apart from the basic knowledge on curriculum, a teacher must know the types and patterns of curriculum to prefer the teaching and learning process according to the level and background of the leanes. Although there are many types of curriculum design, such as the Teacher Centered curriculum, Learner Centered curriculum, Activity Centered curriculum, Experience Centered curriculum, Integrated curriculum, Core curriculum, Board field curriculum and Hidden curriculum, we will discuss only the few following patterns which are being followed quite frequently in educational institutions.

Subject Centred Curriculum

Activity Centred Curriculum

Experience Centred Curriculum.

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2.2 OBJECTIVES

After going through the unit you will be able to;

- Understand the types of curriculum
- Relate the pattern of curriculum based on the learning.
- Sense the importance of classifying types and patterns of curriculum to run a course or programme.
- Value the role of types and patterns of curriculum in organising the educational activities.
- Prefer the types and patterns of curriculum according to the level and nature of subject.

2.3 TYPES OF CURRICULUM

Curriculum is the main source to both teachers and students. It includes the subject matter from which the students develop their knowledge, skills and abilities etc. Therefore, this information should be arranged in a proper way in order to understand the concept of the curriculum. This arrangement may be considered as types of curriculum. They are,

- Spiral curriculum
- Concentric Curriculum
- Linear Curriculum and
- Pyramidal curriculum

2.3.1 Spiral Curriculum

The spiral curriculum is a way of arranging complex subject matter for learning and instruction. For example in elementary school the students learn a simple content but in the subsequent years they learn the contents in more complex form. During the course of study, the student goes deeper into the subject matter of studies and different aspects of it. The years' work in a subject may be spread over several years in terms of increasing maturity of the students.

An example of spiral plan for science showing topics of study.

Grade 1: Study of the needs of a pet animal such as a rabbit or a guinea pig.

Grade 2: Study of the needs of a plant

Grade 3: Beginning study of ecosystems involving plants and animals

Grade 4: Ecosystems involving humans

Grade 5: Animals and plants are systems

Grade 6: The physical system; the earth as a system

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Grade 7: The chemistry of the household

Grade 8: The physics of a town

Grade 9: Biology

Grade 10: Chemistry

Grade 11: Physics

Advantages of Spiral Curriculum

- Contents learnt in the previous year and in the subsequent years are interrelated with one another
- The students can go deeper into the subject when his/her age increasing
- A year work in a subject can be spread over for several years
- Newer ideas or contents are built upon the basic idea or content

2.3.2 Concentric Curriculum

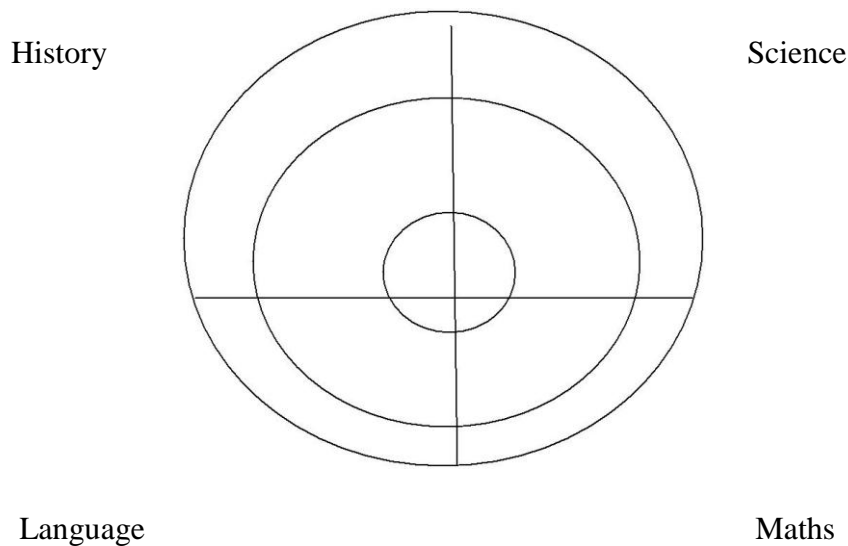


Fig-1.1

The concentric curriculum is also a way of arranging complex subject matter for learning and instruction. It is similar to the spiral curriculum; in the fact that simple concepts are arranged in the lower grades and difficulties concepts are arranged in the higher grade. It is different from the spiral curriculum; in the fact that there is no continuity in the concepts learnt in lower grades and in the higher grades.

2.3.3 Linear Curriculum

Linear curriculum can be classified in to two further category

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Horizontal curriculum

Vertical curriculum

2.3.4 Horizontal curriculum

The horizontal curriculum refers to the correlation of contents in the different subjects at a particular standard or grade in order to strengthen a particular concept.

For example, if the content learn in mathematics in the X standard is related to what is learnt in science during the same year then this is called horizontal curriculum of contents. Similarly if the language contents in the VII standard are related in some way to the history contents in the same year it is called horizontal curriculum

Horizontal curriculum leads to a more unified on integrated view of learning by students. Contents in one subject may reinforce the contents in another subject.

.... are related to

Mathematical contents in Xth std

Science Contents in Xth std

2.3.5 Vertical Curriculum

The vertical curriculum of the content refers to the sequencing of contents across grades. In other words, contents in a lower class are strengthened with advanced contents in a higher class.

For example what is learned in science in the 9th standard may be related to what is learned in science in the 10th standard and this is called as a vertical curriculum of contents. This can be represented as follows:

...are related to.....

Science contents in IXth std

Science contents in Xth std

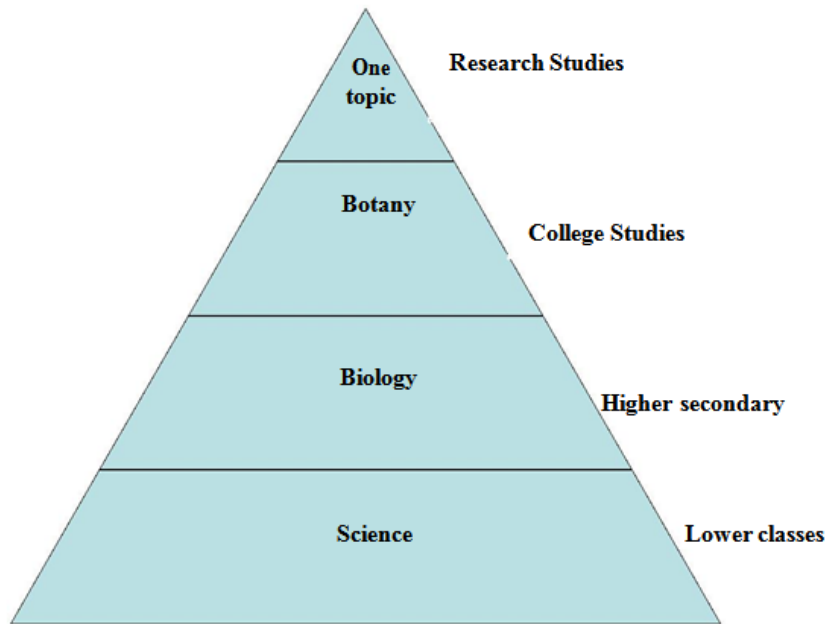
In the vertical curriculum, contents are sequenced from simple to complex. The level of difficulty or complexity of contents increases with the grades or standard. Any omission of contents or lack of teaching in the previous year will create difficulty in understanding contents in the successive years.

2.3.6 Pyramidal Curriculum

In Pyramidal type of curriculum a part of the subject learnt at lower classes will be studied at higher classes. Thus, when students go higher classes, broad area of the subject comes to narrow. Similarly when the students go for research course the curriculum will be about a particular topic. Thus, the curriculum goes from broad area to the topic

in upper class. This process of curriculum is called pyramidal curriculum.

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Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. How many types of curriculum are there?

.....
.....

2.4 PATTERNS OF CURRICULUM

Curriculum decides which subjects may be given in a particular course and what quantity of information may be given through the particular course. Depending upon the importance of the subject and nature of the students it varies in its nature. This variation may be considered as patterns of curriculum. Patterns of curriculum include;

Child/Student centered curriculum

Subject centered curriculum

Activity centered curriculum

Life centered curriculum

Experience centred curriculum and

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Environmental centered curriculum out of these different types, the following three have been explained.

2.4.1 Subject Centred Curriculum

Subject centred curriculum is traditional and in most schools the standards of achievement are fixed in terms of mastery over subjects matter. The subjects are arranged in a systematic and logical sequences corresponding to the maturity of the learners. In this type, the simplest factors are placed in the beginning grades and the more difficult one in the latter grades. To meet life satisfactorily the learner must have a command of essential subjects such as regional and foreign language. Mathematics, nature study, physics, chemistry, History, geography, literature, Hygiene and physical education.

2.4.1. a.Characteristics of subject centred curriculum

- The content is universally true and hence is not affected by local situation
- Learning a subject is based upon language activities such as talking, listening and writing. It is expository in nature
- Emphasize on teaching subject matter, emphasis on teaching specific habits and skills as separate and isolated aspects of learning
- Subject matter is selected and organized before the teaching situation
- The teaching learning process will be controlled by the teacher
- Emphasize on teaching facts, imparting information require knowledge for its own sake or for possible future use
- Emphasize on improving the methods of teaching and the subject matter of specific subject
- Emphasizes on uniformity of exposures to learning situation and in so far as possible uniformity of learning results
- Education is considered as schooling in this pattern
- Education as conforming to the patterns set by the curriculum and its various associated instruments

2.4.1. b. Limitations of the subject centred curriculum

- The existing curriculum is narrow in conception
- It is bookish and theoretical
- Its contents may be voluminous but not rich and significant
- It leads to top sided development of child's personality
- It neglects the technical and vocational subjects

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- It is dominated by examination
- It is cut off from life outsider
- It is conceived only in terms of subjects which are taught as water light compartments without any correlation among them. It does not guaranteed in retention of information
- It does not help for social change and it is rigid and static
- It is not an expression of the cultural heritage of the nation. Over concern with the cultural heritage leads to the neglect of current social activities and problems
- It neglects informal agencies of education such as the home press, platform radio, cinema, etc. emphasize on subjects fails to take into consideration the interest of the learners and interest shown on psychology affects learning.
- Addition of more subjects to the offerings has resulted in the teachers being less confident of his ability to handle then subjects
- The individual differences make over less tenable the fixed curriculum
- Thus, the subject centred pattern is considered as one of the most important patterns in curriculum designing. It gives more importance to the subject rather than other aspects. Hence, subject centred patterns is universally accepted one.

2.4.2 Activity Centred Curriculum

According to educationst curriculum brings out the skills of learners through various activities. In activity centred curriculum the students learn the subject through interesting activities. These activities motivate the life process. Activity centred curriculum gives importance to learning by doing. Laboratory activities and field trips are considered as the important methods of learning. This curriculum consists of the activities like weaving box preparation, preparing small model house etc. The activitycentred curriculum lays emphasis on the development of reasoning and inquiry and exploration.

2.4.2. a. Characteristics of Activity Centred curriculum

- The curriculum should be framed based on the nature of students than the subject matter
- Knowledge is the outcome of the activities which is emphasized in this curriculum
- Activity based curriculum prepares the students to face problems in their future life

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- Through activities the subject matters and curricular materials are organized by which students can learn more subjects within short duration
- Though this curriculum is better in its nature, it needs more times and more efforts
- Since it is activity based curriculum, it needs some special facilities particularly a big classroom equipments and qualified teachers
- It is students centred in nature
- Advantages of Activity centred curriculum
- Since the curriculum is based on the nature of the students , students can involve in learning interestingly
- It emphasizes the learning by doing so that students can learn the subjects thoroughly
- Since the students learn the subjects by activity they may not feel boredom while learning
- The activity centred curriculum helps the learners by preparing them to face their social problems
- Creativity will be developed among the students through activity centred learning

2.4.2. b.Limitations of Activity centred Curriculum

- Since the curriculum emphasizes the activity it needs more time to learn the subjects
- Activity centred curriculum needs more time to learn
- It needs qualified teachers
- Only a small portion of the lesson can be covered in a period of class
- It needs special facilitate like a big hall equipments. It is impossible to provide at all the schools.

Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. List the different patterns of curriculum.

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2.4.3 Experience Centred Curriculum

Good experience is the direct outcome of purposeful activity. The only function that one experience can perform to lead into another experience and the only fulfillment we can speak of is the reaching of a

certain experienced endll, says William James. These thoughts have greatly inspired the modern educational practice to organize curriculum on the basis of experience.

In the experience centred curriculum, the content, activities and structures of instruction are designed to provide a series of purposeful experiences growing out of the interest, purpose and need of the learners‘.

The experience centred curriculum is quite similar to activity centred curriculum . However , the experience centred curriculum lays emphasis on the development of reasoning and inquiry and exploration. Every purposeful activity ends in a healthy experience.

2.4.3.a Important features of experience centred curriculum

Centred in learners: experience centred curriculum focuses the learners not on any isolated subjects

Promotes all round growth: Experience centred curriculum promotes all round growth of learners

Directed by the learners: Experience centred curriculum is controlled and directed by learners in incorporation with teachers, parents supervisors and other connected persons.

Emphasize habits and skills: experience centred curriculum emphasizes the inculcation of skills and to characterizes the same among the learners

Promotes all round growth: Experience centred curriculum promotes all round growth of learners

Directed by learners: Experience centred curriculum is controlled and directed by learners in incorporation with teachers, parents supervisors and other connected persons.

Emphasize habits and skills: experience centred curriculum emphasize the building of habits and skills useful for better living

Helps in building creative personality: Experience centred curriculum widens learning situation,. It aids the child to build up a socially creative personality

Education a process of reconstruction: Experience centred curriculum regards education a process of reconstruction of experiences. Education becomes a continuous and intelligent process of growth.

Enlarging experiences: experience curriculum regards each experiences as a step towards ever enlarging world of experience. It makes education continuous and dynamic one.

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2.4.3.b. Importance of Experience centred curriculum

Experience as the centre of education: The modern progressive educational thoughts regard experience as the centre of education. In this sense, we regard education as continuous reconstruction and reorganization of experience.

Experience modifies human behavior: experiences modify human behavior and render education a matter of life and death experience which makes education life centred

Basic education: The importance of experiences has also been recognized by the framer of basic education

The experience centred curriculum attempts to organize the subject matter into significant and comprehensive units of experience, under which when the children mastered enable them to understand their environment better and react to it more intelligently because they throw helpful light on the problems and conditions of life around him.

Thus, experience centred curriculum does not imply merely imparting of knowledge through water tight compartments of academic subjects. The child is made to participate actively in the experience of the race of which is a member.

2.4.3. c Type of Experience centred curriculum

Experience centred curriculum aims at providing various types of experience inside as well as outside the school. The two types are,

a.Direct Experiences

Experience –centred curriculum does not confine itself only to the classroom teaching. The experience gained in the form of education trips, excursion and visits are direct experiences. Direct experiences may also be gained from various purposeful activities in the school such as doing natural work, executing a project, working in a problematic situation, handling various crafts etc. Direct experiences are stable and long lasting.

b. Indirect Experiences

Yet, education cannot totally be given only in the form of direct experiences. Indirect experiences are also much valuable. Experiences gained through classroom instruction, reading text book and other forms of printed materials, listening to radio broadcast are all indirect experiences which are very much valuable.

The experiences of the previous generations which are passed on to the future generations in the form of social and cultural heritage also provide indirect experiences.

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Limitations

The experience centred curriculum cannot be taken for granted since the experiences arise out of life situations they cannot be fixed in advance.

Experience should be continuously reconstructed and reorganized in relation to life in the society of which the child is and will be an active member.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Name the types of experience centred curriculum.

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2.5 LET US SUM UP

In this unit, you have learnt about the The knowledge on the types of curriculum should be retained for ever because you supposed to prepare a curriculum in future. In such a case, you have to use certain type of curriculum according to the need. The pattern of curriculum also would have helped to know the pattern and procedure to arrange the curriculum in a sequence. Thus, the introduction unit of the curriculum would have brought you closer to know the concept and usage of curriculum in your carrer. This content might play very important role in your service.

2.6 UNIT - END EXERCISES

1. Prepare a detailed note on the types of curriculum
2. Bring out a detailed sketch on the patterns of curriculum

2.7 ANSWERS TO CHECK YOUR PROGRESS

1. Types of Curriculum
 - Spiral curriculum
 - Concentric Curriculum
 - Linear Curriculum and
 - Pyramidal curriculum
2. Patterns of Curriculum
 - Child/Student centered curriculum
 - Subject centered curriculum

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- Activity centered curriculum
- Life centered curriculum
- Experience centred curriculum and
- Environmental centered curriculum

3. Experience centred curriculum aims at providing various types of experience inside as well as outside the school. The two types of

(a. Direct Experiences b. Indirect) Experiences

2.8 SUGGESTED READINGS

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UNIT–III CURRICULUM DEVELOPMENT

Curriculum Development

NOTES

Structure

3.1 Introduction

3.2 Objectives

3.3 Determinants of Curriculum

3.3.1 Philosophical Foundation of Curriculum

3.3.2 Sociological Foundation of curriculum

3.3.3 Psychological Determinants of Curriculum

3.3.3.1 Behavioural Psychology

3.3.3.2 Cognitive Psychology

3.3.3.3 Humanistic Psychology

3.3.4 Education and Culture

3.3.5 Education and Religion

3.3.6 Economic Determinants of Curriculum

3.3.7 Political impact on Education

3.4 Principles of Curriculum Development

3.4.1 Principle of Relevance

3.4.2 Principle of Variety

3.4.3 Principle of Utility

3.4.4 Principles of flexibility

3.5 Recommendations of NCERT

3.5.1. Flexibility within a framework of acceptable principles and values:

3.5.2. Curriculum related to the life needs and aspirations of the people

3.5.3. Science and Mathematics for productivity and rational outlook

3.5.4. Work experience as a source of learning

3.5.5. Concern for social Justice Democratic values and national integration

3.5.6. The three language formula

3.5.7. Artist experience and expression

3.5.8. Physical Education

3.5.9. Character building and human values

3.5.10. Implications of the Process of Learning

3.5.11. Textbooks and supplementary material

3.5.12. Evaluation

3.6 Steps in Curriculum Development

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- 3.6.1. Formulating Objective
- 3.6.2. Selecting Curriculum content
- 3.6.3. Organizing content
 - 3.6.3.1 Sequencing
 - 3.6.3.2 Continuity
 - 3.6.3.3 Integration
 - 3.6.3.4. Preparing Instructional Materials
 - 3.6.3.5. Evaluating Curriculum
- 3.7 Let Us Sum Up
- 3.8 Unit - End Exercises
- 3.9 Answers to Check Your Progress
- 3.10 Suggested Readings

3.1 INTRODUCTION

As you have studied curriculum is the core component of a programme or course, it is very essential to have curriculum in a school as per the different standard and course of the students. While constructing curriculum, it is very essential to look after various criteria that directly and indirectly affect the curriculum. These may be from the different sources. Those sources can be collectively called determinants of curriculum. There are different determinants to know compulsorily to construct any curriculum. Along with those determinants there are some principles also should compulsorily be adhered to form any new curriculum. Apart from the determinants and principles, there are some agencies and bodies at state and central level shaping the curriculum by different advices and remedies. Hence, it is essential to study those different determinants, principles and agencies for the curriculum and its framework. This unit will enhance your knowledge on the role of the above said factors.

3.2 OBJECTIVES

After going through this unit you will be able to;

- Know that there are some factors involve in the construction of curriculum.
- Understand the philosophy, psychology, and sociology are determining curriculum
- Sensitize the role of the different determinants in bringing a good curriculum.
- Realize the importance of different principles to make curriculum in to the shape.

- Modify the curriculum by using the four types of principles accordance with the level of learners.
- Make the students centered curriculum in your subject.
- Know the role and responsibilities of the national level agency (NCERT) in controlling the curriculum in shape.
- Adhere the norms of NCERT to come out with good curriculum.

3.3 DETERMINANTS OF CURRICULUM

In developing a curriculum, a number of factors like students needs, interest, aspirations, capacities and social needs, expectations, problems and its aspirations are considered. This will lead to the development of an aspirations which are considered. This will lead to the development of an appropriate curriculum. Moreover, while developing the curriculum, some external factors are also being considered. Because, these factors are determining how the curriculum should be and for what purpose it should be framed and what are the contents to be added. In such a way, these following factors decide the curriculum. These determinants or factors are as follows: Philosophy, Sociology, Psychology, Religion, Culture, Economy and Politics

3.3.1 Philosophical Foundation of Curriculum

Philosophy is the study of man to give meaning and purpose to human life through the development of answer to basic problems of life. Philosophical foundations may be defined as the elements of philosophy which have learning on the choices, made in regard to the purposes and content of the school.

Under philosophy, we have to consider four important philosophies which have influenced the educational system. They are:

- Idealism
- Naturalism
- Pragmatism and
- Realism

3.3.2 Sociological Foundation of curriculum

Social group may be defined as the human relationship and structures by which society exists. As the schools are maintained by society, the education imparted in schools should contribute to the benefit of society

The curriculum in general has to respond to the pressures of society as well as the characteristics of students. Under the pressures of society, the curriculum has to develop enlightened citizens through effective teaching. The citizens have to trained in the participation of

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civil and political administration of the community. The curriculum should be planned in a comprehensive manner to serve the students of all aptitudes and interests. The area of social differences among children on the other hand a student coming from an economically forward selection may respond well simplify by being told that a learning experience may be helpful when he gets to college. The curriculum therefore should be planned in a manner that would build positive attitude on the part of the student and raise his/her level of aspiration.

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the various determinants of curriculum?

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3.3.3 Psychological Determinants of Curriculum

Psychology has made significant impact on school curriculum in recent years. Teaching and learning are the major components of curriculum. But psychology provides a basis for understanding his teaching and learning process.

Learning is related to curriculum. Learning can be explained in terms of the following theories.

3.3.3.1 Behavioural Psychology

Skinner and Thorndike are the important behavioural psychologists. Behavioural psychology deals with observable over responses of behaviour of the learners. It emphasis that school curriculum should include the teaching learning trends such as:

- Micro teaching
- Instructional training modules
- Individualized learning
- Direct instruction
- Mastery learning
- Computer assisted instruction
- Behavioural objectives

3.3.3.2 Cognitive Psychology

Cognitive Psychology deals with the think process of the learners. Piaget, burner, Gagne and Guilford are the chief cognitive

psychologists. Cognitive psychology emphasizes that curriculum should be designed in such a way as to:

Develop divergent thinking reflective thinking and critical thinking

- Develop imagination
- Develop concept thinking
- Develop problems solving
- Develop creativity
- Develop perception among the children

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3.3.3.3 Humanistic Psychology

Humanistic Psychology is considered to be the third and most recent learning theory. Maslow and Carl Rogers are the important humanistic psychologists. Humanistic psychology emphasizes that school curriculum should promote the following aspects.

- Attitude and feelings
- Self actualization
- Freedom to learn
- Value clarification
- Becoming a person
- Self direction

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Which are the philosophies influence curriculum?

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3.3.4 Education and Culture

Education is a part of culture. Culture is the complex whole which includes knowledge, belief, art, moral, law customs and any other capabilities and habits acquired by man as a member of society.

Whatever the society has acquired in social, cultural, religious and other fields should be handed down to the next generation. Education is the process by which society through schools, colleges, universities and other institutions, deliberately transmit its cultural heritage its accumulated knowledge , values and skills from one generation to another. Education had two fold purpose. One is to transmit the cultural heritage of society and the other is to improve society.

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India is on the move towards a new renaissance. The most powerful tool in the process of this renaissance and modernization is education which is based on moral and spiritual values on one hand and science and technology on the other.

3.3.5 Education and Religion

Sri Prakasha Committee Religious and Moral Instruction (1959-1960) recommends the inclusion of religious education in the school curriculum in the wider sense the word high moral and social values. They say, The many ills that our world of education and our society as whole is suffering today, are mainly due to the gradual disappearance of the hold of the basic principle of religion on the hearts of the people. The old bonds that kept them together are fast loosening and the various new ideology that are coming to us are increasingly worsening the situation. The only cure it seems to us is in the deliberate inculcation of moral and spiritual values from the earliest years of our lives. If we lose them we shall be a nation without a soul.

Sri Praksaha Committed recommends:

Teaching of moral and spiritual values in educational institutions

Inculcation of good manners social service and true patriotism

Correcting the faults and drawbacks of homes in psychical orderliness and psychological atmosphere through mass media

Silent meditation at the start of a school day work

Preparing for all stages books giving basic ideas of all religions and the lives and teaching of religious leaders and saints and philosophers

Lectures on inter religious understanding

Promoting reverence and courtesy in children

Physical training through activities of club, boy scouts, N.C.C games and sports etc.

3.3.6 Economic Determinants of Curriculum

Where production exceeds consumptions formal education is possible. This may be due to favourable natural circumstances or tremendous industrial development. The fertile soil, abundant mineral deposits etc. provide men with leisure to pursue education. Where there is a subsistence economy, it will be difficult to afford time for formal schooling. In poorer countries, peoples can give their children only minimum education and that too not to all whereas industrially and economically advanced countries are able to keep nearly all their children at school and for a longer time. Broacher gives the formulas, —the higher the standard of living the better and the education, the higher still the standard of living etc., indefinitely. Every country now

considers education of children as —national investment. Education can contribute to economic development of the country by:

Training and developing skills required for efficient and more production and

By inculcating values beliefs and modes of behavior required for feel fillings one's role in the country's development.

As the economy of a country develops and diversifies, the number of occupations increase in number and variety and all these require more and better educated persons. For example, agriculture requires educated persons trained in different skills for developing better seeds, soil testing, repair and maintenance of tube, wells, tractors and implements running of co-operative societies and banks etc. When suitably trained persons are not available there is a constrains on the country's development.

Education should hence be work oriented. It should provide for diversification of course and vocationalisation. It should produce an adequate supply of educated specialists for each category of job.

3.3.7 Political impact on Education

Political ideological play a pivotal role in determining the aims and the system of education. Different political ideologies like totalitarian, socialistic or democratic call for different systems of education . Every country will have a value theory or a philosophic frame of reference which the country implements through executive policies. That is why various education systems exists in different countries. Education system differs prominently between communist and democratic countries. We have constituted India into a Sovereign, democratic, Republic and our national objective is to secure all its citizens to justice, liberty, equality and fraternity. One of the main aims of education in India has been formulated as development of democratic citizenship.

A democratic citizen is required to develop various qualities intellectual, social and moral. Education should develop such qualities and capabilities as clear thinking, receptively to new ideas, clearness in speech and writing, passion for social justice tolerance, true patriotism and internationalism. Educational system should provide opportunities for individuals to learn that are of living in a community through hostel life, self government in schools, students unions, social service and group activities.

3.4 PRINCIPLES OF CURRICULUM DEVELOPMENT

For doing any work in our day to day life we need to follow certain norms or rules so that we can complete the work in time and condition. Similarly when we want to conduct an experiment in science

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we should adhere the rules and steps of the experiment then only we can get the correct result. In the same way, when preparing a curriculum for a particular course of study, the accepted principles should be followed by which an appropriate curriculum can be brought. There have so many principles been found for developing the curriculum. From which only four following important principles are discussed here which are:

- Principle of relevance
- Principle of variety
- Principle of Utility
- Principle of Flexibility
- Principles of relevance

3.4.1 Principle of Relevance

The principles of relevance tabulates that the curriculum should be relevant to these five major factors:

- Objectives of education
- Interests needs and problems of students
- Needs and problems of society
- Needs and problems of school
- Pedagogical consideration

Knowledge belongs to various categories; from a layman's point of view knowledge is theoretical (knowledge for knowledge sake and useful as a place of information) practical (useful to solve problems of practical life) aesthetic (useful to satisfy aesthetic interest) and vocational occupational and professional (useful in the world of work) in nature. From a scientific point of view knowledge belongs to two cultures i.e arts and sciences.

In conformity with the three modes of consciousness characteristics of man knowledge is interpreted as art science and religion and in conformity with the three ways of knowing knowledge is subjective objective and interpersonal.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the relevance to be followed in curriculum development?

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3.4.2 Principle of Variety

Phoenix conceives six realms of meaning symbolic, language, Mathematics, art empirics (physical and social sciences), aesthetics (literature art, music)synoptic (literature, philosophy, theology). A curriculum which includes knowledge on uniform kind whether it be theoretical, practical or vocational or which is exclusively symbolic empirics or aesthetics etc. makes learning monotonous, mechanical and routine and sometimes uniformly easy or difficult or boring and uninteresting so much, so that it evokes little motivation for learning . Therefore, the curriculum should include items of every kind of knowledge and make a liberal provision for a variety of elements of content say theoretical practical, aesthetic vocational and so on.

3.4.3 Principle of Utility

Human brain is potential in nature and it act in the natural physical and social environments and reacts to situations provided by these. It enables the individual to discover facts, concepts, principles etc. Thus, every element of knowledge is the outcome of the interaction of the individual with his environments, and wrought out through activities. Therefore, it has utility to the individual and also to the society to which he belongs,. As regards to the first, the knowledge helps the individual to meet the demands of his personal, social, academic and professional life as well as to solve problems regarding these. To satisfy this intellectual curiosity, to know the environments to adjust himself to the environments to adopt knowledge to his own needs and to the needs of society and so on. For instance, the knowledge of arithmetic enables the individual to solve problems in business and commercial life. The knowledge of geometry helps one to solve spatial problems, the knowledge of mathematical; structures satisfies the intellectual curiosity and also assist on to meet situations created by cybernation and so on. Similarly, the language helps the learners to have effective communication with others and develops capabilities in expression, developing in writing poems and stories, novels etc. The subject, social science helps to know the history helping the learners to acquire knowledge in different field and these knowledge helps the learners not only for their presents situation, but for their future life. Therefore, useful subjects should be offered in the courses in order to utile the knowledge by the students.

3.4.4 Principles of flexibility

Education is concerned with several factors out of these, the two are predominant over others. compared to the past the students and society factors have today certain characteristics of their own as regards to the first and as stated earlier. Students of a class are not uniform in their psychological characteristics and socio economics status. As regards to the second the society of today is characterized by three

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explosions. Explosions of knowledge in general and of sciences and technology in particular. Explosion of population in expectation of society in general and of students and particular. As a result of all these explosions, social changes occur in various aspects of human life and that too at a rapid rate. Therefore, a rigid curriculum which demands a mechanical adoption by the teacher rarely meets the needs of its consumers. The principle of flexibility should be built in to the curriculum both in its structures and in its implementation.

Flexibility in curriculum implies autonomy at three level, at the level of students at the level of teachers and at the level of schools. As regards to the first, the students have the autonomy to select any course of studies of their liking and pursue education in the selected course as long as they desire to continue their education. As regards to the second, teachers have autonomy to employ any method technique or devise according to their desire as well as for catering to the needs of students and for adjusting instruction to us it classroom climate, school facilities and the capacities and capabilities of students. As regard to the third, schools have the autonomy to provide a variety of courses say core courses and elective courses compulsory and optional courses academic practical are the vocational based courses according to the desire of students local needs and to the facilities that the schools possess.

Flexibility as stated above is conspicuous by its absence in the existing curriculum. The curriculum of today prescribes every detail of subject and topics to be taught as well as instructional materials such as teachers guides textbooks and workbooks to be used and as these are prescribed by the state. Then teacher has little freedom to deviate from them. An ordinary school has little freedom to deviate from them. An ordinary school is overcrowded and compared to its strength, the available facilities regards buildings, play grounds, laboratory, library etc. are very meager.

Therefore it prescribes certain sets of courses and subjects and as there is no option except the ones offered in the school, students are constrained to undergo such course only. As a result by and large students become a mere storehouse of bookish knowledge and further they are distracted from the main academic stream, isolated from the word of work and insulated from realities of life.

Thus the principle of curriculum stipulates that the planner should organize the entire content matter around problems or ideologies like those specified earlier and the ultimate purpose being to make students aware of these problems and ideologies and to enable them to find solution to problems or to achieve such ideologies.

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Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the factors conceived by phoenix for curriculum principles?

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3.5 RECOMMENDATIONS OF NCERT

NCERT is the organization which conducting research in order to find out new teaching methods, teaching aids, evaluation techniques. Moreover it is offering training programme to the teachers about the innovation in teaching learning process. This organization has given the following recommendations to develop the curriculum at school level.

3.5.1. Flexibility within a framework of acceptable principles and values:

In order to develop a curriculum which is socially and personally relevant it is necessary to have flexibility and dynamism. Otherwise, with the rapidly expanding frontiers of knowledge in science and technology and the changing socio economic conditions of our society, the relevance of any curriculum is likely to be short lived. For a vast country like ours with its diversity of language, social customs manners more and uneven economic development, the needs and demands of the individuals and the society will have differential pulls on the school curriculum varying from one region to the other. For the sake of uniformity of standards and of national identify, it is necessary to develop a common curriculum with in a broad framework of acceptable principles and values. Unless this is accepted, there is likelihood of the hidden curriculum being different from the one prescribed from one part of the country to the other. While the hidden curriculum of a school cannot be totally done away with the discrepancy between the hidden and the prescribed can be reduced by allowing some freedom to teachers and other curriculum workers to adapt the curriculum to the needs of the individuals and the community, provided the basic values and the national goals are not sacrificed. Besides a curriculum in order to remain living and modern has of necessity to be always in the process of development and change curriculum renewal should not be a sporadic and periodic effort. It has to be a necessary component of any curriculum development at any stage. NCERT recommends that the state (as well as the centre) should have a built in mechanisms for curriculum renewal.

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3.5.2. Curriculum related to the life needs and aspirations of the people

As the education commission has noted there is a need today to transform education so as to relate it to the life needs and aspirations of the people and to make it an instrument of social change. For this purpose the school curriculum should be related to the five different programmes i.e. national integration ii. Social justice iii. Productivity iv. Modernization of the society and v. cultivation of normal and spiritual values.

3.5.3. Science and Mathematics for productivity and rational outlook

To help in increasing productivity curriculum should have science and mathematics as an integral part of school education up to class. X The teaching of science and mathematics will have to be upgraded and the curriculum continually renewed in order to;

- Give children modern knowledge
- Develop their curiosity
- Teach them the scientific method of inquiry and
- Prepare them for competent participation in a changing society and culture
- Students should be enabled to develop a rational outlook which will lead to better utilization of science and technology.

3.5.4. Work experience as a source of learning

Work experience should be a central feature of school education at all levels. It should be oriented to the application of science and technology any to productive processes in agriculture and industry. Work experience should provide an opportunity to learn from the use of hands give insights into the material phenomena and human relationships involved in any organized productive work and create the attitudes necessary for cooperative accomplishments of tasks and discharging of social responsibility with in a framework of equality as well as of the freedom of the human spirit.

The report of the International Commission of Education entitled learning to be show that of too long a period in human history, education has remained cloistered and segregated from life and work. When one goes to school one does not work. One being to work after one finishes school and thereafter rarely goes to school or has an opportunity for further education. This dichotomy between work and education is unnatural and should be broken. The school timetable, courses of study methods of instruction, examination, certification as a matter of fact all aspect of the school need to be flexible so as to bring the school closer to the community. Only thus the school will be able to

promote equalization of educational opportunities and bridge the gulf between education for the elite and that for the masses.

3.5.5. Concern for social Justice Democratic values and national integration

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The awakening of social consciousness, the development of democratic values and of a feeling for social justice and national integration are extremely important. The promotion of national consciousness and the development and the promotion of international understanding should be one simultaneously process. Tolerance, friendship, cooperation and peace between nations are possible only through a proper appreciation of each country's contribution to the world. National integration can be achieved in our country only through a proper understanding and appreciation of the different sub cultures of the country and the common bonds that hold them together.

3.5.6. The three language formula

The Primary education should compulsorily be in mother tongue. English should be included in the curriculum since it is an international language and rich in literature. It serves as a pipeline to all fields of knowledge, humanities and sciences. Hence, it should be learnt for its utility. The national language Hindi, should be a part of the curriculum for strengthening national integration.

The aim of language education should not be only the mastery of the language. Language should be studied for developing a catholicity of outlook and an appreciation of the basic values of the composite culture of India.

3.5.7. Artist experience and expression

Education should develop interest in beauty and train the students ability to discern it and integrate it into one's personality. Each child should be helped to preserve and develop his originality and creative talents.

3.5.8. Physical Education

Physical well being is a part of aesthetic values, the mastery of the body, its powers and qualities requires knowledge methodical training and exercise. The body must be strengthen and its skills and capacities developed the muscles and nerves trained the senses cultivated a hygiene and proper dietary habits inculcated.

3.5.9. Character building and human values

The school curriculum should have a core centering round the objective character building. The best way to do this is to help the child find the right road for his self actualization and encourage him to follow it watching suggesting helping but not interfering.

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Linked with this process of character building is the cultivation of such basic qualities as companion, endurance, courage, decision making, resourcefulness, respect for others the team spirit, truthfulness, faithfulness, loyalty to duty and the common good. These can be encouraged by all curricular activity and particularly cultivated through a programme of physical education, co curricular activity and work experience. Activities such as social service, scouting and guiding N.C.C. may be considered as well as physical education, sports, games etc.

3.5.10. Implications of the Process of Learning

Utmost care should be taken to see that the individual child can proceed at his own rate of learning and development. Education especially in the primary stage, should not lead to an overloading of the child with too many books and too much of subject matter. School education should change over from passive rote learning and cramming of knowledge to more active methods of self learning which take care of the child's diversity of interest and help him to learn and develop at his own pace.

3.5.11. Textbooks and supplementary material

Teacher's guides and supplementary materials should be prepared especially for the primary classes so that the broad aims and objectives of education may be covered by each subject area in its own specific way. The textbooks must not only inform the reader but also route his curiosity to learn and investigate. This curiosity in turn should be satisfied by suitable supplementary readers.

3.5.12. Evaluation

The system of holding annual examination covering all the courses is not quite satisfactory. It induces the child to cram a large mass of half digested information in a short time and thereafter forget it conveniently. The specific goals of education should be offered in the form of sequences of units. Each unit could be evaluated separately. This will reduce the burden of examination at the end. A variety of tools and techniques should be employed to evaluate.

3.6 STEPS IN CURRICULUM DEVELOPMENT

Curriculum development is a specialized task which requires systematic thinking about the objectives to be achieved, learning experiences to be provided, evaluation of changes to be brought out by the curricular activities and so on. We need to follow the order in which decisions related to curriculum development are made and we have to make sure that all the relevant considerations are taken into account before taking any decision. Before taking any decision, to arrive at a thoughtfully planned and dynamically conceived curriculum we should follow the steps as follows;

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The procedure of curriculum development is concerned with five steps:

- Formulating objectives
- Selecting curriculum content
- Organizing content
- Preparing instructional materials and
- Evaluating curriculum

Check your Progress-5

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the steps you will follow to develop curriculum?

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3.6.1. Formulating Objective

The objectives of curriculum are two types i.e individual objectives and social objectives. Therefore in formulating curricular objectives the curriculum planners follow certain principles as stated below:

Objectives should be stated in terms of behavior

They should be comprehensive and encompass as many behaviours as possible

They should be appropriate to the level of education in general and to the age group in particular and further they should be related to norms of growth, development, and maturity of the learner

They should be relevant to curriculum content, institutional facilities, institutional organization and administrative policies etc.

Objectives should be based upon the objective data regarding the following

Psychological characteristics of the learner

Activities and experiences of the learner

Activities of adult in relation to his cultural social and recreational life

3.6.2. Selecting Curriculum content

The curriculum content encompasses a variety of knowledge (theoretical, practical and vocational) activities (curricular, co-curricular and extracurricular) and learning experiences (communication, observation, experimentation etc). The planner should select these items of content on the basis of principles stated which

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should be relevant to a. objectives of education b. interest needs and aspirations of the learner c. needs and problems of the society . Similarly content should be useful to the learner in his personal social and occupational life and also to the adult in his day to day life.

Check your Progress-6

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. How will you select curriculum content?

.....

3.6.3.Organizing content

Curriculum organization is both a difficult and a complex task. It demands a thorough understanding of the teaching learning process. The main problems of curriculum are lack of sequence, continuity and integration of the content that included in the curriculum,

3.6.3.1 Sequencing

Establishing a sequence in curriculum means putting the content and materials into some sort of order of succession. For this we have to follow certain teaching norms such as moving from known to unknown, from simple to complex, from concrete to abstract etc. The content can be arranged according to the period or historical development such as the ancient period, the medieval period and the modern period, etc. Besides these norms or principles it is the resourcefulness of the curriculum planners to arrange the content such as way that it facilitates students learning.

Check your Progress

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is sequencing curriculum?

.....

.....

3.6.3.2 Continuity

The curriculum should be provide for a progressively more demanding performance and more complex materials to deal with a great depth and breadth of ideas to understand to relate to apply and so on . Such cumulative learning can apply to thinking attitudes and skills. The students should be provided the experiences forms of criticism and

analysis of ideas. The content of curriculum should provide for continuity in learning and prevent loss though forgetting.

3.6.3.3 Integration

It is recognized that learning is more effective when facts and principles from one field can be related to another especially when applying knowledge. Curriculum planners should attempt to integrate the curriculum by simultaneously establishing relationships between various subject taught to the target learners. One method can combine related areas into one broad field for example combining Geography and history into social studies. Correlating Maths and Science is an another attempt to integrate content.

3.6.3.4.Preparing Instructional Materials

Instructional materials are an indispensable element of a curriculum and hence its preparation is an integral part of curriculum development for more than one reason. The details illustrations evaluative materials etc. all organized in an ideal manner. They guide the teacher in translating the curriculum plan into practice as well as help parents and the public to know the real purpose of curriculum and the details regarding it. The instructional materials enable the teacher and the taught to know whether the plan is successfully implemented and thus whether its objectives are really achieved or not.

Textbook has considerable significance mainly because it gives the details of the entire curriculum in an efficient and economic manner using symbols of words, numbers, pictures, diagrams and graphs. It discusses items of knowledge with appropriate explanations, descriptions, illustrations, anecdotes, problems solutions and so on, states students activities as well as learning experiences that the teacher should offer to students. On this account, the textbook is a handmade to both the teacher and the taught and is widely used at all levels of education.

3.6.3.5. Evaluating Curriculum

Every curriculum attempts to achieve certain objectives and its content selected and organized to achieve such objectives. Therefore, it is necessary to know whether the objectives are relevant and are in conformity with the objectives of education and whether the content matter and its organization are in conformity with the curricular objectives. In order to know these the curriculum planner should evaluate the curriculum based on the following criteria.

Is the curriculum based on important objectives of education? will it help to achieve the objectives of education in general and that of classroom instruction in particular?.

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Is the curriculum material built upon interests needs and aspirations as well as activities and experiences of the learner of the particular age group?

Does the curriculum material help the learners to reorganize, refine and evaluate their own learning intelligently.

Does the material intend to use many and varied community resource for learning? Are the resources appropriate for the material and the learners?

Is the curriculum material cooperatively selected, organized and developed by the teachers parents, pupils and others directly concerned?

3.7 LET US SUM UP

From this unit, you would have learnt how philosophy, psychology, sociology, culture, economics, political and religion influence the curriculum. Within the content of philosophy, the idealism, naturalism, pragmatism and realism play significant role in determining curriculum. Apart from the determinants you would have learnt the definite principles should have been followed to prepare a curriculum. This knowledge will help you to construct the curriculum so as to satisfy the every learner. The recommendations of NCERT also very useful should have been considered while making any curriculum. The steps of the curriculum development would have given you a clear cut idea about the construction of curriculum in a proper manner. Thus, the unit has given you a direction to construct curriculum by using the determinants principles and steps.

3.8 UNIT- END EXERCISES

1. How philosophy determine the curriculum?
2. Why there are some determinants to the curriculum?
3. Write the different principles of curriculum in a detail?
4. What are the steps to be followed to construct curriculum?
5. How NCERT play significant role in regulating curriculum?

3.9 ANSWERS TO CHECK YOUR PROGRESS

1. These determinants or factors are as follows: Philosophy, Sociology, Psychology, Religion, Culture, Economy and Politics
2. Four important philosophies which have influenced the educational system. They are: Idealism , Naturalism, Pragmatism and Realism
3. The principles of relevance tabulates that the curriculum should be relevant to these five major factors: Objectives of education, Interests

needs and problems of students, Needs and problems of society, Needs and problems of school, Pedagogical consideration.

4. Phoenix conceives six realms of meaning symbolic, language, Mathematics, art empirics (physical and social sciences), aesthetics (literature art, music)synoptic (literature, philosophy, theology).

5. The procedure of curriculum development is concerned with five steps: Formulating objectives, Selecting curriculum content, Organizing content, Preparing instructional materials and Evaluating curriculum

6. The planner should select these items of content on the basis of principles stated which should be relevant to a. objectives of education b. interest needs and aspirations of the learner c. needs and problems of the society

7. Establishing a sequence in curriculum means putting the content and materials into some sort of order of succession. For this we have to follow certain teaching norms such as moving from known to unknown, from simple to complex, from concrete to abstract etc.

3.10 SUGGESTED READINGS

1. Bhatt.B.D. and Sharm ,S.R. (1993) Principles of Curriculum construction. New Delhi. Kaushika Publishing house.

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UNIT –IV INSTRUCTIONAL OBJECTIVES

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Meaning of Instructional Objectives
- 4.4 Learning Experiences and Evaluation
 - 4.4.1 Selection of Learning Experiences
 - 4.4.2 Evaluation
 - 4.4.3 Objectives of Evaluation
- 4.5 Relationship among Instructional Objectives Learning Experiences and Evaluation
- 4.6 Bloom's Taxonomy of Instructional Objectives
 - 4.6.1 Cognitive Domain
 - 4.6.2 Affective Domain
 - 4.6.3 Psychomotor Domain (R.H.Dave's Model)
- 4.7 Revised Version Of Blooms Taxonomy-Anderson
 - 4.7.1 The Cognitive Domain:
 - 4.7.2 Taxonomies Of The Cognitive Domain
 - 4.7.2.1 Anderson And Krathwohl's Taxonomy 2001
 - 4.7.2.2 Comprehension
 - 4.7.2.3 Application
 - 4.7.2.4 Analysis
 - 4.7.2.5 Synthesis
 - 4.7.2.6 Evaluating
 - 4.7.3 Note
 - 4.7.4 He Identified Specific Types of Knowledge As
 - 4.7.5.1 Levels of Knowledge
 - 4.7.5.2 Bloom Knowledge Chart Knowledge Dimensions Defined:
- 4.8 Let Us Sum Up
- 4.9 Unit -End Exercises
- 4.10 Answers to Check Your Progress
- 4.11 Suggested Readings

4.1 INTRODUCTION

Curriculum is meant for planning different educational activities to perform at a classroom in general and teaching-learning process in particular. The content and context that available in the curriculum

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should be transmitted into the students through different objectives. What are and called instructional and learning objectives. These objectives are having great connections with the curriculum. Besides these learning objectives are to be evaluated in terms of many behavior. Along with these objectives and evaluation, the learning experience also to be created among the students in a classroom as a midway between learning objectives and evaluation. Hence, it is very essential to study the meaning, nature, types and concept of the learning objectives. The learning experience, definition and its relationship with the education are also to be known. Along with these two factors, the purpose, principles and techniques of evaluating learning objectives and learning experiences are to be known. Hence, this unit going to reveal the relationship and roles of these three different concept in a curriculum.

4.2 OBJECTIVES

After going through this unit, you will be able to;

- Define different learning objectives.
- Identify the nature of the objectives
- Realize the importance of these objectives in the learning experiences.
- Explain the role of the learning objectives in the these instructional process
- Relate the learning objectives and learning experience with one another.
- Construct curriculum so as to provide more opportunities to the learning objectives and experience.
- Use the different learning experiences according to the nature of the curriculum.
- Classify the various learning objectives
- Without the different learning experiences.

4.3 MEANING OF INSTRUCTIONAL OBJECTIVES

Instructional objectives (often called performance objectives or competencies) are brief, clear, specific statements of what learners will be able to perform at the conclusion of instructional activities. Instructional objectives stem from course objectives; course objectives are broad statements reflecting general course goals and outcomes, while instructional objectives are targeted statements about expected student performance. Generally, instructional objectives are competency-based as they designate exactly what students need to do to demonstrate mastery of course material. With this in mind, instructional objectives are always stated in terms of student outcomes.

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Check your Progress-1

Note: a. Write your answer in the space given below

 b. Compare your answer with those given at the end of the unit.

i. Define Instructional Objectives

.....

.....

4.4 LEARNING EXPERIENCES AND EVALUATION

Learning experience is an interaction between the learner and content and not a part of syllabus or a unit or a lesson plan. The way of leaning the subject may considered as learning experience when the subject is taught through experimentation, the students observe it and by which they learn. Therefore, here the observation is considered as learning experience while giving lecture, students are learning the concept through listening. So here listening is the learning experience. Depending upon the selection of the learning experience, students learn the subjects effectively. The selection of the leaning experience is depends on the content, students and instructional objectives.

Check your Progress-2

Note: a. Write your answer in the space given below

 b. Compare your answer with those given at the end of the unit.

i. What do you mean by learning experiences?

.....

4.4.1 Selection of learning experiences

The learning experiences should be selected based on the following factors:

In order to accomplish the instructional objectives and curriculum objectives the learning experiences should be selected.

The learning experience should help the students to apply the learned knowledge and skills in their life.

The learning experiences should be flexible in order to utilize the skills and resources of teachers.

It should help to develop students rational thinking and attitude.

The learning experience should be ready to receive the new experiences and also accept the changes.

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It should allow the students to express their needs, experience and skills.

It should help the students to empower in their knowledge and their inner abilities.

Essentially , the learning experiences should be relevant to the subject.

4.4.2 Evaluation

Valuation refers to the whole process of making judgement and taking decisions on the basis of measurement.

Principles and purposes of evaluation

Evaluation involves broad and realistic goals

Evaluation is an integral and continuous part of teaching

Evaluation makes use of appropriate data gathering techniques

It is used for both assessing achievement and diagnosing learning difficulties Evaluation is done for motivating both students and teachers

Well conducted evaluation contributes to good classroom morale and leads the teacher and students towards instructional goals

Evaluation promotes the relation between the teacher and parents of the students

Carefully maintained records are necessary part of an evaluation programme

Evaluation leads to action the improvement of instructional and learning

4.4.3 Objectives of Evaluation

To measure the outcome of teaching and learning

To improve learning and teaching

To understand the learners

To select the appropriate content and teaching techniques

To find out the students learning difficulties and to provide remedial programems

To make judgement of the performance of the students to make decisions and to communicate the decision to the concerned persons school authorities and parents.

4.5 RELATIONSHIP AMONG INSTRUCTIONAL OBJECTIVES LEARNING

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EXPERIENCES AND EVALUATION

The instructional objectives are formulated based on the student's needs, interest, capacities and aspirations as well as the needs problems and aspiration of the society. If the instructional objectives are selected based on the above factors the content of the subject or curriculum will be appropriate. Therefore, while developing curriculum by the curriculum planners they must take into account of the above factors.

Based on the formulated instructional objectives the subject matters are selected. Here the curriculum planners decide what concepts may be chosen how much information may be given in each topic. For these the curriculum will lead the planners after over the selection of the content of the subjects of a course the teaching methods and learning experiences should be selected. The selection of the learning experiences is based on the subject matter. For example if the content or lesson is taught by experimental method the students will be learning the concept by observation if the lesson is taught by lectures method the students will learn by listening. Similarly the subject matter is deciding the selection of learning experiences.

Thus, the same procedure is followed in selection of the evaluation technique. In evaluation there are so many techniques are followed to assess the performance of the students. The selection of a suitable technique is depending upon the subject matter and learning experiences. For example if the subject matter is essay it will be assessed by descriptive question. If the subject matter is a simple concept, objective type questions may be used to assess the students performance. Thus, the instructional objectives, learning experiences and evaluation techniques are interrelated.

Check your Progress-3

Note: a. Write your answer in the space given below

 b. Compare your answer with those given at the end of the unit.

i. What is the relationship between instructional objectives and learning experiences?

.....

.....

4.6 BLOOM'S TAXONOMY OF INSTRUCTIONAL OBJECTIVES

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A number of models of classification of objectives have been developed. The most convincing of this has been the taxonomical Model of educational Objectives developed by Bloom and his associates. It has adopted three dimensional division learning experiences which are classified into three domains that is Cognitive Affective and Psychomotor. knowing Head, Feeling Heart, Doing hand.

The taxonomy of educational objectives of Bloom is basically a judicious combination of educational logical and psychological classification systems. The distinction between different categories is educationally significant. The terms have been defined preciously in a manner in which meanings are logically consistent among themselves. The classification is consistent with the correct psychological findings about mental processes. This classifications employs a decimal enumeration system. All the three domains of Bloom are briefly described below.

4.6.1 Cognitive Domain

This domain includes all the activities which take place with the direct intervention of cerebrum. The cognitive domain represents the intelligent component of behavior and is the mostly important from the point of view of education. A variety of attempts have been made to classify mental processes

This domain includes learning objectives which deal with recall or recognition of knowledge and development of intellectual activities and skills This is known as the knowledge component of educational objectives.

Knowledge, comprehension, application, analysis, synthesis and evaluation are the six categories of behavior are arranged from simple to complex a continuum being familiarity and production in a hierarchical way. These six categories have been further defined in terms of following more specific behavior.

Knowledge : specific ways and means of dealing with the specifics
Universal , abstractions in a field

Comprehension: Translation , Interpretation, Extrapolation

Application: Ability to apply learning in different and new situations

Analysis: Elements relationships organizational principle

Synthesis: Production of a unique communication 1.A plan, Proposal, set of operations derivation of a set of abstract relations

Evaluation: Judgments in terms of internal evidence , Judgments in terms of external criteria.

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4.6.2 Affective Domain

This relates to the emotional aspect of educational objectives. Learning in the affective domain pertains to changes in interest, attitudes values and development of appreciation and adequate adjustment. This is a higher level of learning at a different level and it has a close relationship with cognitive and behavioral changes. This relationship is operative at the instructional as well as evaluation level. Each affective behavior has a corresponding cognitive behaviours.

The taxonomy developed by Krathwohl seems to systematize these objectives into five broad categories given as under

Receiving

Awareness

willingness to receive

Controlled or selected response

Responding

Acquiescence in responding

Willingness to respond

Satisfaction in response

Valuing

Acceptance of a value

Preference of a value

Commitment

Organization

Conceptualization of a value

Organization of a value system

Generalized set

Characterization

Receiving: is the lowest or rather the most rudimentary category of affective behavior. At this levels the learners shows sensitivity to certain stimuli. It is like the teacher catching the students attention.

Awareness‘Willingness to receive and the selected nature of attention are the important sublevels.

Responding: Acquiescence, Willingness and Satisfaction

Responding is the next category expects great motivation and regularity in attention. It may also practical considerations be described as interest by which we mean a tendency to response to particular object or stimuli

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Valuing: It is a acceptance of a value preference or a value commitment. It incites the motivation of behavior not by deliberate desire but by the individual commitment to the underlying value guiding the behavior. This objective may conveniently be called attitude. These objectives are prime shift from which the conscience of the individual is developed in to control behavior.

Organization: Conceptualization of a value and organization of a value system

Organization connotes a system of values or attitude. An individual behavior is not ordinarily motivated by a single attitude in isolation but by an attitude compels. Development of one's own code of conduct or standard of public life may be an instance of the organization of a value system

Characterization by a value or value complex: generalized set characterization is the last of the categories reached when an individual is consistently found behaving in accordance with the values or attitudes he has imbibed ultimately reaching a stage when he has a consistent philosophy of life of his own and an internal compulsion to pursue it.

The taxonomy of the affective domain may not appear quite hierarchical especially in as much as one order does not completely telescope into the other as a taxonomical characteristic. Each however is also a useful educational principle.

4.6.3 Psychomotor Domain (R.H.Dave's Model)

The psychomotor domain concerns itself with levels of attainment of neuro muscular coordination. As the level of coordination goes up the action becomes more refined speedy and automatic.

Dave (1971) included the following levels arranged in terms of the concept of coordination.

- Imitation
- Impulsion
- Overt repetition
- Manipulation
- Following direction
- Selection
- Fixation
- Precision
- Reproduction
- Control
- Sequence
- Harmony
- Articulation
- Union
- Sequence
- Rhythm
- Naturalization
- Automatism
- Initeriorsation

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Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What do you know about Bloom’s Taxonomy?

.....

ii. What are the GIOs of affective domain?

.....

iii. What is Psychomotor domain?

.....

Imitation accounts for the lowest level of psychomotor behavior. It starts as an inner push or impulse. It is represented by convert inner rehearsal of the muscular system which may be taken to be more of an action at the mental level. Soon it may grow into an overt act with capacity to repeat the performance with very rudimentary coordination.

Manipulation is the next higher level of psychomotor behavior. It involves following directions selecting certain actions in preference to others and acting accordingly. It means the beginning of the fixation of operation and the end of initial fumbling in the manipulative actions.

Precision is the third category and is reached when reproduction of operations is carried out with speed and refinement giving the learner the ability to control (increase, decrease or modify) his action in response to requirements.

Articulation is the fourth category can be said to have been attained when the learner is able to handle a number of actions in union keeping in view their sequence and rhythm. It involves coordination in action i.e. right sequence in right proportion of time or at the right moment.

Naturalization is a high level of proficiency i.e automatic response.

4.7 REVISED VERSION OF BLOOMS TAXONOMY- ANDERSON

Although revisions were published in 2001, surprisingly there are still educators who have never heard of Anderson and Krathwohl or their important revisions to Bloom’s Taxonomy. In the United States, from the late 1950s into the early 1970s, there were attempts to dissect and classify the varied domains of human learning – cognitive (knowing, or head), affective (feelings, or heart) and psychomotor (doing, or kinesthetic, tactile, haptic or hand/body). The resulting

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efforts yielded a series of taxonomies for each area. (Taxonomy is really just a word for a form of classification.) The aforementioned taxonomies deal with the varied aspects of human learning and were arranged hierarchically, proceeding from the simplest functions to those that are more complex. In 2000-01 one of the original authors, David Krathwohl, and, Lorin Anderson (student of Bloom), spearheaded an effort to revise the original cognitive taxonomy. Here some of the overview of the changes for the better understanding.

While all the different previous taxonomies have been defined and used for many years, there came about at the beginning of the 21st century in a new version of the cognitive taxonomy, known commonly before as Bloom's Taxonomy.

4.7.1 The Cognitive Domain:

The taxonomy of Anderson is the more recent adaptation and is the redefined work of Bloom in 2000-01. That one is labelled Anderson and Krathwohl. The group redefining Bloom's original concepts, worked from 1995-2000. This group was assembled by Anderson and Krathwohl and included people with expertise in the areas of cognitive psychology, curriculum and instruction, and educational testing, measurement, and assessment. The new adaptation also took into consideration many of Bloom's own concerns and criticisms of his original taxonomy.

As you will see the primary differences are not in the listings or rewardings from nouns to verbs, or in the renaming of some of the components, or even in the re-positioning of the last two categories. The major differences lie in the more useful and comprehensive additions of how the taxonomy intersects and acts upon different types and levels of knowledge — factual, conceptual, procedural and metacognitive.

This melding can be charted to see how one is teaching at both knowledge and cognitive process levels. Please remember the following note goes from simple to more complex and challenging types of thinking.

<p>Check your Progress-5</p> <p>Note: a. Write your answer in the space given below</p> <p> b. Compare your answer with those given at the end of the unit.</p> <p>i. What is the difference between Bloom's and Anderson's Taxonomies?</p> <p>.....</p> <p>.....</p>
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4.7.2 Taxonomies of the Cognitive Domain

Bloom's Taxonomy (1956)

Anderson and Krathwohl's Taxonomy (2001)

4.7.2.1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know identify relate list define recall memorize repeat record name recognize acquire

Remembering: Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.

4.7.2.2 Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate locate report recognize explain express identify discuss describe discuss review infer illustrate interpret draw represent differentiate conclude

Understanding: Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

4.7.2.3 Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: apply relate develop translate use operate organize employ restructure interpret demonstrate illustrate practice calculate show exhibit dramatize

3.Applying: Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.

4.7.2.4 Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: analyze compare probe inquire examine contrast categorize differentiate contrast investigate detect survey classify deduce experiment scrutinize discover inspect dissect discriminate separate

Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

4.7.2.5 Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:

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compose produce design assemble create prepare predict modify tell
 plan invent formulate collect set up generalize document combine
 relate propose develop arrange construct organize originate derive write
 propose

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

4.7.2.6 Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: judge assess compare evaluate conclude measure deduce argue decide choose rate select estimate validate consider appraise value criticize infer

4.7.3 Note: After creating the cognitive taxonomy one of the weaknesses noted by Bloom himself was that there was a fundamental difference between his —knowledge category and the other 5 levels of his model as those levels dealt with intellectual abilities and skills in relation to interactions with types of knowledge. Bloom was very aware that there was an acute difference between knowledge and the mental and intellectual operations performed on, or with, that knowledge.

4.7.4 He identified specific types of knowledge as:

- Terminology
- Specific facts
- Conventions
- Trends and sequences
- Classifications and categories
- Criteria
- Methodology
- Principles and generalizations
- Theories and structures

4.7.4.1 Levels of Knowledge – The first three of these levels were identified in the original work, but rarely discussed or introduced when initially discussing uses for the taxonomy. Metacognition was added in the revised version.

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- a) Factual Knowledge – The basic elements students must know to be acquainted with a discipline or solve problems.
- b) Conceptual Knowledge – The interrelationships among the basic elements within a larger structure that enable them to function together.
- c) Procedural Knowledge – How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
- d) Metacognitive Knowledge– Knowledge of cognition in general, as well as awareness and knowledge of one’s own cognition.

One of the things that clearly differentiates the new model from that of the 1956 original is that it lays out components nicely so they can be considered and used. Cognitive processes, as related to chosen instructional tasks, can be easily documented and tracked. This feature has the potential to make teacher assessment, teacher self-assessment, and student assessment easier or clearer as usage patterns emerge.

As stated before, perhaps surprisingly, these levels of knowledge were indicated in Bloom’s original work – factual, conceptual, and procedural - but these were never fully understood or used by teachers because most of what educators were given in training consisted of a simple chart with the listing of levels and related accompanying verbs. Array of knowledge types. For readers not familiar with this term, it means thinking about ones thinking in a purposeful way so that one knows about cognition and also knows how to regulate one’s cognition.

Check your Progress-6

- Note:**
- a. Write your answer in the space given below
 - b. Compare your answer with those given at the end of the unit.

i. Define the following

- a) Factual Knowledge
.....
.....
- b) Conceptual Knowledge
.....
.....
- c) Procedural Knowledge
.....
.....
- d) Metacognitive Knowledge
.....
.....

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4.7.4.2 Bloom knowledge chart Knowledge Dimensions Defined:

Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

Meta cognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

4.8 LET US SUM UP

The context of the unit should have been enriched your knowledge on the linkage of curriculum with some other educational aspects such as learning experiences, evaluations etc. The knowledge would have gained on selection of learning experiences and formulation of the instructional objectives according to the need and nature of curriculum. The important concept i.e. Bloom's taxonomy and its role in the teaching learning process are also would have learnt by you which will be very useful in your career. The revised version of Bloom's taxonomy by Anderson would have given you a knowledge on how to use those instructional objectives according to the current situation. Thus, the content of this unit will take you to use the learning experiences, instructional objectives and evaluation according to the nature of the curriculum. Hence, the mastery of this unit also very essential.

4.9 UNIT -END EXERCISES

1. Write a detailed note on the instructional objectives.
2. How will you select instructional objectives based on bloom?
3. Link the learning experience with the instructional objectives and evaluation
4. Prepare a detailed note on the revised version of taxonomy by Anderson

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4.10 ANSWERS TO CHECK YOUR PROGRESS

1. Instructional objectives (often called performance objectives or competencies) are brief, clear, specific statements of what learners will be able to perform at the conclusion of instructional activities. Instructional objectives stem from course objectives; course objectives are broad statements reflecting general course goals and outcomes, while instructional objectives are targeted statements about expected student performance.
2. Learning experience is an interaction between the learner and content and not a part of syllabus or a unit or a lesson plan. The way of leaning the subject may considered as learning experience when the subject is taught through experimentation, the students observe it and by which they learn
3. The selection of the learning experiences is based on the subject matter. For example if the content or lesson in taught by experimental method the students will be learning the concept by observation if the lesson is taught by lectures method the students will learn by listening. Similarly the subject matter is deciding the selection of learning experiences.
4.
 - a) The taxonomy of educational objectives of Bloom is basically a judicious combination of educational logical and psychological classification systems. The distinction between different categories is educationally significant. The terms have been defined preciously in a manner in which meanings are logically consistent among themselves.
 - b) The psychomotor domain concerns itself with levels of attainment of neuro muscular coordination. As the level of coordination goes up the action becomes more refined speedy and automatic.
5. The primary differences are not in the listings or rewardings from nouns to verbs, or in the renaming of some of the components, or even in the re-positioning of the last two categories. The major differences lie in the more useful and comprehensive additions of how the taxonomy intersects and acts upon different types and levels of knowledge — factual, conceptual, procedural and metacognitive.
6.
 - a. The basic elements students must know to be acquainted with a discipline or solve problems.

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- b. The interrelationships among the basic elements within a larger structure that enable them to function together.
- c. How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
- d. Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition.

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UNIT – V INNOVATIONS IN TEACHING LEARNING PROCESS-I

Structure

5.1 Introduction

5.2 Objectives

5.3 Individualised Instruction

5.3.1 Meaning and Definition

5.3.2 Objectives

5.3.3 Characteristics of Individualized Instruction

5.3.4 Problems in Implementation Of Individualized Instruction

5.3.5 Types of Individualized Instruction

5.4 Programmed Instruction

5.4.1 Basic Ideas In Programmed Instruction

5.4.1 a.Linear Programme

5.4.1.b.Branching Programme

5.4.2 Principles of Programmed Instruction

5.5 Personalised System of Instruction of PSI

5.5.1 Meaning and Definition

5.5.2 Origin and Growth of PSI

5.5.3 Objectives of PSI

5.5.4 Characteristics of PSI

5.6 Computer Assisted Instruction

5.6.1 Origin

5.6.2 Types of CAI Programmes

5.6.3 Role of the Teacher in CAI

5.6.4 Experts Needed for CAI

5.7 Let Us Sum Up

5.8 Unit- End Exercises

5.9 Answers to Check Your Progress

5.10 Suggested Readings

5.1 INTRODUCTION

In the teaching-learning process there are many innovations being adhered in day-to-day. There are plenty of techniques in which the technique based on the number of students play a predominated role. If the participant number is more, the learning will be strengthened. If the participant number is very minimum, the teacher's attentions will be more. Thus, there are some techniques based on the individual to the large group. The instruction concentrated on the

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Individual called as individualized instruction. Based on the methods and approach we use in it, it is classified in to various methods. The large group techniques also been followed in the instructional procedure. Thus, the knowledge about the small group, large group and individual instructional technique is mandatory to get mastery over the innovative technique in the teaching – learning process. This knowledge will helpful to arrange any teaching-learning process according to the nature and number of the target group.

5.2 OBJECTIVES

After going through this unit, you will be able to;

- Explain the importance of the number of target group in designing instructional technique.
- Classify the individualized instructional and group based instruction
- Sensitize the merits of personalized system of instruction.
- Adopt such personalized system of instruction with the computer.
- Arrange different instructional experiences to the learners.
- Use the different innovative technique according to the nature of the students.
- Make use of the students to participate in the instructional processes.
- Modify the learning experiences in the innovative way.
- Interpret the content in a different and easily understanding way.

5.3 INDIVIDUALISED INSTRUCTION

In teaching, the teacher is employing different method of teaching. While selecting the method of teaching he/she considers the numbers of students studying in the class, the subject to be taught, students' ability and the environment of the classroom. The method of teaching can be categorized into three, which are as follows:

- Large group Method.
- Small Group Method and
- Individualized instructional Method

The large group method is employed for the class having 50 students or more than that. Moreover, to teach the theoretical information to the students, teacher may adopt large group methods. Similarly, the small group methods also have been employed for teaching the large group but the students of the class have to divide into a number of small groups.

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Whereas the individualized instruction method is adapted to offer instruction to each student separately. Though the class consists of 60 students, each will be taught separately. This method is an alternative to the present traditional method of teaching. In this method, each student will learn the subject on their own pace, each student will have face-to face contact with his teacher. Moreover, the objectives of instruction are prepared based on the need and ability of each student. Each student will be given feedback for their correct response and directions will be given for wrong answers. The individualized instruction leads the students for mastery in subject.

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. The method of teaching generally can be classified in to

.....
.....

ii. What do you mean by individualized instruction?

.....
.....

iii. Write any five characteristics of individualized instruction.

.....
.....

5.3.1 Meaning and Definition

The term has been used and explained from different angles. It is very difficult to define it in definite words because it conveys different meanings in different contexts. The year Book Association for supervision and Curriculum Development, Washington, DC.1964 explaining the meaning of individualizing Instruction says ' _achieving individualization which effects the release of human potential has long been an important function of classroom teacher'. The following are the different meanings of the term which have been given by different educationists who have worked in the field of individualizing instructions.

Individualization of instruction can mean that the teacher works on a personal, one-to-one basis with each student. So that good teacher-pupil relationship will be maintained.

It means the instruction is tailored based on the particular needs and abilities of the learner.

In individualization learners are working alone at their own pace.

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In Individualization of instruction the following factors are adapted to the needs of each individual student. Which are, pace, medium of presentation, study style, context and evaluation technique and selection of objectives.

5.3.2 Objectives

The educational researchers have identified the following objectives for the individualized instruction:

Development of potentialities among the learners: The individualized instruction is providing the tremendous differences in learner's aptitude, achievement and interest so that the individual may attain the maximum development of his abilities.

Ensuring the quality and quantity: The second objective is to control the problem of quality and quantity in education which is posing a great problem year after year.

Common Curriculum: The third objective is to provide universal education in order to ensure same subject at least up to primary level in a society which is committed to the goal of mass education.

Facilitation of new schemes: The fourth objective is to facilitate the implementation of the schemes of non-formal correspondence and in-service education and training of professionals at all levels.

Implementation of life-long education: The fifth and the last objective is to transmit the ever increasing knowledge in recent years. It helps in the process of lifelong levels.

Mastery of subject: Make the learners to learn the subjects with thorough understanding.

5.3.3 Characteristics of Individualized Instruction

Instructional objectives are specified

Assessment of initial behavior

Importance to individual

Learner selected objectives

Reward or reinforcement

Immediate feedback

Frequent feedback

Successive approximation

Self-pacing

Mastery of subject

Using the help of the teacher

NOTES

Multi-media presentation

5.3.4 Problems in Implementation of Individualized Instruction

The following are the problems in implementing the individualized instruction:

Reluctance is the greatest problem on the part of the teacher community to modify old practices to accommodate the social and economic needs of the society. The teachers do not want any change in the old established practices and any innovation idea is resisted by them. The resistance may be due to many factors. However, continuous persuasion through lectures, radio, television and seminars etc, may prove fruitful to win over the willingness of teacher community.

The educational planners fail to anticipate the problems which the administrators and teachers encounter introducing an innovation. There had always been lacking in planning and feedback mechanisms which resulted in the failure of introducing any innovative idea in educational system in the past.

The curriculum of our school do not seek to grow in problem solving effectiveness in their day-to-day affairs.

It requires the use of multi-media techniques to impart instruction which involves financial liability of huge amount of money which we cannot afford at present because the other more important projects have been undertaken in the field of industry and agriculture.

5.3.5 Types of Individualized Instruction

To implement the individualized instruction the efforts have started in fifties as a protest against group-oriented and teacher-centered methods of teaching which hardly made any provision in teaching for individual differences. Since the inception of the concept of individualized instruction, thousands of researches have been conducted to evolve better and effective methods of teaching. A number of methods have been developed and used with great success to impart instruction at different level of education. In this material, it is described only few methods of individualizing instruction though there are so many methods have been developed by the educationists.

5.4 PROGRAMMED INSTRUCTION

The programmed Instruction emerged out of experimental researchers on operant conditioning in human learning. The basic principles of operant conditioning may be summarized as the principle of reinforcement to effect behavioral changes in successive approximation to the desired goal. The total behavior is broken into meaningful operates which are chained together to form the whole. Programmed learning and programmed instruction have been used interchangeably in the literature. The English writers prefer the use of

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programmed learning since it is learner-oriented system with emphasis on the method by which material can be presented so as to be auto-instructional. Programmed instruction is used by American writers who define it as —a process of arranging material to be learning in a series of small steps designed to lead learner through self-instruction from what he knows to the unknown of new and more complex knowledge and principles. James, E. Espich and Bill Williams in their book —Developing Programmed Instructional Materials have defined programmed Instruction as — a planned sequence of experiences, leading to proficiency in terms of stimulus response relationship. —Programmed instruction offers the possibility of providing a conceptual framework which allows for the planning and organization of learning resources with a view to realizing specific, operationally defined objectives or performance levels.

5.4.1 Basic Ideas In Programmed Instruction

Programme is usually presented by a book or machine. Teaching machine present programmed material to pupils in such a way that one problem depends upon the answer to the preceding problem and where, therefore, the most efficient progress to an eventually complex repertoire can be made. The mere manipulation of the teaching machine is reinforcing and can keep the pupil working for a long time. Teaching machines may be mechanically or electrically operated. Normally, however, it is written form. The material is broken into smaller units called ‘frames’. Frames are arranged in a proper sequence. In each frame, information is presented and a question will be asked. Immediate feedback is given to the learner by stating whether the response is appropriate or not. The programme allows the student to work individually and to adjust his ratio of learning to his abilities, needs and conveniences. There is always active learning. Programmed materials are based on definitely planned criteria of entering behavior and terminal behavior. They undergo extensive try outs with individuals and groups before being adopted in final form. Programmed instruction is classified into two types:

- Linear programme, and
- Branched programme

5.4.1 a. Linear programme: Linear programme was developed by Skinner and his associates. It is based on the principles that B.F. Skinner formulated in the course of his experiments with animals. In this programme, questions are asked directly and the student is asked to think and write down his/her answer. Such answer is referred to as a ‘constructed response’. A linear programme is called a straight line programme as the learner starts from his initial behavior to the terminal behavior following a straight line. The student proceeds from one frame to the next until he/she completes the programme. Subject-matter is

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broken down into very small steps and each step is presented in proper sequence. The responses of the student are immediately reinforced in the succeeding frames.

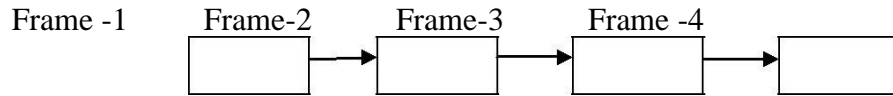


Fig.4.1Diagrammatic representation of linear programme

In each frame., a small amount of information will be presented; the student will be required to make an active response: positive reinforcement or feedback is given and prompts or cues are provided that enhance the probability of correct response and eliminate or greatly diminish errors.

5.4.1.b.Branching Programme: Branching programme was developed by Norman A,Crowder (1960) and is called ‘_Intrinsic programme’. In this type, each frame is of relatively bigger size and may contain two or three ideas of related sequence. A single question, usually of the multiple choice type should be asked at the end. The student selects the response. In the student sequence, if his/her response is wrong, he/she will be is taken to a remedial frame where his/her mistake will be explained and the topic under consideration will be further explained, perhaps using some more examples. After remedial work, he is directed to the original frame for making another attempts at choosing the right answer. According to the alternatives selected, the learner will be directed to go to particular page. Branching programme anticipates the errors of learners. The errors are diagnosed and remedial instruction is provided. Hence, in this programme, all learners do not follow the same path and they branch.

Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

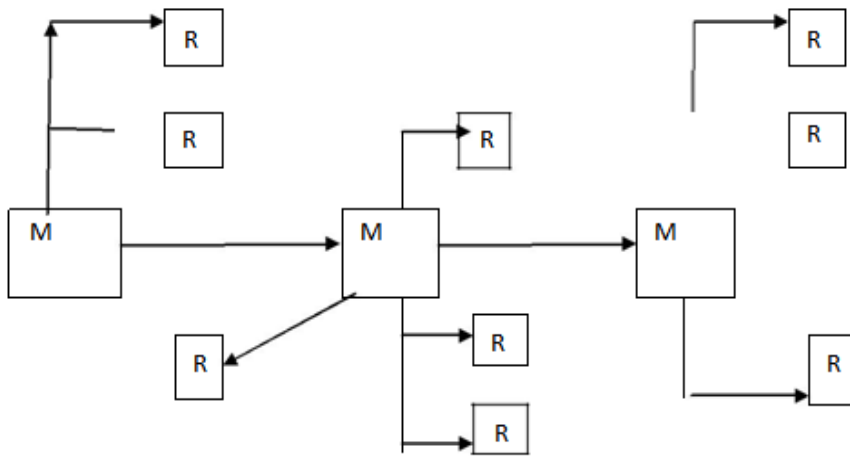
i. Define-Programmed instruction

.....
.....

ii. Types of programmed instruction.

.....
.....

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M-main frame
R-remedial frame

Fig.5.2 Diagrammatic representation of Branching Programme.

5.4.2 Principles of Programmed Instruction

The following principles are being followed in Programmed instruction:

Small concept: The subject-matter is divided into small meaningful concept. One segment of concept is presented at a time to the learner. This piece of information's called —Frame1.

Immediate confirmation of feedback: When response is given by the student after reading the concept he/she may confirm his/her answer by comparing the answer given in the programmed text. In case he/she is wrong, he/she has, at least to read the correct response which raises the probability that he will give correct response, the next time he/she is asked similar question. It is a truism that learning which is accompanied by success and satisfaction is likely to be more permanent than learning accompanied by failure and dissatisfaction.

Active responding: Since the instructional objectives of the subject are selected by the students, providing of immediate feedback for the responses of the student and presentation the subject in a small concept makes the learner to involve actively in learning process.

Own –pacing: The learner proceeds at his own pace when he works through a programme. He is not forced to move with the other members of the class. Programming by providing own-pacing has incorporated the principle of individual difference in the teaching-learning process. Moreover, own-pacing leads to understand the subject thoroughly.

Students testing: The last and the fifth principle of programming is student testing. The teacher can regularly assess the progress of his students. He can find out the weakness of his programme and can

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modify the weak portion of his programme in the light of students' performance. The student can also continually evaluate his performance on the programme.

5.5 PERSONALISED SYSTEM OF INSTRUCTION

5.5.1 Meaning and definition of PSI

The Personalized system of Instruction is one of the types of individualized instruction. The personalized system of instruction means a system of instruction which is person-oriented. It lays more emphasis on the individualization of instruction than other methods in higher-education. In this method, the instruction is tailored to the need and ability of individual learner. According to Green (1974). —PSI has been described as the personalized System of Instruction gets its name from the fact that each students is served as an individual by; other person, face to face and one-to-one, in spite of the fact that the class may number 100 students. It is suitable for courses for which the student is expected to acquire a well-defined body of knowledge or skill-the majority of college course.

5.5.2 Origin and Growth of PSI

The Personalized System of Instruction is associated with the name of Fred, S.Keller who with a team of other educationists namely, J.C. Sherman, R.A.Zi and C. M. Bori, devised PSI in 1963 to meet the needs of as new psychology program in a new University in a new city in the interior of Brazil. From the inception, it has generated a great amount of research and has acquired ground in educational system at the higher level. It has made some interesting and originally unforeseen consequences and benefits. It is the opinion of several leading educationists the PSI has bridged the gap between the theory and practice of individualized instruction. If we analyze the components of PSI we see that as a matter of facts it is essentially programmed instruction where the frames have been substantially enlarged and a person-social elements has been added in the teaching-learning process. It is an approach to classroom instruction that is explicitly designed to convert the role of the teacher from the dispenser of information to the engineer or contingency manager of all students _learning.

5.5.3 Objectives of PSI

The PSI has been evolved to fulfill certain specified instructional objectives which may be enumerated as follows:

The first objective is to establish better personal-social relationship in the educational process.

The second important objective of PSI is to provide frequent reinforcement for learning

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The third of objective is to provide increased frequency and quantity of feedback to the instructors with the consequent benefit of a basis for meaningful revision in programme context and instructional procedures.

5.5.4 Characteristics of PSI

The following distinctive characteristics of PSI are summarized as follows:

Self-pacing: The apparent impossibility of holding time and quality constant leaves no choice but to allow self-pacing. The go-at-your-own-pace, which permits a student to move through the course at a speed commensurate with his ability.

Use of multi-media: Given students progressing at different rates, the sources of essential information cannot be live lectures alone.

Use of Teachers: Teachers are needed to deal individually with large number of students working with the system. The use of teachers permits repeated testing, immediate scoring, almost unavoidable tutoring, and a marked enhancement of the personal-social aspect of the education process.

Mastery learning: The unit perfection requirement for advancement which let the student go ahead to new material only after demonstrating mastery of that which preceded it.

Importance of written work: The related stress upon the written work in teacher-student communication is emphasized.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is the meaning of PSI?

.....
.....

5.6 COMPUTER ASSISTED INSTRUCTION

5.6.1 Origin

Computer –assisted instruction is a natural outgrowth of the application of the principles of programmed instruction. As we know the main objective of programmed instruction is to provide individualized instruction to mean the special needs of individual learners. To accomplish this objective, it needs some efficient and flexible device that can store gigantic amount of organized learner. A computer is such a device which can cater to the needs of individual

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information suiting huge amount of information. It can serve to a great variety of educational needs which range widely with respect to educational levels, subject-matter, style of instruction and level of learning from simple drill and practice to problem solving. In short, we can say that CAI covers the whole educational spectrum and is gaining more recognition as an important and useful in the teaching of various subjects.

The origin of CAI was, probably, an attempt by some technicians to see if a matching could be programmed to interact with a human. In the beginning, very simple programmes were tried out on machines such as printing presorted questions accepting multiple choice answers and judging answers for correctness.

The first commercial computer began operation the the census Bureau in 1951. The first major pioneering attempt in CAI occurred after a decade around 1961 when the University of Illinois produced Programmed Logic for Automatic Teaching Operations (PLATO). Thus, historically, the use of computer in general education is under development from early sixties. Though there are controversial and conflicting interpretations as regards the use of computers in education and training but even then CAI has become a valuable educational recourse.

The second landmark in CAI is the development of computerized tutorials in arithmetic and reading for elementary school children by Patrick Suppers of Stanford University in the year 1966. After the successful use of these programmes, a number of effort have been made to develop programmes for CAI and great improvement has been made in the technical aspects of computer. The CAI has been reshaped as CAL (Computer Assisted Learning) by adhering required changes.

5.6.2 Types of CAI Programmes

Logo. This system was developed by Feurzeing and papart at MIT. Logo is a simple programming language which can be taught to children. The programme provides instruction which can be used to produce pictures on an oscilloscope or make a little mechanical robot. The children who learn Logo make up their own programmes to draw followers or faces or generate designs on the screen. The computer is used in more or less lib way, often the children suggest their own tasks and then programming activity is that logo problems can be described in terms of procedure being a set of instructions like a cooking recipe.

Simulation. The second general category of CAI work is gaming and simulation. Plato III and Plato IV exemplify this use of the computer in programmes which enable the student to mount an experiment in symbolic form. For example, in teaching genetics, experiment involving the breeding of fruit flies (*Drosophila*) are often used.

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The breeding process takes about three weeks or much longer if your flies die or fail to breed. The Plato programme generates population of fruit flies with known characteristics which can be selectively cross bred. The computer, in fact constructs the new population according to the known rules of genetics and it does it very fast indeed. Similar work is in progress in other subjects of science.

Controlled learning. The third general type of CAI activity is what might be called —controlled learning. It includes both drill and curriculum taught by the classroom teacher. The classroom teacher may specify the sequence of topics in advance and may also introduce the basic concepts. The students, later on, review and practice fundamental skills on an individualized basis at instructional terminals. The computer provides immediate feedback to individual learners simultaneously as they work through a set of exercises. The record of individual student's performance is furnished to the teacher for evaluation. Patrick Suppers developed a drill and practice programme in elementary mathematics for children at University of Stanford.

5.6.3 Role of the Teacher in CAI

No doubt the role of the teacher has changed from his conventional assignment of delivering lectures to a guide and a problem-solver. But the fear of elimination of the teacher is baseless and unfounded. The CAI directly interacts with the students individually and with the teacher. Human teachers have to play their role in CAI. They cannot be eliminated from instructional process. Lakhs of teachers working in schools and colleges constitute a large educational resource. CAI if ever introduced in general education in this country; it should be brought in such a way that it increases the scope and quality of teacher's contribution to teaching-learning process.

In CAI the teacher has the chance to use new tools which will enhance his individual satisfaction and will increase his efficiency. The teacher will be liberated from his routine duty. The CAI will prove a powerful device in the sense that it can compute accurately and rapidly huge data. It can produce elaborate graphs and drawing and can perform sophisticated retrieval of information from large data bank. CAI is compatible with live teaching. It can be used side by side. It is flexible system of instruction. It can very promptly evaluate the performance of individual student. The teacher can devote his time for more creative work.

5.6.4 Experts Needed for CAI

Computer-assisted instruction needs the services of the following personals

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Computer-Engineer. He is technician thoroughly familiar with the basic principles and techniques of programming and with the basic principles involved in designing all components of a computer system.

Lesson writer. He is an expert who is well-versed in lesson writing. Experienced teacher of several years may work as lesson writer. He is familiar with the theories of learning applied to human behavior. He must be acquainted with the psychological developments of students at different age levels.

System operator. He is the interface between the whole CAI and each user of the system. He knows the system thoroughly and can cope with all commonly occurring failures of software and hardware in the system.

Check your Progress-4

Note: a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. Who that experts are needed for CAI ?

.....
.....

5.7 LET US SUM UP

The teaching learning process is very unique which will differ according to the teacher and his/her experience. The single method of teaching cannot be universally accepted. Hence, the innovations day- by- day required to bring the teaching learning process according to the present situation. The instruction to the target group also differ according to the nature and number. Based on the number and nature of instructions the concept individualized instructions came in to the existence. The contents and types of the individualized instruction would have enhanced your knowledge on the innovations in teaching method. The programmed instruction, CAI, PSI and team teaching are all very useful in the certain context. These knowledge should have been gained to play significant role in the pedagogy.

5.8 UNIT -END EXERCISES

1. Jotting down the concept of individualized instruction
2. List out the characteristics of individualized instruction
3. Bring out a detailed sketch on the programmed instruction
4. How the personalized system of instruction came into the existence? Explain

5. Discuss the history of CAI

5.9 ANSWERS TO CHECK YOUR PROGRESS

NOTES

1.
 - a. The method of teaching can be categorized into three, which are as follows: Large group Method, Small Group Method and Individualized instructional Method
 - b. This method is an alternative to the present traditional method of teaching. In this method, each student will learn the subject on their own pace, each student will have face-to-face contact with his teacher. Moreover, the objectives of instruction are prepared based on the need and ability of each student.
 - c. Importance to individual, Learner selected objectives, Reward or reinforcement, Immediate feedback, Frequent feedback.
2.
 - a. A process of arranging material to be learnt in a series of small steps designed to lead learner through self-instruction from what he knows to the unknown of new and more complex knowledge and principles.
 - b. Programmed instruction is classified into two types: Linear programme, and Branched programme
3. PSI has been described as the personalized System of Instruction gets its name from the fact that each students is served as an individual by; other person, face to face and one-to-one, in spite of the fact that the class may number 100 students.
4. Computer –Engineers and Lesson Writers are required for the CAI programme.

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UNIT – VI INNOVATIONS IN TEACHING LEARNING PROCESS-II

*Innovations in Teaching
Learning Process-II*

NOTES

Structure

6.1 Introduction

6.2 Objectives

6.3 Team Teaching

6.3.1 Concept of Team Teaching

6.3.2 Purpose of Team Teaching

6.3.3 Characteristics of Team Teaching

6.3.4 Types of Team Teaching

6.3.4.1 Single Subject Team

6.3.4.2 Interdisciplinary Teams

6.3.4.3 Hierarchical Teams

6.3.4.4 Synergetic Teams

6.4 Co-Operative Learning

6.4.1 Importance of Co-operative Learning

6.5 Seminar

6.5.1 Characteristics of the Seminar

6.5.2 Uses of the Seminar

6.5.3 Preparation for the Seminar

6.6 Symposium

6.6.1 Conducting the Symposium

6.6.1.a. Panel Leader

6.6.1.b. Panel Member

6.6.1.c. discussion In Symposium

6.6.1.d. Audience

6.6.1.e. Topic For Symposium

6.6.2 Advantages of Symposium

6.7 Panel Discussion

6.7.1 Panel Discussion as a Method of Teaching Technique

6.7.2 Principles of Panel Discussion

6.8 Workshop

6.9 Let Us Sum-Up

6.10 Unit- End Exercises

6.11 Answers to Check Your Progress

6.12 Suggested Readings

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6.1 INTRODUCTION

The large group, lecture format is often synonymous with what most people think of university studies. Faced with a room of more than one hundred students, promoting active learning in large lecture theatres is a challenge most academics are likely to face. It is no surprise that this poses particular concern with research showing that student attention span can decline after 10 to 15 minutes. Large group classes can include active learning which finds creative ways to allow students to apply what they are learning in the lecture. Build an environment in which students feel confident to engage. Building an effective lecture as a means of motivating and inspiring interest in your students, while transmitting key concepts and ideas, is one that requires planning and creativity. In large groups, the size of class means that some students feel far away, less involved, less known by the lecturer and less engaged in the process. So how do you overcome these barriers to engagement to build confidence, attachment, and connections between students and staff are revealed hereunder.

6.2 OBJECTIVES

After going through this unit, you will be able to;

- Arrange different instructional experiences to the learners.
- Sensitise the importance of team teaching for the learners.
- Use the different technique according to the nature of the students.
- Make use of the students to participate in the instructional processes.
- Organise seminar, symposium, and panel discussion.
- Evolve new inferences for leaning through workshops.
- Interpret the content in a different and easily understanding way.

6.3 TEAM TEACHING

The concept of team teaching arose in 1957. Although begun in some secondary schools, the idea of team teaching was given momentum by activities of the commission on staff utilization of the National Association of secondary school principal (U.S.A.) . This is a result of numerous and successive January issues of the Bulletin of the National Association of secondary school principals beginning in 1958. Now all have defined team teaching as —a combination of two or more teachers who work with variable size groups of students during an adjustable period which covers two or more regular sectionl. The best known and commonly used plan is the Trump plan of teach teaching, so

named after professor J. Lioyod Trump, associate secretary of the national association of secondary school principals.

6.3.1 Concept of team teaching

—Team teaching is an arrangement whereby two or more teachers with assistants plan, instruct and evaluate co-operatively two or more classes in order to take advantage of their respective special competencies as teachers.

-J..Lioyd trump

—Team teaching may be considered to be any form of teaching in which two or more teachers regularly and purposefully share responsibilities for the planning and correlating of lessons to one or more classes of students

-Harold S.Davis

—Team teaching is a type of instructional organization, involving teaching team and the student assigned to them, in which two or more teachers are given responsibility, working together for all or a significant part of instruction of the same group of students.

-Chaplin

6.3.2 Purpose of team teaching

The team teaching offers an opportunity for better education to a large group of students through a team of teachers. It serves the following purposes.

Team teaching leads to the improvement of teaching through a better utilization of a group of teachers.

It helps the students to utilize the teachers' specialized expertise, interests, instruction skills, time and energy.

It ensures preparation of lessons, materials and other aids to create motivation among the students and better learning situations.

The team concept itself increases the possibility of variety of instruction based on pooled talent of the teachers.

6.3.3 Characteristics of Team Teaching

The theoretical design for team teaching is based on the co-operative planning but there are many other aspects of team teaching:

Role of differentiation of team members

Regrouping of students

Rescheduling of time.

Redesign of teaching space,

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Common time for planning,
Integration of learning in a meaningful way, and
Development of resource centers.

6.3.4 Types of Team Teaching

6.3.4.1 Single subject team

Two or more teachers agree to teach the same subject at particular class level to the same group in a common period. The strength of the students varies according to the number of teachers.

6.3.4.2 Interdisciplinary teams

Here the teacher of different subject assumes responsibility for the same large group and are given a block of time in which to work with them.

6.3.4.3 Hierarchical teams

Some teachers are hierarchical in nature consisting of teachers, clerks and assistants. Job description give the difference of roles played by each members.

In these teams one proposal teacher is taken as team leader and functions as administrator in charge. The remaining teachers perform professional duties, similarly clerks perform secretarial work and prepare of hierarchical approach.

6.3.4.4 Synergetic teams

These are some team which work together as a team and there is a minimum of hierarchical approach.

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Write a concept of team teaching.

.....

ii. What are the characteristics of team teaching?

.....

6.4 CO-OPERATIVE LEARNING

The term 'co-operative learning' is an instructional method in which the students work in small groups. The co-operative learning

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refers to four distinct things. It refers to : (i) Co-operative behavior, that means working with or helping others, (ii) Co-operative incentive structure, in which a group of two or more individuals are rewarded based on the performance of all group members, (iii) Co-operative task structure, in which a group of two more individuals can or must work together but may or may not receive rewards based on their group's performance, and (iv) Co-operative motives, the predisposition to act co-operatively or altruistically in situation that allows individuals a choice between cooperative, competitive, or individualistic behavior.

C-operatively learning is essentially a small group instructional technique. In a class for example, 60 students may be divided into eight groups of five, and members in each group study together and receive recognition based on the sum of their individual scores. When individuals work together toward a common goal, they are dependent on one another's efforts to achieve that goal. This interdependence motivates the individuals to-

Encourage one another to do whatever help the group to succeed

Help one another to do whatever help the group to succeed and

Like one another, because individuals like others who help them achieve their goals and because co-operation typically increases positive contact among group members.

The co-operative learning approach is wider in application in the United States and its importance in India is realized in recent times.

Importance of co-operative learning

In co-operative learning approach, students are divided into small teams and asked them to work on their task.

Each student in the team is given a task , so each one has to work on their task.

In team, all the students help each other, so everyone will get mastery over the subject.

Since all the students in the team help each other, the dull students can also be benefited.

Students learning in co-operative learning approach will get high self-esteem due to better performance in quiz conducted in learning.

Since students help each other in learning, it leads to develop a good social relationship among the students.

Since it is a group learning approach it leads to develop team spirit among students.

Here each student of the team is given task. Therefore, all should on their task and there is no chance to dodge.

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Since students are given incentives, it motivates to learn with involvement and interest.

Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. The cooperative learning refers to four

.....
.....

6.5 SEMINAR

The term seminar generally refers to a structured group discussion that may proceed or follow a formal lecture. It may be either in the form of an essay or a paper presentation. It may be done by experts or academicians at a seminar or conference organized by an institution or an association or by individual students in a class or group of peers as a part of the source of work.

In any case, the audience critically examines the paper and discusses the content or findings of the paper. They make queries for clarification or elucidation on any point and the writer of the paper is required to clarify these queries with further facts and figures. The special nature and the professional setting distinguish the seminar from group discussion. The seminar method is very suitable for a higher education or professional discussion when the level of attainment of the group is relatively high and the nature of discussion is expected to be analytical and technical.

6.5.1 Characteristics of the seminar

The seminar method is stimulating and motivating.

It is an effective mode of testing the students understanding and knowledge in the subject or on the topic

It evaluates their skills in arranging, formulating and presenting facts in a systematic manner.

It develops the sense of responsibility and co-operation as well as the powers of self-reliance and self confidence.

It is an advanced means of socialization and instruction involving students' participation, preparation and interaction.

It breaks the monotony of traditional teaching and promotes academic excellence.

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It stimulates and tests the students' power of comprehension and understanding.

Seminar is mostly subject-oriented and deals in depth a particular topic and issue at hand.

The presenter or the teacher is rested in his skill of arranging ideas in a sequence and sustained manner.

Seminar promotes the power of developing deep into the matter and deriving principle from the context.

Questioning power is developed through participation in this process of intellectual model.

Seminar develops self-reliance self-confidence, sense of co-operation and responsibility.

It is an advanced technique of socialization and serves the very useful purpose of creating interest in intellectual pursuits.

6.5.2 Uses of the seminar

The teacher concerned of the college or department would take initiative and acquaint the student with the objectives of the seminar. In case of a professional organization or association the head or chairman gives an idea about the purpose of the seminar and a backdrop of relevant activities or progress made so far. The students and participants should be made aware of the potentialities of the seminar and motivate them to actively participate in the same.

The student or scholar who is required to present his/her paper has to prepare himself/herself in all respects. He/She has to search and research the relevant material and develop the paper which needs proper sequencing of fact and figures and effective reporting. The teacher may give guidance in locating literature or reference and preparing the paper in an objective as well as scientific manner. He may suggest the audio-visual aids to be used for presenting the paper effectively.

A seminar can be held for two-three hours and about 30-65 minutes may be developed to presentation of the paper. Participants should also be encouraged to seek clarification or elucidation on various aspects of the paper. Thus discussion may take one or two hours giving adequate time for interaction according to the degree of interest shown by the students or participants. Necessary facilities should be provided for the use of various projected and non-projected materials.

A seminar is described as a form of organization in higher education in which a group of advanced graduated students engage in research or advanced study under the general direction of one or more staff members for discussion of problems of mutual interest.

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In actual practice, we have varied forms. The leader may lead a group through controlled discussion of a series of question pertaining to the topic. A second variation may involve the instructor in offering a brief preliminary lecture before on a topic mainly to set the stage and to clarify issues.

6.5.3 Preparation for the seminar

Seminar requires much planning in terms of referring to literature on related aspects of the seminar topic, organizing the collected data in a sequential manner and presenting the paper through effective reporting with students. The college teacher can oversee the preparation and guide in the different stages of preparation and writing of the paper.

Duration of the presentation of papers at seminars varies from topic to topic and discipline to discipline. Generally 30-65 minutes are permitted for presentation followed by discussion for 15-20 minutes. This need not be a hard and fast rule. Adequate time should be given to students or other participants to clear their doubts and probe the major aspects of the topic. In regular class periods, seminar time can be extended to the topic, period if possible or another class scheduled for the same. Adequate time for the preparation nearly three to four weeks must be given. Papers can be illustrated through projected aids or non-projected aids.

Evaluation is one of the main aspects of paper presentation at seminars. Observation by individual students appointed by the teacher alone with the teacher can be carried out in order to give a feedback to the presenter on his presentation. An observation schedule can be prepared in advance and training given to the selected observes to assess the presentation objectively and increase inter-observer reliability.

Check your Progress -3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What do you mean by seminar?

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.....

6.6 SYMPOSIUM

Symposium is a group technique or procedure for teaching. It is a conference or experts discussion of a subject. Symposium may be used in either large or small classes or in groups smaller than a class size.

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Purposes of Symposium

To provide an opportunity for a few well prepared students to present expert view on a pertinent topic.

To provide an opportunity for the entire class to acquire specialized knowledge on a pertinent topic.

6.6.1 Conducting the Symposium

The teacher announces a burning problem that needs immediate solution at least before two weeks. Thus, he selects a panel for the symposium. Usually a panel consists of 5 to 8 students. They are called panelist or panel members.

6.6.1.a. Panel Leader

The teacher is a panel leader. He acts as a moderator of the discussion. His role is to introduce the topic to the panelists and to lead, summarize and conclude the symposium. He guides the discussion group to go on the main track. He avoids the monopoly of a particular speaker.

6.6.1. b. Panel Member

The role of the panel members in the symposium is to bring about expert views on various aspects of a single topic, Panel members present at set speech or prepared statement of facts or opinions regarding the topic.

6.6.1.c Discussion in Symposium

The panelists interact, question, clarify, discuss and explain among themselves.

6.6.1.d. Audience

The audience is the entire class except the panelists. The role of the audience is to collect facts from the panel discussion and presentation. They act as observers, they listen and take notes. They are not allowed to ask questions in the seminar.

6.6.1.e. Topic for Symposium

For example, the general topic ‘_Myths and Misconceptions’ can be taken for discussion in the symposium. Then, each member will discuss in the different aspects of the topic say-Mythus and Society, Misconceptions and Literature. Myths and Science and misconceptions and Education etc.

6.6.2 Advantages of Symposium

Symposium provides enriched knowledge on a topic

It enables the audience to learn different views brought out by different presenters.

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It motivates students and increases student participation.

It develops self-confidence among the panel members.

It develops critical thinking among the panel members.

It introduces new topics and materials.

It enables the students to get an insight into the various aspects of topical in different angles. Audience realizes that every member has his way of thinking and approach to the topical problems.

Check your Progress - 4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is the role of Panel member?

.....
.....

6.7 PANEL DISCUSSION

An organized discussion to a group by two or more speakers on a single topic is called a panel. In panel discussion, experts in a particular field or subject, the audience and the group members will sit together and discuss the matter. This discussion can be arranged in several forms- informal panel, symposium, debate etc.

‘Panel Discussion‘ can also be called ‘Group Discussion‘. The people who are involved in the discussion are called panelists. Around five to eight pupils can participate in a discussion. The one who initiates the group is called panel leader. Basically, the one who has talents, patience, enthusiasm, energy and skills can be the panel leader.

The discussion group discussed about hot issues. The panel leader should come prepared with guide questions in order to avoid the distractions and digressions. Then it helps him to avoid a space during the discussion. The panel leader also asks the pupils to discuss only around and about the topic. The discussion made by the group should be audible enough to the rest of the students who are in the classroom.

6.7.1 Panel Discussion as a Method of Teaching Technique

This method is called discussion method. This method can be followed in two ways depending upon the time and resources availability. First, the teacher gives a brief introduction of the topic for discussion. The references are given by the teachers. The teacher himself initiates the discussion by posing some question or problem. By putting some key questions or problems in logical sequence the topic is

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covered through discussion. The main points are written on the black-board.

The first approach is possible if black boards are provided. This also takes much of the school time for preparing for discussion. The teachers give a brief introduction on the topic and explain some new terms. The class is divided into as many convenient groups as there can be. The parts of the topic for discussion may be three or four groups. References are given and all the students are asked to read about the topic. Each group is specially assigned one part of the topic which they have to prepare very thoroughly. Each group may be headed by group leaders. In order to keep healthy relationship amongst the students they may be interchanged from one group to another group at different discussion meetings.

The students are asked to come prepared for discussion on the second day or after two or more days depending upon the class time and the nature of the topic. On the scheduled day the first group is asked to explain the part of topic assigned to them.

The group leader of one group initiates the discussion on the part of the topic assigned to his group. The other groups put question on this group and ask for explanations of certain points put forth by the presenting group. Black board summary is also developed by the group. After the first group has furnished its part, the second group comes for discussion.

The other groups put some questions on the second group. In this way all the groups finish their parts and the topic of discussion is completed. There is a healthy competition amongst the different groups which results in better and more learning on the part of the students. Whenever this method is followed the teacher should keep in review of certain points.

6.7.2 Principles of panel discussion

The topic for discussion should be chosen with due care and thought. It should commonly be of general nature neither very simple nor very technical but which involves some thinking and interpretation on the part of pupils.

It should be made very clear to the students that they have not only to study the whole topic but have to read more, even from other sources about the part they have been assigned.

In order to involve maximum participation, the teacher should see that the discussion is not dominated by one or two students.

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Teacher has to be very careful that the discussion is not stretched away from the topic but is relevant. Time should not be wasted on irrelevant discussions.

More than one student should not be allowed to speak at a time. The arguments or view points of all the students are given due bearing and not ridiculed.

Class discipline should not be disturbed.

Any controversial point should be settled by the teachers at the proper time.

The points left by a particular group should be supplemented.

6.8 WORKSHOP

Educational workshop is a get-together for some creative educational activities. While discussion demands much talk, workshop is a ‘shop for work’ where work is done and it is not a ‘shoptalk’. It is an activity-oriented technique. The group consisting of teachers, students, administrators may initiate the workshop in a general session and frame guidelines for the conduct of the workshop. Then the group breaks into smaller groups and meets for longer time (a few sessions or a few days), to work on a specified task or particular theme, guided by an expert or resource person in that field. It involves directly the skills of both cognitive and psychomotor domains. Preparing reports, syllabus, manuals and critical reviews, visiting places making teaching and learning aids and planning instructional designs, instructional materials and models are examples of activities of a workshop session. It is necessary to complete the work in a specific time. The participants’ abilities to cooperate work and produce as team are indicative of the sharing of their individual talents and efforts for the common good of the group. Recording and reporting the produced work at the preliminary session is an important aspect of the workshop. At the tertiary level. Students enjoy a well organized workshop as it focuses on the individual talents as well as group efforts of the students.

Workshops depend upon good group process. This means that workshop leaders have to fulfill the functions expected of good teachers anywhere. They must preplan introductory activities carefully from the standpoint of motivating interest and developing awareness of problems. They must be concerned with building the programme on individual differences of participants. They must develop the techniques of democratic group planning and discussion. They must help the participants set up ‘developmental’ activities to carry out their purposes. Workshops are democratic learning experiences for all concerned.

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Check your Progress-5

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is the purpose of workshop?

.....
.....

6.9 LET US SUM - UP

The teaching learning process is very unique which will differ according to the teacher and his/her experience. The single method of teaching cannot be universally accepted. Hence, the innovations day- by- day required to bring the teaching learning process according to the present situation. The instruction to the target group also differ according to the nature and number. Based on the number and nature of instructions the concept individualized instructions came in to the existence. The contents and types of the individualized instruction would have enhanced your knowledge on the innovations in teaching method. The programmed instruction, CAI, PSI and team teaching are all very useful in the certain context. These knowledge should have been gained to play significant role in the pedagogy. The concept such as seminar, symposium, Panel discussion workshop are all will develop your knowledge and skills under social settings and would have indicated you to organize such a programme in your schools. Thus, the content of this unit is very useful to you to organize and participate in the all academic endeavours.

6.10 UNIT -END EXERCISES

1. Analyse the role of team teaching
2. Prepare a detailed note on the large group technique.

6.11 ANSWERS TO CHECK YOUR PROGRESS

1. Team teaching
 - a. Team teaching is an arrangement whereby two or more teachers with assistants plan, instruct and evaluate co-operatively two or more classes in order to take advantage of their respective special competencies as teachers
 - b. Role of differentiation of team members , Regrouping of students, Rescheduling of time, Redesign of teaching space.

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2. The co-operative learning refers to four distinct things. (i) Co-operative behavior, Co-operative incentive structure, Co-operative task structure, Co-operative motives.
3. The term seminar generally refers to a structured group discussion that may proceed or follow a formal lecture. It may be either in the form of an essay or a paper presentation. It may be done by experts or academicians at a seminar or conference organized by an institution or an association or by individual students in a class or group of peers as a part of the source of work.
4. The role of the panel members in the symposium is to bring about expert views on various aspects of a single topic, Panel members present at set speech or prepared statement of facts or opinions regarding the topic.
5. Educational workshop is a get together for some creative educational activities. While discussion demands much talk, workshop is a ‘shop for work’ where work is done and it is not a ‘shoptalk’. It is an activity-oriented technique.

6.12 SUGGESTED READINGS

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UNIT- VII INSTRUCTIONAL MANAGEMENT

Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Need for Instructional Planning
 - 7.3.1 Instructional Planning a real learning sequence
 - 7.3.2 Steps in Preplanning
- 7.4 Preparation of Annual Plan
 - 7.4.1 Components of an Annual Plan
 - 7.4.2 How to Develop and Schedule Activities
- 7.5 Time Table
 - 7.5.1 Types of School Timetables
 - 7.5.2 Problems and Issues Involved
 - 7.5.3 Elective Lines
- 7.6 Classroom Management
 - 7.6.1 Classroom management skills
 - 7.6.2 Careful Monitoring
 - 7.6.3 Dealing with inappropriate behavior promptly
 - 7.6.4 Using reward and penalties
 - 7.6.5 Making the students accountable
 - 7.6.6 Maintaining lesson or activity flow
 - 7.6.7 Classroom management skills of a teacher
- 7.7 Role of Headmaster
 - 7.7.1 Multicity of functions
 - 7.7.2 Responsibilities of the Headmaster
 - 7.7.3 The Headmaster is concerned with the members of the school in the following ways
 - 7.7.3.1 Recruitment
 - 7.7.3.2 Supervisor
 - 7.7.3.3 Developing personal policies
 - 7.7.3.4 Promoting Professional Growth
 - 7.7.4 Responsibility to Students
 - 7.7.4.1 Students welfare
 - 7.7.4.2 Quality of Instructor
 - 7.7.4.3 Discipline and Habits
 - 7.7.4.4 Opportunity for participation and Guidance
 - 7.7.4.5 Maintain Records

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- 7.7.5 Responsibility for school services and facilities
- 7.7.6 Financial Responsibility
- 7.7.7 The Headmaster attempts
- 7.8 Qualities of Teacher
 - 7.8.1 Cooperative Spirit
 - 7.8.2 Democratic attitude
 - 7.8.3 Good memory and Good Voice
 - 7.8.4 Use of the praise and blame
 - 7.8.5 Knowledge of the aims of Education
 - 7.8.6 Knowledge of Psychology
 - 7.8.7 Love for the profession
 - 7.8.8. Patience
 - 7.8.9 Personality
 - 7.8.10 Punctuality
 - 7.8.11 Use of material aids
- 7.9 Job Satisfaction of Teachers
 - 7.9.1 Meaning
 - 7.9.2 Factors related to Job Satisfaction
 - 7.9.2.1 Motivational factors
 - 7.9.2.2 Maintenance Factors
- 7.10 Teacher Welfare Measures
- 7.11 Let Us Sum Up
- 7.12 Unit End Exercises
- 7.13 Answers to Check Your Progress
- 7.14 Suggested Readings

7.1 INTRODUCTION

The planning is very important for activities or task. The well planned activity end with/by fulfilling the various objectives. The instruction is also a great task that to be performed with a good plan. The planning of content, learning experiences and activities to be concluded are very essential at every classroom. Even for a period

of instruction required a great plan, we should think about the importance of such plan for a course at annum. Since the teaching is a continues process, plan also should be a compulsory one. Hence, the plan and framework is to be segmented into different category. The annual plan, time, task, classroom management, role of headmaster, teachers satisfaction, Qualities of a teacher and his/her welfare are having pivotal role in such planning work. Hence, it is very necessary to study about their components for the proper planning.

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7.2 OBJECTIVES

After going through this unit, you will be able to;

- Understand the role of annual plan in bringing the academic activities in an appropriate path.
- Understand the need of different instructional planning.
- Prepare the time table according to the need, interest, attitude and aptitude of the learners as well as the nature of the subject.
- Maintain classroom in a proper way with its all regulations.
- Infer the role of head master in the instructional as well as different academic plans.
- Justify the importance of job satisfaction of the teachers.
- Generalize the job satisfaction of the teachers in relation to their academic plan
- Hypothesize the teacher welfare measure with their academic rapport etc.

7.3 NEED FOR INSTRUCTIONAL PLANNING

The core curriculum makes it possible indeed necessary for the teacher to disregard restrictions of prescribed subject matter. It provides freedom and time for a group of students and teacher to plan the work of the class together. This work usually consists of an attack upon real social civic and economic these problems presuppose and acceptance of the problems by the students and the teacher.

This kind of group problem attack constitutes a real learning situation Actually as we have pointed out earlier no true learning can go on until the learner has perceived a purpose for it. Possible for teachers to discover the true purposes of the students and to build a learning situation geared to those purpose it is on a sound psychological basis. It seems clear that students must help to plan the curriculum of the core if it is to take account of their purposes.

7.3.1 Instructional Planning - A real learning sequence

The logical sequence of learning experiences for which some people learn is often an artificial one. If the pattern of learning makes sense only in terms of topics and subjects areas neatly complimenting proceeding learning fails to occur the scope and sequence argument loses its weight. There is no point to an elaborate plan for learning experiences that do not produce learning. it is quite possible for teachers to product plans so detailed in their logical patterns as to

ignore or circumvent the learners purposes upon which true learning must be built.

The curriculum of general education must have for its source as the learner himself his interests his drives and his purposes. effectively These purposes in due those of the culture in which we live for no possible for us to extract all of the necessary elements of the core curriculum from an average class group of young people.

7.3.2 Steps in Preplanning

- Studying the community
- Studying the children
- Annual School Plan
- School Year

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Why there is an instructional planning?

.....

7.4 PREPARATION OF ANNUAL PLAN

Major Concern: _____

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required

Table 7.1 The above table depicts the annual plan

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7.4.1 Components of an Annual Plan

Your annual work plan should be written in enough detail to give a clear picture of the activities planned for the year, when they will occur, the resources that will be required to complete them, the goals and objectives they meet, and the targets and outcome measures of the activities. Work plans can also include cost estimates for each activity; these can be helpful in preparing the annual budget.

How to prepare an Annual Work Plan

1. Decide who will be involved in writing the new work plan.
2. Schedule work planning meetings several months before the current work plan expires.
3. Review the current work plan with the work planning group.
4. Discuss with the work planning group whether the current activities need to be modified.
5. If necessary, conduct a brainstorming exercise to come up with new activities.
6. Write out each activity in detail. Keeping your organizations mission, vision, goals and objectives in mind can help identify proposed activities.
7. Identify what the target measures/outcomes are for each activity. What goal/objective does each activity meet?
8. Determine who will be responsible for carrying out each activity on the plan.
9. Develop a proposed schedule/time-line for each activity
10. Decide what resources will be required to carry out the proposed activities.
11. Check the budget to make sure that adequate funds are available to carry out the activities.

Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the components of an Annual plan?

.....
.....

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7.4.2 How to develop and schedule activities

When developing activities for your organization:

- Base your activities on stated organization goals and objectives
- State the activity clearly
- Indicate when the activity will be carried out
- Assign responsibility to the appropriate staff member(s)
- Make sure that adequate resources are available.

Be sure to answer the following questions: What	What is the activity? What goal/objective is being met? What are the targeted measures and outcomes for the activity?
Who	Who is responsible for seeing that the activity is carried out?
How	What resources are necessary and available?
When	What is the proposed date the activity will be completed?

Table 7.2

7.5 TIME TABLE

A school timetable is a table for co-ordinating these four elements:

- Students
- Teachers
- Rooms
- Time slots (also called periods)

Other factors include the subject of the class, and the type of classrooms available (for example, science laboratories).

School timetables usually cycle every week or every fortnight. The phrase "school timetables" largely refers to high schools, because primary schools typically have simple structures.

High school timetables are quite different from university timetables. The main difference is the fact that in high schools, students have to be occupied and supervised every hour of the school day, or nearly every hour. Also, high school teachers generally have much higher teaching loads than is the case in universities. As a result, it is

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generally considered that university timetables involve more human judgement whereas high school timetabling is a more computationally intensive task.

Block: This term is ambiguous, but it can be referred to a set of lessons of different courses that must be placed concurrently.

Student body: A set of students who are timetabled together, for example the 8A roll-call group.

Band (or Cluster): A set of classes involving the same student body, which are therefore horizontally linked, meaning they must be on separate periods

Year group or Year level: A set of students at the same stage of their schooling, for example Year 9.

Elective line: A block of many classes of many subjects such that each student may choose one subject from the line.

7.5.1 Types of School Timetables

Primary schools typically have timetables, however the timetable is usually so simple that it can be constructed manually or in a basic spreadsheet package.

In some countries and regions, such as China and East Africa, high school students are not given any choice in subjects, and this makes timetabling easy - the students can remain in the one room all day while the teachers rotate.

In other countries, such as USA, the whole school is typically run on a system of units, where each subject has the same number of lessons per cycle and subjects are placed into 'lines'. This also makes timetabling easy.

In other countries, such as Australia, Canada, and most European countries, timetables can be extremely difficult to construct. The process can take weeks of effort and typically computers are needed in the process.

7.5.2 Problems and issues involved

The task of constructing a high school timetable involves the following issues (not an exhaustive list): ed and these must be shared fairly across all classes

Some schools assign the same number of periods to all subjects, but more commonly (at least outside USA) there are a variety of lengths of classes: 9 periods per cycle, 8, 7, 7 and so on. If this is the case, it means that it's not possible to have a 'coherent' structure to the timetable. 'Coherent' means that the classes in each year match up neatly with classes in other years in school-wide 'super-columns'. Non coherent timetables are much more difficult to construct.

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Occasionally there is 'vertical integration': a class from one year has a requirement to line up with a particular class from the next year. This happens mainly when students are allowed to take subjects in a higher not teach on those periods.

Part-time teachers need to have certain entire days off. They will either specify to the school which weekdays they are or simply how many days per cycle they need off. Such teachers can greatly add to the difficulty of timetabling when they are assigned to large blocks.

Sometimes two schools try to coordinate their timetables in order to be able to share a small number of staff. Often the schools have different bell times. Often also there is travel time between campuses which must be taken into consideration.

Sometimes a school is spread over 2 or more campuses, and the timetable should minimise the amount of cross-campus travel for students and teachers. Furthermore, where travel occurs, the travel time must be taken into consideration.

Sometimes there are constraints imposed from external organizations, such as sports venues bookings or technical education for senior students.

Sometimes there are 2 or 3 subjects which rotate between student bodies throughout the year. For example, the 8A students might take Art in the first half of the year and Music in the second half

Classes should be assigned rooms in a way which attempts to give the same room to the same class (for primary schools) or the same room to the same teacher (for most high schools/secondary schools) for all or most lessons ('room constancy').

Sometimes it is unavoidable to have what is known as a 'split class': this is a class where one teacher takes it for some lessons and another teacher for other lessons. This can happen e.g. because no single teacher is available on all scheduled periods, or because no single teacher can take it without going over their maximum teaching load.

Another definition for a split class is when a teacher must teach two different grade levels in one period (for example Grade 10 French and Grade 11 French). This often occurs with less popular subjects, which are not big enough to be made into separate classes. Split classes are generally deemed highly undesirable.

Off-timetable lessons: sometimes an occasional lesson is scheduled "off the timetable" meaning before school or after school or during lunch. This usually happens with older students. It can be a desperate response to intractable timetabling problems or a compromise reached in order for the school to be able to offer less popular subjects.

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7.5.3 Elective lines

A central issue which exists both in the American model (all lessons in all year-levels are organised into lines) and the European model (containing all the complexities listed above) is to provide an individualised curriculum for each student that provides for his/her strengths, weaknesses and personal preferences. Certain subjects lend themselves to setting, or organising students into ability groups. Mathematics is a good example, where some students in the same age range may be literally years ahead of their peers. There are other subjects where students benefit from placement in mixed ability groups. This is an ongoing debate among teachers.

It is widely believed that students should have a broad curriculum in their early years at school but that it should become increasingly specialised and deeper as they get older.

Thus, many secondary schools introduce —options‖ or —electives‖, typically at the age of 14. This presents the timetabler with many restrictions, since in any one teaching period several different subject specialists will be teaching that group of students. This is in contrast to the example above – Mathematics – where the same group will all be taught by Mathematics specialists.

The terminology used in Australia is: 'class' is a group of students numbering typically 27 or less students, who will study the subject together. 'Classes' are arranged into 'lines' such that all the classes within one line will run at the same times. A 'course' may have 1 class or may have more, and if it has more, these classes can be in the same line or in different lines. Terminology in USA is: 'section' instead of 'class' and 'block' instead of 'line'. There are many schools that fix their option blocks such that students must choose one subject in each block. This is a very poor way of approaching the problem, although in small schools staffing restrictions make it essential.

In larger schools, there is usually sufficient flexibility in staffing to allow students a free choice and staffing can then be adjusted accordingly. Large schools have the additional advantage that they can offer a wider range of subjects including those that only small numbers of students select.

The downside is that the bigger a school becomes, the less intimate it becomes. In a school of 300 students, it is reasonable to suppose that every individual student and teacher can —know‖ each other. In a school of 1,700 or more, this is practically impossible. A fair compromise is in the range of 700-1200.

For the timetabler, once the number of lessons for each subject are agreed, (The Curriculum) the sets and option blocks are the first thing to establish and fix. These can be thought of as stones in a river,

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and once fixed, the rest of the timetable flows around these mainly unmoveable lumps. This is especially true with courses that last more than one year, where it is preferable to have continuity with the same group and the same teacher.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. A school time table should be with these four elements

.....
.....

ii. What is American and European model of time table?

.....

Constructing a secondary school timetable is complex but is more a problem of persistence than intelligence. In the long process it requires thousands of decisions, some of which are obscure in the extreme. Retaining flexibility as that process develops is the key issue.

Constructing a large secondary school's timetable is not simply a case of filling in a matrix, difficult though that often is. The timetable determines the movements of many hundreds of people for a year of their lives. All timetables are compromises between a myriad of differing interests and preferences. It requires an intimate knowledge of the detail of the lives of that community. It is not firstly a mathematical or organisational problem, it is a human one.

7.6 CLASSROOM MANAGEMENT

Classroom management refers to the set of teacher behaviours and activities that are primarily denoted to promote and footer students involvement and cooperation in classroom task.

For example the activities such as arranging classroom procedures monitoring student behavior dealing with deviant behavior keeping students accountable for work and conducting lessons that keep students on task.

7.6.1 Classroom management skills

The teacher must possess certain management competence related to the maintenance of the classroom. They are as follow:

7.6.2 Careful Monitoring

The teacher must observe classroom events carefully. During whole class presentation, the teacher maintains a good eye ball contact or eye level dialogue. In seatwork activities the teacher frequently scans

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the class to verify whether they are engaged in the task and to find students who may need assistance.

7.6.3 Dealing with inappropriate behavior promptly

Monitoring alone or mere detecting problem behavior is not sufficient. The teacher must prevent disruption from spreading. He must detect inappropriate students behavior before it becomes a disruptive behavior.

Many inappropriate behavior are the result of students not following a classroom. In such cases reminding the student of the correct procedure is often sufficient. The teacher can also ask the students to state the correct procedure to practice it once or twice. If the teacher observes several children failing to follow a procedure it probably should be retaught.

In a whole class presentation, the teacher will interrupt the flow of the lesson if he reacts to each instance of inappropriate behavior constant teacher interruptions will result in lesson involvement in the lesson.

To avoid interrupting lesson a common tactic is to continue teaching while making eye contact with the student and holding the contact until the inappropriate behavior ceases. Another tactic is to move closer to the student until the behavior terminates. The teacher may couple of eye contacts with a single such as a finger to the lips or saying the student name.

When the inappropriate behavior persist the teacher needs to intervene directly and a penalty may be necessary to prevent future occurrences. Sometimes it is best to ignore inappropriate behavior when the students behavior neither interferes with teaching nor attracts attention and if it is likely to be short lived there is usually no point in reacting to it.

These two skills of monitoring and quickly stopping inappropriate behavior go hand in hand. By effective monitoring the teacher can detect problems before they escalate.

7.6.4 Using reward and penalties

Good classroom management frequently calls for the use of rewards to help promote appropriate behavior. To approve of the students appropriate behavior, the teacher can use simple rewards such as smile, praises, written comments of assignments, simple awards or prizes and so on.

The teacher needs to use penalties to eliminate inappropriate behavior. To disapprove of the students inappropriate behavior the teacher can use simple penalties such as detention after the school hour a low grade for conduct or paying a fine such as an extra assignment or

copying sentences. Withdrawal of students from a desired activity and school policy should prescribe a penalty for a particular behavior such as fighting stealing or telling lies. Generally penalties are best reserved for major infractions or breaking of classroom rules. The teacher should be consistent in using the regards and penalties with students.

7.6.5 Making the students accountable

The teacher should make the students accountable for completion of assignments such as completing an exercise solving a set of mathematics problems writing answers to questions and drawing maps. The teacher should provide prompt and regular checking of student work.

7.6.6 Maintaining lesson or activity flow

The lesson or activity flow can be enhanced by clarity of communication. The teacher can avoid behaviours that interrupt slow down or reflect lesson progress. Clear communication can be enhanced by well paced lesson. The teacher can provide step by step directions. He should not stay on the topic and avoid digression.

7.6.7 Classroom management skills of a teacher

Setting of classroom goals and individual learning goals for each students

Assignment and acceptance of individual responsibility by each student in the class

Confirmation of desired behavior of students and redirection of undesirable behavior

Exercise of authority to secure necessary decisions in the classroom

Research behavior of the teacher to keep goals and activities of the classroom consistent with the culture.

Record keeping behavior of the teacher is essential to the conduct of the classroom

Coordination of the instruction in the classroom not only with other instructional activities of the school but without of school learning experience of the students

Inclusion of each student in the learning activities of the class

Judgement in the allocation of time and resources to different activities in the classroom.

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Check your Progress-4

- Note:** a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. Will reward help the teacher for classroom management?

.....
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7.7 ROLE OF HEADMASTER

The school administrator is called by variety of titles i.e. Head teacher, principal, leader of the school and head master. The headmaster is the academic leader of the school. He has to perform a multiple of function due to the nature of his job.

In a school situation the head master performs multiplicity of functions

7.7.1 Multiplicity of functions:

Dictator: He must give order and getting things done quickly without questions

Disciplines: He must handle discipline in the school

Manager: He has to run the affairs of the school

Executive: He makes decisions and implements the policies and programmers

Coordinator: He organizes activities in such a way that things must work smoothly, quickly and efficiently.

7.7.2 Responsibilities of the Headmaster

Any Headmaster in a school performs several categories of responsibilities. They are;

Staffing responsibilities

Responsibility to students

Responsibility for school services

Financial responsibility

Public relations responsibility

Evaluation of responsibility

Staffing responsibilities

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7.7.3 The headmaster is concerned with the members of the school in the following ways

7.7.3.1 Recruitment: The headmaster recruits certain or all categories of staff. He assigns specific tasks and duties to all the members of the staff in the school. He prepares a job description and schedule of duties for each member.

7.7.3.2 Supervisor: The headmaster supervise whether everyone performing his duties satisfactorily. He maintains discipline among staff. He makes every effort to improve and maintain staff morale.

7.7.3.3 Developing personal policies: The headmaster develops sound personal policies with regard to professional development welfare, leave , extracurricular duties, absence from school grievances, staff meeting and work schedules.

7.7.3.4 Promoting Professional Growth: The headmaster orients new staff member to professional development of the staff in order to keep them up to date in their fields and to improve instructional quality. He encourages the teachers to attend professional meetings and conferences.

Check your Progress-7

- Note:** a. Write your answer in the space given below
 b. Compare your answer with those given at the end of the unit.
- i. List out multiplicity functions of HM

.....

7.7.4 Responsibility to students

The headmaster is concerned with the students of the school in the following ways

7.7.4.1 Students welfare: The headmaster provides educational opportunities for personal development and welfare of students he considers needs interests and rights of students.

7.7.4.2 Quality of instructor: The headmaster arranges to see that all students are receiving good instruction. He initiates school curriculum design and reform and also looks after the implementation

7.7.4.3 Discipline and Habits: The Headmaster maintain moral tone and discipline standard among students He is also responsible for students to develop good attitude and habits.

7.7.4.4 Opportunity for participation and guidance: The headmaster provide opportunity for students participation in developing some

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aspects of the educational programmes. He provides guidance service for the students and plans for their future career.

7.7.4.5 Maintain records: The Headmaster's office maintains cumulative records for all students. It maintains attendance register admission register and other students records.

7.7.5 Responsibility for school services and facilities

The headmaster is concerned with the improvement of the school in the following ways

He improves facilities materials and equipments. He carefully maintains a good register for all equipments

He look after the plan new building requirements and plan for facilities with the appreciate personal.

He prepares a plan for new building requirements and plan for facilities with the appropriate personal.

7.7.6 Financial responsibility

He prepares the annual budget for the school and ensures adequate financial provision for school needs

He looks after the fact that whether allocation in the school budget are spent according to the financial regulations and procedures and in accordance with the directions of the employs

He is responsible for certain revenue collection such as tuition fees, caution deposits exam fees and so on.

He is responsible to see the records are carefully kept for all items and that a good system of accounting is maintained in the school.

Public relations responsibility

7.7.7 The headmaster attempts

To maintain good public relation with parents community people officials and the visors to the school

To promote school community relations through the participation of the school in community activities.

To maintain regular contact with some outside institutions industries and educational bodies that may like to help in one way or another

Evaluation of responsibility

The headmaster must from time to time review the progarmme of activities in the school in order to make improvements in necessary areas. In doing so he consults his staff and prepare satisfactory criteria for evaluation procedures

7.8 QUALITIES OF TEACHER

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To play their part fully and effectively the teachers are expected to possess certain qualities.

Character and personality of the pupils cannot be developed if the teacher who is the model to be followed lacks character and personality. No amount of sermons from the teacher can make much headway. Teacher teaches not only by what he says and does but very largely by what he is.

Children are imitative and suggestive by nature. They imitate the dress, voice, habits and manners of their teachers. The likes and dislikes of the teachers become their likes and dislikes. The teacher should teach what they practice.

7.8.1 Cooperative Spirit

The success of an institution depends upon staff cooperation. A teacher must assist the head in building up the tone and tradition of the school. He must cooperate with the head in all matters concerning the welfare of the institution.

Perhaps there is no type of work where the results of poor planning are so devastating as in teaching. Careful and systematic arrangement of the subject matter and the activities is conducive to discipline.

A well prepared lesson helps to overcome the feelings of nervousness and insecurity especially so common in the attempt at teaching. However able and experienced a teacher he could do never without his preliminary preparation.

7.8.2 Democratic attitude

A teacher cannot afford to be an autocrat. Present day education lays much stress on the inculcation of democratic ideals in the students. A teacher who shows the way of democracy to the students must develop in himself a democratic attitude. His role is that of a friend, philosopher and guide and not of a policeman.

In the opinion of Arthur B. Mochlmen good vitality is essential to successful teaching not only in its reflex influence upon the children but also in making possible continuity of work with the fewest possible interruptions from illness because of general fatigue.

7.8.3 Good memory and Good Voice

A teacher with a poor memory is ridiculous. It becomes easier for a teacher having good memory to correlate many things. A good creative memory is one of the qualities that differentiates the good teacher from the mediocre.

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The voice of a teacher should be clear, moderately pitched and well modulated. Low voice develops dullness and monotony in the class. A very high pitched voice or shrill must be avoided. It distinct the minds of the students and does not appeal to their aesthetic sense. Plenty of variety must be introduced in voice. No effort should be spared to cultivate a pleasant musical tone.

7.8.4 Use of the praise and blame

Praise and Blame are the two important weapons in the armory of the teacher and these should be used very judiciously praise like gold and diamond owes its value to scarcity. Writes of Robinson Johnson A word of praise or commendation will easily enhance the pupil interest in any course of action. Praise rightly employed is a forceful incentive at the very disposal of the teacher. Rebukes and Scolding are also to be used very sparingly otherwise they lose their value.

The teacher should not show undue favour to some. All should be equal in his eyes. Under favour to some students will lead to frustration among others.

7.8.5 Knowledge of the aims of Education

Never for a moment should the teacher forget that the aim of education is not to prepare the child of matriculation or any other examination but to inculcate in him the quality of head heart hand and health.

7.8.6 Knowledge of psychology

Knowledge of psychology goes a long way in providing the basic orientation towards problems of education and child development without which there would be a considerable waste of time energy and human resources.

A teacher should never make the mistake of laughing at the pupils. He should laugh with them and should also see that they laugh with him and not at him.

7.8.7 Love for the profession

The teacher should feel the importance of his profession. He would be showing a dishonesty of purpose if once having entered it he is engaged in other pursuits. Without an exclusive attention to his job he would fail in bringing forth a fine harvest of young men and women who are able to contribute their best for the welfare of mankind. If a teacher takes to his work just to make his living because nothing else is available he will lack the essential real required by the teaching profession. He must be a teacher first and the teacher last. A person who wants to join this profession must feel the call for it. If a teacher has not an ideal in him. He had better to take to shop keeping at once he will there doubtless find an ideal within his capacity.

7.8.8 Patience

He has to deal with a large number of student having low and high power of understanding. He may have to repeat his lessons many times for the sake of the less intelligence and he should not be irritated in doing so. Some students by nature pick up lessons very slowly and a teacher should possess the required patience to make them understand gradually. Good habits are not formed over night. It requires time and patience to inculcate virtues in the students.

7.8.9 Personality

While books can teach, only personality can educate. writes an eminent educationist. A good personality includes appearances voice character and expression.

The students should not be exploited for political purposes. The program of the various political parties must be placed before them in their true perspective.

7.8.10 Punctuality

We should realize that coming to the school and going late to the class unsets the school work and causes indiscipline and undermines the tone of the school. A good teacher will make it a point to be punctual in every work. Following the teachers coming late the students may also develop in themselves this very habit.

7.8.11 Use of material aids

Various teaching aids bring clarity and vividness. It is great asset to the teacher to narrate stories and anecdotes which appeal to children at different age and attainments levels. Abstract words and phrases can be made clear by illustrations.

7.9 JOB SATISFACTION OF TEACHERS

Job satisfaction of the members of the staff of the institution is a factor that facilitate bringing out the best from every worker. The external factors which facilitate job satisfaction are adequate salary facilities, available good working conditions, guidance from the top management, security of the job, good institutional climate, good human relations, effective communication, effective leadership and such other factors.

The internal factors are the interest and aptitude for the work, work performance, achievement motivation, recognition for good work, scope for image building, good emotional climate of the organization and such other related factor. Job satisfaction can be facilitated by job involvement, job rotation and job enrichment.

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7.9.1 Meaning

Job satisfaction refers to an individual's personal and professional commitment in the performance of this roles in a job

A teacher is said to be having high job satisfaction if he develops positive feelings about his job.

Attitude towards job is an important factor that determines one's job satisfaction. A teacher is having high job satisfaction if he develops favorable attitude towards his profession. A teacher is having low satisfaction if he develops unfavourable attitude towards his profession

Job satisfaction is directly related to an individual job performance. A teacher having job satisfaction is committed to his job and performs his job effectively and efficiently

7.9.2 Factors related to Job satisfaction

According to Herberg's motivation maintenance theory job satisfaction factors are of two types;

7.9.2.1 Motivational factors

The factors that lead to high job satisfaction are called motivational factors or motivations. Motivational factors develop positive feelings toward a job.

The presence or absence of the following factors leads to job satisfaction or job dissatisfaction among teacher

Achievement

Recognition

Teaching work itself

Responsibility

Advancement

7.9.2.2 Maintenance Factors

The factors that lead to dissatisfaction and discontent are called maintenance factors. Maintenance factors develop negative in unhappy feeling towards a job if they are not met.

The following factors cause job satisfaction among teachers.

Quality of supervision

Salary

Interpersonal relation

Working conditions

Status

Job security

Communication

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Check your Progress-6

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is job satisfaction?

.....
.....

7.10 TEACHER WELFARE MEASURES

Haskew's Definition of welfare

Welfare as a psychological and emotional phenomenon that is closely related to social status and emphasizing the position of the teacher as a producer of skills and techniques that society needs a producer unable to bargain competitively for the recompense for his products

Haskew listed the following areas in which society is responsible for the welfare of the teacher

Assuring suitable economic returns

Providing reasonable security

Affording humanized working conditions

Increasing satisfaction and

Protecting personal integrity

Reviewing the progress made in each area Haskew noted only slight improvement of welfare of the teacher

Among the factors contributing to the welfare of the individual teacher that has been treated most extensively in the recent literature are:

Economic Security

Economic security as guaranteed by adequate salaries provisions for retirement and illness and tenure of position

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Professional Adequacy

Professional Adequacy in respect to training and capacity is largely a function of selection and of pre service and in service education

Personal security

Personal security which involves not only the problem of academic and social freedom but also that of democratic interpersonal relationships in administrative and classroom situation

Working conditions

Working conditions including length of school day, pupil load, character assignment and tasks, availability of teaching materials and the general character of the teacher physical surroundings

Most of the literature reflects a tendency to view the welfare of the teacher as important chiefly as it affects that of the pupil and the teachers effectiveness in the teaching situation

This is clearly indicated in most of the articles concerned with the improvement of economic welfare and with those that deal with mental health and adjustment

Hugest discussing the point of view adopted by the NEA Representative assembly in 1949 stated that characteristic position of the profession as follows

Teacher welfare is a valid cause only when it will result in better educational service to youngsters.

General Treatment of teacher welfare

In an article addressed largely to persons outside the profession. Haskew analyzed the responsibility of society for teacher welfare

Check your Progress-7

- Note:** a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. Define –Teachers Welfare

.....
.....

7.11 LET US SUM UP

The concept of instruction is very vast and complex which involve many process. The management of instruction is a key factor which play a significant role in the instructional process. This management included planning of instruction, Annual plan, preparing time table and classroom management. As a teacher, this knowledge is

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very essential apart from teaching competence. The role of HM, the welfare measures of the teacher and the satisfaction of the teacher towards his/her job are all very essential for the instructional management. The qualities of a teacher also has greater influence in the instructional management. Thus, the knowledge and concepts of this unit is very essential to the teachers to manage the class and his own profession perfectly. The knowledge of the teacher on all such concepts are very essential to be a qualified, trained and effective teacher. The content of the unit would have enlightened you on the important measures to be followed to be a good teacher with all the instructional and institutional management.

7.12 UNIT- END EXERCISES

1. What is instructional plan?
2. How will you frame the annual plan?
3. How will you prepare a school time table? Explain with types and examples?
4. How will you manage the classroom? Explain each with an illustrations.
5. How the qualities, role, satisfaction and welfare measures of the teacher influence the instructional process?

7.13 ANSWERS TO CHECK YOUR PROGRESS

1. It provides freedom and time for a group of students and teacher to plan the work of the class together
2. Activities planned for the year, when they will occur, the resources that will be required to complete them, the goals and objectives they meet, and the targets and outcome measures of the activities
3.
 - a. Students, Teachers, Rooms, Time slots (also called periods)
 - b. American model (all lessons in all year-levels are organised into lines) European model (containing all the complexities listed above)
4. Good classroom management frequently calls for the use of rewards to help promote appropriate behavior. To approve of the students appropriate behavior, the teacher can use simple rewards such as smile, praises, written comments of assignments, simple awards or prizes and so on.
5. Dictator, Disciplines, Manager, Executive, Coordinator
6. Job satisfaction refers to an individual's personal and professional commitment in the performance of this roles in a job

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7. Welfare as a psychological and emotional phenomenon that is closely related to social status and emphasizing the position of the teacher as a producer of skills and techniques that society needs a producer unable to bargain competitively for the recompense for his products

7.14 SUGGESTED READINGS

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UNIT VIII EVALUATION

Evaluation

NOTES

Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Concept of Evaluation
- 8.4 Purpose of Evaluation
- 8.5 Basic Evaluation Principles
 - 8.5.1 Equal treatment
 - 8.5.2 Transparency
 - 8.5.3 Mutual recognition
 - 8.5.4 Confidentiality
 - 8.5.5 Principles of Evaluation
- 8.6 Evaluation Tools
 - 8.6.1 Evaluation Tools: Statistical Analysis
 - 8.6.2 Evaluation Techniques: Non numerical
 - 8.6.3 Evaluation Techniques: Numerical
 - 8.6.4 Techniques of tools
- 8.7 Test as a Tool
- 8.8 Classification of Test
 - 8.8.1 Placement Tests
 - 8.8.2 Progress or Achievement Tests
 - 8.8.3 Proficiency Test
 - 8.8.4 Internal Tests
 - 8.8.5 External Tests
 - 8.8.6 Objective Tests
 - 8.8.7 Subjective Tests
 - 8.8.8 Combination Tests
 - 8.8.9 Types of test based on Psychometric principles include
 - 8.8.9.1 Ability tests
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 - 8.8.9.3 Scholastic Aptitude tests
 - 8.8.10 Psychological Tests
- 8.9 Characteristics of A Good Tool
 - 8.9.1 Reliability
 - 8.9.1.1. Test retest reliability
 - 8.9.1.2 Parallel forms reliability
 - 8.9.1.3 Inter-rater reliability
 - 8.9.1.4 Internal consistency reliability
 - 8.9.1.5 Split –half reliability

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- 8.9.1.6 Why is it necessary?
- 8.9.2 Validity
 - 8.9.2.1 Face Validity
 - 8.9.2.2. Construct Validity
 - 8.9.2.3 Criterion Related Validity
 - 8.9.2.4 Formative Validity
 - 8.9.2.5 Sampling Validity
- 8.9.3 Objectivity
- 8.9.4 Usability
 - 8.9.4.1 Usability is about
- 8.10 Preparation, Administration and Interpretation of Tests
 - 8.10.1 Preparing and selecting Appropriate tests
 - 8.10.2 Administering and Scoring Tests
 - 8.10.3 Reporting and Interpreting tests Results
- 8.11 Let Us Sum Up
- 8.12 Unit -End Activities
- 8.13 Answers to Check Your Progress
- 8.14 Suggested Readings

8.1 INTRODUCTION

The teaching – learning process and the planning for those process, innovative techniques in such processes and mainly curriculum are all for the sake of the students and to develop knowledge of those students on the topic which we expect. The evaluation is the necessary evil to study the level and comprehension of the students on the context that have to be covered. Hence, as a teacher you should know why there is an evaluation. Apart from these, the concept, purpose, principles, techniques of evaluation are also important. Besides, the evaluation instrument for such evaluation is also very important to know along with the classification, characteristics and interpretation of these tests. The content of the unit will make you to effectively use the evaluation in a proper way. The relationship between the pedagogy and evaluation should be very high. But, the present educational system at all level have a great lacuna. To reduce such gap, the content will help you in many ways.

8.2 OBJECTIVES

After going through this unit, you will be able to;

- Understand the concept and purpose of evaluation.
- Use the basic principles of evaluation

- Choose the appropriate technique to evaluate the mastery of the students.
- Ensure the minimum characteristics of a good test.
- Prepare the test by your own
- Administer the test prepared by your own
- Interpret the results of these test
- Classify the achievement and diagnostic test.
- Justify the test as a tool
- Identify and use the different types of test according to the nature of students and subjects etc.

8.3 CONCEPT OF EVALUATION

Different authors have different notions of educational evaluation. These dissimilar views are due to the varied training and background of the writers in terms of their profession, concerned with different aspects of the education process. Perhaps the most extended definition of evaluation has been supplied by C.E.Beeby (1977), who described evaluation as —the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action.

In this definition, there are the following four key elements:

- Systematic collection of evidence
- Its interpretation
- Judgement of value
- With a view to action

Let us discuss the importance of each element in defining evaluation. The first element ‘_systematic collection’ implies that whatever information is gathered, should be acquired in a systematic and planned way with some degree of precision.

The second element in Beeby’s definition is, ‘_interpretation of evidence’ is a critical aspect of the evaluation process. The mere collection of evidence does not by itself constitute evaluation work. The information gathered for the evaluation of an education programme must be carefully interpreted. Sometimes, uninterpreted evidence is often presented to indicate the presence (or absence) of quality in an educational venture. For example, high dropout rates are frequently cited as indicators of failure of educational programmes, however, these are indicators of failure in only some cases, not all. There may be good reasons for dropout of educational programmes like certain personal problems of finding good jobs. These reasons in no way reflect on the programme. In some cases, dropping out of an educational programme

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may indicate that the programme has been successful. For example, in a two year programme in computers, it was observed that almost two-third of each entering class failed to complete the two year programme. On closer examination it was found that most of the dropouts after one year were offered good jobs by companies. The supervisors of companies felt that the one year of training was not only more than adequate for entry and second level positions but provided the foundation for the further advancement. Under such circumstances, the dropout rate before programme completion was no indication of a programme failure or deficiency.

The third element of Beeby’s definition, is judgment of value takes evaluation far beyond the level of mere description of what is happening in an educational enterprise, but requires judgement about the worth of an educational endeavor. Thus, evaluation not only involves gathering and interpreting information about how well an educational programme is succeeding in reaching its goals but judgement about the goals themselves. It involves questions about how well a programme is helping to meet larger educational goals.

The last element of Beeby’s definition is —with a view to action, introduces the distinction between an undertaking that results in a judgement of value with no specific reference to action (conclusion – oriented) and one that is deliberately undertaken for the sake of future action (decision- oriented). Educational evaluation is clearly decision-oriented and is under-taken with the intention that some action will take place as a result. It is intended to lead to better policies and practices in education.

Check your Progress-1

Note: a. Write your answer in the space given below
 b. Compare your answer with those given at the end of the unit.

i. What are the key elements of evaluation in terms of Beeby’s perception?

.....

8. 4 PURPOSE OF EVALUATION

Evaluation is inevitable in teaching – learning process. It is an inevitable in classroom teaching as it is in all fields activity when judgement need to be made, however simple or complex the consideration involved. All of us are well aware, that during the course of a school day, teachers, principals and other school personnel make many decisions about students and helps them to make many decisions

for themselves. Effective decision making process involves evaluation. For example, the division of students into various categories, or ranks within the total group, involves measurement of their achievement and interpretation of these. The need of evaluation is so intrinsic to the teaching-learning situation that even hasty consideration seems to indicate the advantages of a systematic use of planned evaluation. Evaluation helps teachers to make better evaluation judgements. All of us are aware that we carry out activities in various aspects of teaching-learning process like:

- Fulfill classroom objectives
- Diagnose learning difficulties of students
- Determine readiness for new learning experiences
- Form student’s classroom groups for special activities
- Assist students in their problems of adjustment
- Prepare reports of pupil’s progress.

In all these activities, we cannot escape making evaluative judgements. Decisions must be made and action must be taken. The more accurately we judge our pupils, the more effective we will be in directing their learning. The understanding of the principles and procedures of evaluation is very much need in making more intelligent decisions in directing pupils progress towards worth wise educational goals.

Check your Progress-2

- Note:** a. Write your answer in the space given below
 b. Compare your answer with those given at the end of the unit.

i. What are the purpose of Evaluation?

.....

8.5 BASIC EVALUATION PRINCIPLES

The evaluation procedure must be reasonable and systematic, must address all tender aspects under evaluation, must be fair, precise and documented, must be conducted in confidentiality, and must follow the basic principles of national and community law on public procurement (freedom of movement of goods, freedom of establishment, freedom to provide services, non-discrimination, equal treatment, mutual recognition, proportionality, transparency).

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The following paragraphs provide guidance on how to observe the basic evaluation principles:

8.5.1 Equal treatment

During the evaluation procedure it is imperative to avoid any discrimination on the basis of the nationality of the tenderers or of the country of origin of the goods –in the case of supply contracts– or of any other criterion not explicitly stipulated in the tender documents and not justified by objective reasons.

All tenders submitted within the specified time limit are evaluated in accordance with the terms and provisions of the tender documents, while rejection of tenders is allowed only in cases of tenders which demonstrably do not meet the requirements or the terms of reference or the provisions of the tender documents in general.

8.5.2 Transparency

After the opening of the tenders, no tenderer is allowed to make any changes to its tender. The Competent Body for the Evaluation of Tenders may request clarifications, on condition that such clarifications do not alter the substance of the contents of the tender.

During the evaluation procedure, detailed records must be kept of all actions of the Competent Body, while all decisions taken by it must be sufficiently documented and justified.

8.5.3 Mutual recognition

During the evaluation procedure, it is prohibited to exclude a tenderer from participation or reject a tender because any technical specifications, titles, certificates or qualifications contained in the tender are not identical to those required by the Contracting Authority, so long as they are recognised as equivalent in other EU Member States.

8.5.4 Confidentiality

After the opening of the tenders, the following must not be leaked:

Any item designated by the economic operators as confidential, such as information concerning technical or trade or industrial secrets.

Any information in connection with issues related to the examination, investigation, clarification, confirmation, evaluation or marking of the tenders.

8.5.5 Principles of Evaluation

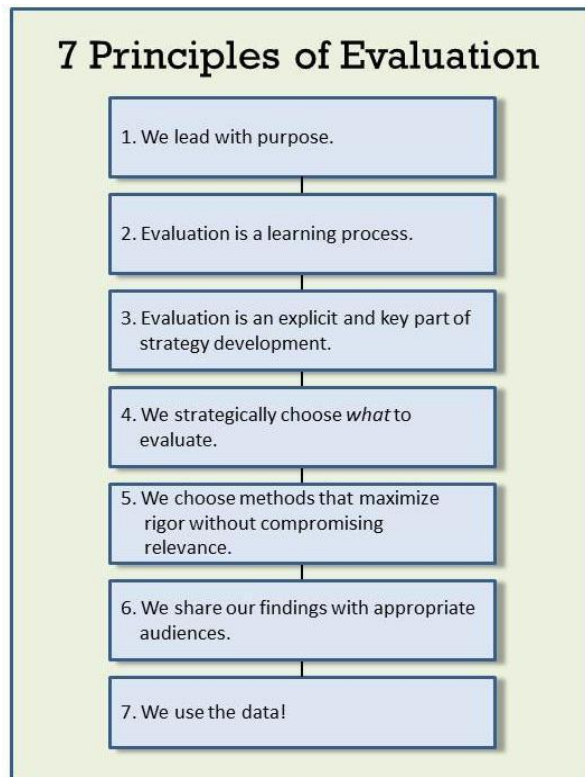


Fig8.1

We aspire to have the following principles guide our evaluation practice:

1. We lead with purpose. We design evaluation with actions and decisions in mind. We ask, —How and when will we use the information that comes from this evaluation? By anticipating our information needs, we are more likely to design and commission evaluations that will be useful and used. It is all too common in the sector for evaluations to be commissioned without a clear purpose, and then to be shelved without generating useful insights. We do not want to fall into that trap.

2. Evaluation is fundamentally a learning process. As we engage in evaluation planning, implementation, and use of results, we actively learn and adapt. Evaluative thinking and planning inform strategy development and target setting. They help clarify evidence and assumptions that undergird our approach. As we implement our strategies, we use evaluation as a key vehicle for learning, bringing new insights to our work and the work of others.

3. We treat evaluation as an explicit and key part of strategy development. Building evaluative thinking into our strategy

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development process does two things: (1) it helps articulate the key assumptions and logical (or illogical) connections in a theory of change; and (2) it establishes a starting point for evaluation questions and a proposal for answering them in a practical, meaningful sequence, with actions and decisions in mind.

4. We cannot evaluate everything, so we choose strategically. Several criteria guide decisions about where to put our evaluation dollars, including the opportunity for learning; any urgency to make course corrections or future funding decisions; the potential for strategic or reputational risk; size of investment as a proxy for importance; and the expectation of a positive expected return from the dollars invested in an evaluation.

5. We choose methods of measurement that allow us to maximize rigor without compromising relevance. We seek to match methods to questions and do not routinely choose one approach or privilege one method over others. We seek to use multiple methods and data sources when possible in order to strengthen our evaluation design and reduce bias. All evaluations clearly articulate methods used and their limitations.

6. We share our intentions to evaluate, and our findings, with appropriate audiences. As we plan evaluations, we consider and identify audiences for the findings. We communicate early with our grantees and co-funders about our intention to evaluate and involve them as appropriate in issues of design and interpretation. We presumptively share the results of our evaluations so that others may learn from our successes and failures. We will make principled exceptions on a case-by-case basis, with care given to issues of confidentiality and support for an organization's improvement.

7. We use the data! We take time to reflect on the results, generate implications for policy or practice, and adapt as appropriate. We recognize the value in combining the insights from evaluation results with the wisdom from our own experiences. We support our grantees to do the same.

8.6 EVALUATION TOOLS

Human assessment is a common tool of evaluation. Though it is more common for managers and workers in human resources to assess employees and jobs, it can also be the case that workers assess themselves. Regardless of who is doing the assessing, human assessment is relatively objective and can take on either numerical or non numerical forms of assessment. This assessment tool can take many forms, from tables dividing each job and worker into a set of responsibilities to comparing each job to a benchmark job, in terms of pay grade and importance to the company.

8.6.1 Evaluation Tools: Statistical Analysis

On the other side of the evaluation tool coin is the objective method of statistical analysis. As a tool, statistical analysis can make objective, quantitative (numerical) comparisons across jobs and employees. This tool's results are clear and easy to interpret. However, it may miss some of the more objective reasons for increases or decreases in efficiency that can be better assessed through human means.

8.6.2 Evaluation Techniques: Nonnumerical

Nonnumerical evaluation techniques tend to assess employees and jobs in linguistic terms. This allows those working in human resources to make clear arguments about the importance of certain jobs or employees in the company. This technique is subjective in nature and may lead to contradictions during results comparisons. However, nonnumerical evaluation techniques are diverse and evaluators may take a number of different angles in their evaluations.

8.6.3 Evaluation Techniques: Numerical

The numerical evaluation technique is one in which jobs or employees are graded according to a set of criteria. This technique allows each employee, job and skill to be reduced to a number, which may then be compared against other numbers. Though it is numerical in nature and perhaps more objective than non numerical evaluation techniques, it is still subjective in nature since these numbers arrive from human assignment. Still, this technique allows for easy interpretation and comparisons.

8.6.4 Techniques of tools

Following factors need to be considered while using a tool:

- Balance
- Objectivity
- Discrimination
- Relevance
- Fairness
- Validity
- Speed
- Reliability

Specific Tools

Anecdotal Record	Rating Scale	Aptitude	Inventories	Teacher Made and standardised Tests
<ul style="list-style-type: none"> • It is used to assess past behaviour of the students. 	<ul style="list-style-type: none"> • It is used to classify opinions and judgements regarding situations, objects etc. 	<ul style="list-style-type: none"> • They are used to measure the potential performance and special ability of students. 	<ul style="list-style-type: none"> • They are used to assess the expression of the inner feelings of individuals through questionnaires etc. 	<ul style="list-style-type: none"> • These are used to measure in numerical terms the attainment of students in various school subjects.

Table 8.1

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8.7 TEST AS A TOOL

What is the reason why teachers give students tests? Why do school districts and states create high stakes tests for their students? On one level, the answer to this seems fairly obvious: the reason why we give tests is to see what students have learned. However, this only tells part of the story. Tests have many purposes in our schools. One thing that should be stressed is that in the end, tests should be for the benefit of the student and not the teacher, school, district, or state. Unfortunately, this is not always the case. Following is a look at some of the major reasons why students are given assessments in and out of the classroom.

1. Test Identifies What Students Have Learned

The obvious point of classroom tests is to see what the students have learned after the completion of a lesson or unit. When the classroom tests are tied to effectively written lesson objectives, the teacher can analyze the results to see where the majority of the students are having problems with in their class. These tests are also important when discussing student progress at parent-teacher conferences.

2. Test Identifies Student Strengths and Weaknesses

Another use of tests is to determine student strengths and weaknesses. One effective example of this is when teachers use pretests at the beginning of units in order to find out what students already know and where the teacher's focus needs to be. Further, learning style and multiple intelligences tests help teachers learn how to best meet the needs of their students through instructional techniques.

3. Test Provides a Method for Awards and Recognition

Tests can be used as a way to determine who will receive awards and recognition. For example, the PSAT is often given in the 10th grade to students across the nation. If a student is a National Merit Scholar due to the results on this test, they are offered scholarships and other forms of recognition.

4. Test Gains College Credit

Advanced Placement exams provide students with the opportunity to earn college credit after successfully completing a course and passing the exam with high marks. While every university has its own rules on what scores to accept, most do give credit for these exams. In many cases, students are able to begin college with a semester or even a year's worth of credits under their belts.

5. Test Provides a Way to Measure a Teacher and/or School's Effectiveness

More and more states are tying funding to schools to the way that students perform on standardized tests. Further some states are attempting to use these results when they evaluate and give merit raises to the teachers themselves. This use of high stakes testing is often contentious with educators since many factors can influence a student's grade on an exam. Additionally, controversy can sometimes erupt over the number of hours schools use to specifically 'teach to the test' as they prepare students to take these exams.

6. Test lays a Basis for Entry into an Internship, Program, or College

Tests have traditionally been used as a way to judge a student based on merit. The SAT and ACT are two common tests that form part of a student's entrance application to colleges. Additionally, students might be required to take additional exams to get into special programs or be placed properly in classes. For example, a student who has taken a few years of high school French might be required to pass an exam in order to be placed in the correct year of French.

The following are some of the specific rationales for the tests that were designed to serve as a tool.

1. To help teachers determine the extent to which individual students in their classes have the knowledge and skills needed to deal successfully with the academic aspects of an instructional program the teacher has planned.
2. To estimate the general developmental level of students so that teachers may adapt materials and instructional procedures to meet individual needs.
3. To identify each student's areas of greatest and least development to use in planning individual instructional goals and approaches.
4. To establish a baseline of achievement information so that the monitoring of year-to-year developmental changes may begin.

8.8 CLASSIFICATION OF TEST

Tests are used in research to identify characteristics of individuals and groups. Tests are used for different purposes, and sometimes the same test can be used for more than one purpose.

There are different types of tests which are used by the educationists and psychologists. In fact psychologists have influenced the evaluation system more than one likes to give them credit for. One can find large number of tests on all types of abilities and aptitudes and

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abnormalities in the catalogues however we are going to talk about those tests which concern with class room achievements only.

As a learner whether you like the tests or not, these are a way of checking your knowledge or comprehension. They are the main instrument used to evaluate your learning by most educational institutions. According to research studies, tests have another benefit: they make you learn and remember more than you might have otherwise. Although it may seem that all tests are the same, many different types of tests exist and each has a different purpose and style.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. what are the factors you will consider for using a tool?

.....
.....

ii. Is test a tool?

.....
.....

Diagnostic tests: Diagnostic tests, as the name indicates, are designed to identify weakness and difficulties in relation to learning or some aspect of development. They are designed to tell practitioners something about the individual and as such are not based on psychometric assumptions. Diagnostic tests are not used to give a child a standardised score but rather the test makes explicit the nature of the problem. It is possible, however, to use the results of psychometric tests diagnostically. For example, in schools that use standardised ability tests, the results are used to identify individual strengths and weaknesses to help teachers adapt instruction to pupil needs.

8.8.1 Placement Tests

These tests are used to place students in the appropriate class or level. For example, in language schools, placement tests are used to check a student's language level through grammar, vocabulary, reading comprehension, writing, and speaking questions. After establishing the student's level, the student is placed in the appropriate class to suit his/her needs.

8.8.2 Progress or Achievement Tests

Achievement or progress tests measure the students' improvement in relation to their syllabus. These tests only contain items which the students have been taught in class.

1. **Class Room Achievement Tests:** These are the tests with which every teacher is familiar and has to construct it to judge the achievement of his /her students. If the test is well written and covers the entire course it will be a better measure of students achievement and could discriminate between good and poor learner. Learning needs to be understood in term of Blooms taxonomy and should not be just rote memorization.

2. **Diagnostic Achievement Test:** A good achievement test can easily identify those students who have not comprehended a particular concept and teacher can work with those students separately. In large classes with students coming from variety of backgrounds it is very essential that teacher knows with the help of tools which of the students need more help. Generally one accomplishes this through quizzes and short tests after covering a certain portion of subject matter.

Progress tests can also be structured as quizzes, rather than as tests. They can be answered by teams of students, rather than individuals. They can be formulated as presentations, posters, assignments, or research projects. Structuring progress tests in this way takes into account the multiple intelligences and differing learning styles of the students. Yet many students still expect a —regular test as a part of —normal learning. There are two types of progress tests: short-term and long-term.

Short-term progress tests check how well students have understood or learned material covered in specific units or chapters. They enable the teacher to decide if remedial or consolidation work is required.

Long-term progress tests are also called Course Tests because they check the learners' progress over the entire course. They enable the students to judge how well they have progressed. Administratively, they are often the sole basis of decisions to promote to a higher level.

8.8.3 Proficiency Tests

These tests check learner levels in relation to general standards. They provide a broad picture of knowledge and ability. In English language learning, examples are the TOEFL and IELTS exams, which are mandatory for foreign-language speakers seeking admission to English-speaking universities. In addition, the TOEIC (Test of English for International Communication) checks students' knowledge of Business English, as a prerequisite for employment.

8.8.4 Internal Tests

Internal tests are those given by the institution where the learner is taking the course.

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They are often given at the end of a course in the form of a final exam.

8.8.5 External Tests

External tests are those given by an outside body. Examples are the TOEFL, TOEIC, IELTS, SAT, ACT, LSAT, GRE and GMAT. The exams themselves are the basis for admission to university, job recruitment, or promotion.

8.8.6 Objective Tests

Objective tests are those that have clear right or wrong answers. Multiple-choice tests fall into this group. Students have to select a pre-determined correct answer from three or four possibilities.

8.8.7 Subjective Tests

Subjective tests require the marker or examiner to make a subjective judgment regarding the marks deserved. Examples are essay questions and oral interviews. For such tests, it is especially important that both examiner and student are aware of the grading criteria in order to increase their validity.

8.8.8 Combination Tests

Many tests are a combination of objective and subjective styles. For example, on the TOEFL ,IBT, the Test of English as a Foreign Language, the reading and listening sections are objective, and the writing and speaking sections are subjective.

Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is proficiency test?

.....
.....

8.8.9 Types of test based on psychometric principles:

Attainment or achievement tests. The purpose of these is to identify what learning has taken place, which is to measure progress up to a given point in time, for example, knowledge of the curriculum, such as aspects of language proficiency, numeracy proficiency and subject content. In Scotland we tend to think of attainment as progress that is measured through some kind of test or examination, while achievement relates to broader aspects of development and success. For example, a test can measure a learner’s ability to use language, but it is unlikely to be able to measure the achievement of a young person in

their use of language to appreciate reading and the pleasure they gain from it. We are more likely to talk about ‘assessment of achievement’ and draw evidence from a range of pupil work to make evaluations of pupil progress. However, within much of the literature on testing, achievement tests refer to tests devised to demonstrate progress in the curriculum, by quantifying and giving scores.

8.8.9.1 Ability tests. The purpose of these is to investigate underlying abilities and skills, that is they aim to measure learners’ abilities, decontextualised from the influence of curriculum or class environment, for example, cognitive ability, spatial reasoning or critical thinking skills. The Cognitive Abilities Test, that measures verbal, quantitative and non-verbal abilities, is an example of this and we look at in more detail in the final section of this unit.

8.8.9.2 Aptitude tests. Texts on educational testing often refer to aptitude tests. These are used to estimate potential, that is, future performance or performance in different contexts, for example, tests used to determine a person’s suitability for a job. Measuring aptitude separately from current achievement is problematic because they are closely related. However, the process of aptitude test construction is designed to identify the qualities that predict future performance. In other words, the items are selected during the design process because of their predictive validity. The use of aptitude tests has become prevalent in employee recruitment, along with other psychological tests, such as personality tests.

8.8.9.3 Scholastic Aptitude Tests (SAT) Scholastic Aptitude is sort of an ability test which can predict whether or not this student has the ability to succeed in the class room. Most of these are paper and pencil group tests and are given at the time of admission to screen the students. These are not intelligence tests in the classical sense which is a much wider concept than scholastic aptitude test. A very good example is GRE or GRE Subject etc.

8.8.10 Psychological tests. These cover an array of issues that represent individual differences – sometimes called ‘traits’, for example self-esteem/self-concept, interest in school, approaches to learning, attitudes, values and beliefs and personality. Instruments used to study these things tend to be ‘self-report’ though, for example, a teacher- or parent-completed rating scale may be used alongside an instrument completed by the young person themselves.

8.9 CHARACTERISTICS OF A GOOD TOOL

8.9.1 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results.

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Types of Reliability

8.9.1.1. Test-retest reliability is a measure of reliability obtained by administering the same test twice over a period of time to a group of individuals. The scores from Time 1 and Time 2 can then be correlated in order to evaluate the test for stability over time.

Example: A test designed to assess student learning in psychology could be given to a group of students twice, with the second administration perhaps coming a week after the first. The obtained correlation coefficient would indicate the stability of the scores.

8.9.1.2 Parallel forms reliability is a measure of reliability obtained by administering different versions of an assessment tool (both versions must contain items that probe the same construct, skill, knowledge base, etc.) to the same group of individuals. The scores from the two versions can then be correlated in order to evaluate the consistency of results across alternate versions.

Example: If you wanted to evaluate the reliability of a critical thinking assessment, you might create a large set of items that all pertain to critical thinking and then randomly split the questions up into two sets, which would represent the parallel forms.

8.9.1.3 Inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions. Inter-rater reliability is useful because human observers will not necessarily interpret answers the same way; raters may disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assessed.

Example: Inter-rater reliability might be employed when different judges are evaluating the degree to which art portfolios meet certain standards. Inter-rater reliability is especially useful when judgments can be considered relatively subjective. Thus, the use of this type of reliability would probably be more likely when evaluating artwork as opposed to math problems.

8.9.1.4 Internal consistency reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results.

Average inter-item correlation is a subtype of internal consistency reliability. It is obtained by taking all of the items on a test that probe the same construct (e.g., reading comprehension), determining the correlation coefficient for each pair of items, and finally taking the average of all of these correlation coefficients. This final step yields the average inter-item correlation.

8.9.1.5 Split-half reliability is another subtype of internal consistency reliability. The process of obtaining split-half reliability is begun by

—splitting in half all items of a test that are intended to probe the same area of knowledge (e.g., World War II) in order to form two —sets of items. The entire test is administered to a group of individuals, the total score for each —set is computed, and finally the split-half reliability is obtained by determining the correlation between the two total —set scores.

Validity refers to how well a test measures what it is purported to measure.

8.9.1.8 Why is it necessary?

While reliability is necessary, it alone is not sufficient. For a test to be reliable, it also needs to be valid. For example, if your scale is off by 5 lbs, it reads your weight every day with an excess of 5lbs. The scale is reliable because it consistently reports the same weight every day, but it is not valid because it adds 5lbs to your true weight. It is not a valid measure of your weight.

8.9.2 Validity

Types of Validity

8.9.2.1. Face Validity ascertains that the measure appears to be assessing the intended construct under study. The stakeholders can easily assess face validity. Although this is not a very —scientific type of validity, it may be an essential component in enlisting motivation of stakeholders. If the stakeholders do not believe the measure is an accurate assessment of the ability, they may become disengaged with the task.

Example: If a measure of art appreciation is created all of the items should be related to the different components and types of art. If the questions are regarding historical time periods, with no reference to any artistic movement, stakeholders may not be motivated to give their best effort or invest in this measure because they do not believe it is a true assessment of art appreciation.

8.9.2.2. Construct Validity is used to ensure that the measure is actually measure what it is intended to measure (i.e. the construct), and not other variables. Using a panel of —experts familiar with the construct is a way in which this type of validity can be assessed. The experts can examine the items and decide what that specific item is intended to measure. Students can be involved in this process to obtain their feedback.

Example: A women’s studies program may design a cumulative assessment of learning throughout the major. The questions are written with complicated wording and phrasing. This can cause the test inadvertently becoming a test of reading comprehension, rather than a

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test of women’s studies. It is important that the measure is actually assessing the intended construct, rather than an extraneous factor.

8.9.2.3. Criterion-Related Validity is used to predict future or current performance - it correlates test results with another criterion of interest.

Example: If a physics program designed a measure to assess cumulative student learning throughout the major. The new measure could be correlated with a standardized measure of ability in this discipline, such as an ETS field test or the GRE subject test. The higher the correlation between the established measure and new measure, the more faith stakeholders can have in the new assessment tool.

8.9.2.4. Formative Validity when applied to outcomes assessment it is used to assess how well a measure is able to provide information to help improve the program under study.

Example: When designing a rubric for history one could assess student’s knowledge across the discipline. If the measure can provide information that students are lacking knowledge in a certain area, for instance the Civil Rights Movement, then that assessment tool is providing meaningful information that can be used to improve the course or program requirements.

8.9.2. 5. Sampling Validity (similar to content validity) ensures that the measure covers the broad range of areas within the concept under study. Not everything can be covered, so items need to be sampled from all of the domains. This may need to be completed using a panel of —experts to ensure that the content area is adequately sampled. Additionally, a panel can help limit —expert bias (i.e. a test reflecting what an individual personally feels are the most important or relevant areas).

Example: When designing an assessment of learning in the theatre department, it would not be sufficient to only cover issues related to acting. Other areas of theatre such as lighting, sound, functions of stage managers should all be included. The assessment should reflect the content area in its entirety.

Check your Progress-5

Note: a. Write your answer in the space given below

 b. Compare your answer with those given at the end of the unit.

i. What do you mean by construct Validity?

.....

.....

8.9.3 Objectivity

One good definition of objectivity is something uninfluenced by emotions or personal prejudices. It is based on observable phenomena and presented factually. An objective assessment is free from favoritism, self-interest, or bias in judgment. Such data is fair, just, equitable, impartial and dispassionate. Putting so many qualifiers on this type of feedback underscores why objective information is so difficult to get, and why it is so valuable, and essential to find.

Objectivity can provide new information and often leads to fresh insights or solutions. Real feedback helps us operate at our best. It strips away the illusions and delusions that we often have about ourselves and our impact on people and things.

8.9.4 Usability

Usability means making tools and techniques easier to use, and matching them more closely to the objectives of evaluation.

The extent to which a test can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use.

Check your Progress-8

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is objectivity of a tool?

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.....

8.9.4.1 Usability is about:

Effectiveness - can use to complete tasks, achieve goals with the appropriate tool.

Efficiency – A tool should be efficient enough to use at any situation.

Satisfaction – The tool should be ready enough to balance both researchers and respondents.

Usability should not be confused with 'applicability', however, as this is purely concerned with the functions and features of the tool and has no bearing on whether users are able to use them or not.

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8.10 PREPARATION, ADMINISTRATION AND INTERPRETATION OF TESTS

The following table depicts the preparation , administration and interpretation of tests in general and achievement and diagnostic tests in particular.

8.10.1 Preparing and Selecting Appropriate Tests

Test Developers	Test Users
Test developers should provide the information and supporting evidence that test users need to select appropriate tests	Test users should select tests that meet the intended purpose and that are appropriate for the intended test takers.
A-1. Provide evidence of what the test measures, the recommended uses, the intended test takers, and the strengths and limitations of the test, including the level of precision of the test scores.	A-1. Define the purpose for testing, the content and skills to be tested, and the intended test takers. Select and use the most appropriate test based on a thorough review of available information.
A-2. Describe how the content and skills to be tested were selected and how the tests were developed.	A-2. Review and select tests based on the appropriateness of test content, skills tested, and content coverage for the intended purpose of testing.
A-3. Communicate information about a test's characteristics at a level of detail appropriate to the intended test users.	A-3. Review materials provided by test developers and select tests for which clear, accurate, and complete information is provided.
A-4. Provide guidance on the levels of skills, knowledge, and training necessary for appropriate review,selection, and administration of tests.	A-4. Select tests through a process that includes persons with appropriate knowledge, skills, and training.
A-5. Provide evidence that the technical quality, including reliability and validity, of the test meets its intended purposes.	A-5. Evaluate evidence of the technical quality of the test provided by the test developer and any independent reviewers.
A-8. Provide to qualified test users representative samples of test questions or practice tests,	A-8. Evaluate representative samples of test questions or practice tests, directions, answer

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directions, answer sheets, manuals, and score reports.	sheets, manuals, and score reports before selecting a test.
A-7. Avoid potentially offensive content or language when developing test questions and related materials.	A-7. Evaluate procedures and materials used by test developers, as well as the resulting test, to ensure that potentially offensive content or language is avoided.
A-8. Make appropriately modified forms of tests or administration procedures available for test takers with disabilities who need special accommodations.	A-8. Select tests with appropriately modified forms or administration procedures for test takers with disabilities who need special accommodations.
A-9. Obtain and provide evidence on the performance of test takers of diverse subgroups, making significant efforts to subgroups, making significant efforts to obtain sample sizes that are adequate for subgroup analyses. Evaluate the evidence to ensure that differences in performance are related to the skills being assessed.	A-9. Evaluate the available evidence on the performance of test takers of diverse subgroups. Determine to the extent feasible which performance differences may have been caused by factors unrelated to the skills being assessed.

Table 8.2

8.10.2 Administering and Scoring Tests

Test Developers	Test Users
Test developers should explain how to administer and score tests correctly and fairly.	Test users should administer and score tests correctly and fairly.
B-1. Provide clear descriptions of detailed procedures for administering tests in a standardized manner.	B-1. Follow established procedures for administering tests in a standardized manner.
B-2. Provide guidelines on reasonable procedures for assessing persons with disabilities who need special accommodations or those with diverse linguistic backgrounds.	B-2. Provide and document appropriate procedures for test takers with disabilities who need special accommodations or those with diverse linguistic backgrounds. Some accommodations may be required by law or regulation.
B-3. Provide information to test	B-3. Provide test takers with an

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takers or test users on test question formats and procedures for answering test questions, including information on the use of any needed materials and equipment.	opportunity to become familiar with test question formats and any materials or equipment that may be used during testing.
B-4. Establish and implement procedures to ensure the security of testing materials during all phases of test development, administration, scoring, and reporting.	B-4. Protect the security of test materials, including respecting copyrights and eliminating opportunities for test takers to obtain scores by fraudulent means.
B-5. Provide procedures, materials and guidelines for scoring the tests, and for monitoring the accuracy of the scoring process. If scoring the test is the responsibility of the test developer, provide adequate training for scorers.	B-5. If test scoring is the responsibility of the test user, provide adequate training to scorers and ensure and monitor the accuracy of the scoring process.
B-8. Correct errors that affect the interpretation of the scores and communicate the corrected results promptly.	B-8. Correct errors that affect the interpretation of the scores and communicate the corrected results promptly.
B-7. Develop and implement procedures for ensuring the confidentiality of scores.	B-7. Develop and implement procedures for ensuring the confidentiality of scores.

Table 8.3

8.10.3 Reporting and Interpreting Test Results

Test Developers	Test Users
Test developers should report test results accurately and provide information to help test users interpret test results correctly.	Test users should report and interpret test results accurately and clearly.
C-1. Provide information to support recommended interpretations of the results, including the nature of the content, norms or comparison groups, and other technical evidence. Advise test users of the benefits and limitations of	C-1. Interpret the meaning of the test results, taking into account the nature of the content, norms or comparison groups, other technical evidence, and benefits and limitations of test results.

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<p>test results and their interpretation. Warn against assigning greater precision than is warranted.</p>	
<p>C-2. Provide guidance regarding the interpretations of results for tests administered with modifications. Inform test users of potential problems in interpreting test results when tests or test administration procedures are modified.</p>	<p>C-2. Interpret test results from modified test or test administration procedures in view of the impact those modifications may have had on test results.</p>
<p>C-3. Specify appropriate uses of test results and warn test users of potential misuses.</p>	<p>C-3. Avoid using tests for purposes other than those recommended by the test developer unless there is evidence to support the intended use or interpretation.</p>
<p>C-4. When test developers set standards, provide the rationale, procedures, and evidence for setting performance standards or passing scores. Avoid using stigmatizing labels.</p>	<p>C-4. Review the procedures for setting performance standards or passing scores. Avoid using stigmatizing labels.</p>
<p>C-5. Encourage test users to base decisions about test takers on multiple sources of appropriate information, not on a single test score.</p>	<p>C-5. Avoid using a single test score as the sole determinant of decisions about test takers. Interpret test scores in conjunction with other information about individuals.</p>
<p>C-8. Provide information to enable test users to accurately interpret and report test results. For groups of test takers, including information about who were and who were not included in the different groups being compared, and information about factors that might influence the interpretation of results.</p>	<p>C-8. State the intended interpretation and use of test results for groups of test takers. Avoid grouping test results for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use. Report procedures that were followed in determining who were and who were not included in the groups being compared and describe factors that might influence the interpretation of results.</p>

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C-7. Provide test results in a timely fashion and in a manner that is understood by the test taker.	C-7. Communicate test results in a timely fashion and in a manner that is understood by the test taker.
C-8. Provide guidance to test users about how to monitor the extent to which the test is fulfilling its intended purposes.	C-8. Develop and implement procedures for monitoring test use, including consistency with the intended purposes of the test.

Table 8.4

8.11 LET US SUM UP

The instructional process, management and its innovations are all for the mastery of the students only. The teachers are in a compulsory position to evaluate the mastery, comprehension and level of the students. Thus, the evaluation become necessary evil in the educational context. But, the teacher are differ by means of their Evaluation technique. The context of this unit such as the principles to be followed in an evaluation tools and techniques to be used are all very important to the teacher to know the basic of evaluation. The characteristics a good tool, and preparation and administration of those tool are also very essential to the teacher in the context of evaluation. Hence, the mastery on the above said process is very essential to the teachers to use all the strategies and techniques of an evaluation.

8.12 UNIT - END EXERCISES

- 1) Write about the concept of evaluation
- 2) What are the purpose of evaluation?
- 3) What are the basic principles to be followed in an evaluation?
- 4) Jotting down the tools and techniques of evaluation.
- 5) Bright out a detailed sketch on the classification of test.
- 6) Prepare a comparative note on the validity and reliability.
- 7) How will you prepare and interpret the achievement and diagnostic rest?

8.13 ANSWERS TO CHECK YOUR PROGRESS

1. There are the following four key elements: Systematic collection of evidence, Its interpretation, Judgement of value , with a view to action.
2. Fulfill classroom objectives, Diagnose learning difficulties of students, Determine readiness for new learning experiences, Form

student's classroom groups for special activities, Assist students in their problems of adjustment, Prepare reports of pupil's progress.

Evaluation

3.
 - a. Balance, objectivity, discrimination, relevance, fairness, validity, speed, Reliability.
 - b. To help teachers determine the extent to which individual students in their classes have the knowledge and skills needed to deal successfully with the academic aspects of an instructional program the teacher has planned.
4. These tests check learner levels in relation to general standards. They provide a broad picture of knowledge and ability. In English language learning, examples are the TOEFL and IELTS exams, which are mandatory for foreign-language speakers seeking admission to English-speaking universities. In addition, the TOEIC (Test of English for International Communication) checks students' knowledge of Business English, as a prerequisite for employment
5. Construct Validity is used to ensure that the measure is actually measure what it is intended to measure (i.e. the construct), and not other variables. Using a panel of —experts familiar with the construct is a way in which this type of validity can be assessed.
6. An objective assessment is free from favoritism, self-interest, or bias in judgment. Such data is fair, just, equitable, impartial and dispassionate.

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8.14 SUGGESTED READINGS

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UNIT – IX EVALUATION TECHNIQUES

Structure

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Semester
- 9.3.1 In the school context
- 9.4 External exams
 - 9.4.1 Advantages
 - 9.4.2 Disadvantages
 - 9.4.3 Comparison of Internal Assessment with External Examination
- 9.5 Continuous Internal Assessment
- 9.6 Criterion and Norm Referenced Tests
 - 9.6.1 Norm Referenced Tests
 - 9.6.2 Criterion referenced tests
- 9.7 Formative and Summative Evaluation
 - 9.7.1 Introduction
 - 9.7.2 Formative Evaluation
 - 9.7.3 Summative Evaluation
 - 9.7.4 Comparison of Formative and Summative Evaluation
- 9.8 Let Us Sum Up
- 9.9 Unit End Exercises
- 9.10 Answers to Check Your Progress
- 9.11 Suggested Readings

9.1 INTRODUCTION

Evaluation is a great domain and a vast concept in the educative and education process. The principles, concept and characteristics of evaluation are very essential that you have been mastered in the previous unit. By this unit, you are able to know the effective utilization of evaluation according to the different time and norm. The evaluation is to be done continuously at the classroom. It could be done in the pre instructional phase, instructional phase and post instructional phase. There are different techniques that involve in applying such evaluation at different phase. Thus, the unit will educate the techniques and strategies to be used in the evaluation procedure. The preparation, administration and interpretation of the test each require a lot of techniques that could be known and get mastery through the content of

the unit. Thus, the mastery of the unit will be made you as a master of the evaluation.

9.2 OBJECTIVES

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After going through this unit, you will be able to;

- Know the importance of the evaluation
- Classify the semester and non-semester pattern of examination
- Distinguish between the internal and external evaluation
- Infer the importance of continuous internal assessment
- Compare the criterion and norm referenced test
- Effectively use the formative and summative evaluation according to the subject and nature of the students and time

9.3 SEMESTER Vs NON - SEMESTER PATTERN

A semester system is an academic term. It is division of an academic year, the time during which a college holds classes. It also might be applicable in the schools and universities. Usually, a semester system divides the year in two parts or terms. Sometimes, it might be trimester or quarter semester.

Comparison between semester and annual systems is very often done. Both the systems have its merits and demerits. Annual system is the traditional system. Annual system covers more syllabuses at a stretch and compels the student to remember all this till the end of the year. Sometimes, two or more topics will be included in the same paper (very often, a paper will have to be set by two examiners under such situations), when specializations are there. Otherwise, certain topics will be omitted and the syllabus diluted. Since at the end of the year only the public examinations are conducted, University gets enough time to prepare question papers and value answer papers. Number of examiners and examinations also can be reduced, which become more economical for Universities. Results can be announced in time and the schedule can be kept.

In semester system, the students get more advantage; since examinations are held within months (what is studied will remain afresh in their brain). The syllabus load also will be less. Different topics need not be combined in the same paper. Students get more chances to improve also. Since examinations come within a few months student unrest also will be less in a semester system. There were many challenges to be faced by the under graduate colleges in preparing the students for the semester system. The semester system is a very proactive system as it engages both the faculty and the students throughout the year in academic activity. While, in the non-semester

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system once the student enters the college he feels free and thinks about studying only during the exam time. Semester system not only involves students more throughout the year but also reduces examination burden. The semester system is the need of hour and a very effective one.

Check your Progress-1

Note: a. Write your answer in the space given below

 b. Compare your answer with those given at the end of the unit.

i. Write the merits of semester pattern?

.....

.....

9.3.1 In the school context

The semestered from non semester debate doesn't have a clear-cut answer. It really depends on the student and his/her learning profile. Semestered schools have two distinct terms in which students take different classes: September – January and February – June. Typically, students will take four courses per semester (except for in grade 12, when they can take a prep period), and they attend those courses every day. The advantage to this style of program is that the student is only managing expectations from four courses at any given time, unlike full-year programs, where he/she could be responsible for up to eight courses. This facilitates organization, allows students to really focus on the classes at hand, and provides variety (that teacher or course they don't like? It's only half a year in this system). However, the major drawback to semesters is that students can experience significant gaps between courses: for example, if they take math in the first semester of grade nine, then are placed in math in the second semester of grade ten, it's a full calendar year between math classes. This can result in significant learning loss, and is difficult for less-confident students to handle. Moreover, these courses move twice as fast as their full-year counterparts, so deadlines come fast and furious.

Non semester, on the other hand, typically run all eight courses on a four-day cycle. Students have one set of classes on days one/three, and the other on days two/four. The courses run from September – June, so the elements of learning loss and deadline crunches are more or less cured here. However, full-year programs require twice as much management on the student's part: they have eight courses, eight sets of deadlines, eight textbooks, eight teachers, etc. This can be difficult for some students to manage. In addition, with school holidays and weekends, it can sometimes be a long time between classes, and that teacher or course the student can't stand? Well, they're stuck with them

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all year. But, the biggest advantage of full-year systems is that the student has time to process information and mature with the course. Since final assessments don't take place until June, the student has ten whole months to figure out how to be successful in each of his/her courses, and in a period of life where students are experiencing significant growth and changes both physically and in the brain, this can be a huge advantage.

So at the end of the day, you have to look at your student and determine what your priorities are. If you think that eight courses is just too much for them to handle or they need variety, then semestered programs are your answer. If you think they'll need regular exposure and longer periods of time to process information, then full-year's your way to go. Remember that most schools choose a semestered or full-year system for administrative purposes, not for pedagogical reasons: semesters are just easier for schools to staff. This means that just because your local school is doing it doesn't mean it's the best fit for your student: do your research and apply for out-of-region if you feel your child isn't going to get what they need from your home school. Not sure where to go? Here are some popular schools in each system:

9.4 EXTERNAL EXAMS

9.4.1 Advantages

1. Convenient
2. Can be adopted and implemented quickly.
3. Reduces or eliminates faculty time demands in instrument development and grading.
4. Are scored objectively.
5. Provide for external validity.
6. Provide reference group measures.
7. Can make longitudinal comparisons.
8. Can test large numbers of students.

9.4.2 Disadvantages

1. Measures relatively superficial knowledge or learning.
2. Unlikely to match the specific goals and objectives of a program/institution
3. Norm-referenced data may be less useful than criterion-referenced
4. May be cost prohibitive to administer as a pre-and post-test.
5. More summative than formative (may be difficult to isolate what changes are needed).
6. Norm data may be user norms rather than true national sample.

7. May be difficult to receive results in a timely manner.

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Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Write any demerits of non-semester pattern?

.....

9.4.3 Comparison of Internal Assessment with External Examination

Aspects	Internal Assessment	External Exams
Scope	Extends the range and diversity of assessment collection opportunities, task types and assessors	Much narrower range of assessment opportunities: less diverse assessment; one exam per year
Authenticity	Assessment done by students' own teacher; less possibility of cheating as teacher knows student capabilities; assessments more likely to be realistic	Removes assessment entirely from teaching and learning; stressful conditions may lead to students not demonstrating real capacities
Validity	Improves validity through assessing factors that cannot be included in public exam settings	Limits validity by limiting scope of assessment, e.g. difficult to assess interaction skills in exam environment
Reliability	Improves reliability by having more than one assessment by a teacher who is familiar with the student; allows for multiple opportunities for assessor reflection/standardisation	Even with double marking, examiners' judgments can be affected by various factors (task difficulty, topic, interest level, tiredness, etc); little opportunity for assessor reflection / review
Fairness	Fairness is achieved by following commonly-agreed processes, outcomes and standards;	Fairness can only be achieved by treating everyone the same, i.e. setting the same task at

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	teacher assumptions about students and their oral language levels is made explicit through collaborative sharing and discussion with other teachers	the same time for all students.
Feedback	Students can receive constructive feedback immediately after the assessment has finished, hence improving learning	The only feedback is usually a grade at the end of the course; no opportunities for interaction with assessor; no chance to ask how to improve
Positive washback (beneficial influence on teaching and learning)	Ongoing assessment encourages students to work consistently; provides important data for evaluation of teaching and assessment practices in general	Examination is purely summative, and does not serve any teaching-related purpose; effects on teaching and learning may even be negative; may encourage teaching to the test and a focus on exam technique, rather than outcomes.
Teacher and student empowerment	Teachers and students become part of the assessment process; collaboration and sharing of expertise take place within and across schools	Teachers play little to no role in assessment of their students and have no opportunity to share their expertise or knowledge of their students; students treated as numbers
Professional development	Builds teacher assessment skills, which can be transferred to other areas of the curriculum	Teachers have no opportunity to build their assessment skills; get little or no feedback on how to improve as teachers

Table 9.1**9.5 CONTINUOUS INTERNAL ASSESSMENT**

Examinations within a school, are internal assessments whether conducted by an outside person, or a teacher who does not even teach that particular class or a section. This view does not seem to hold

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ground because in all these cases the examiner is not connected with the instructional process of students who are being evaluated. The criterion indeed, is the knowledge on the part of the evaluator, of what has been taught and how it has been taught. It is only the class teacher teaching the subject who is aware of this fact. If an examiner is unaware of the unit, the objectives set in advance, as also the learning experiences provide to the students, he/she is not in a position to evaluate them properly. Therefore, the internal evaluation is one in which the evaluator is the one who teaches the students. All other types of evaluations, whether done in public or in schools, inside or outside the school, by a teacher of the same school or from a different school, are all external evaluators. Thus, the three criteria for an internal evaluation are: direct involvement in the teaching-learning activities of the class, setting of the question paper by the class teacher teaching that class and conduct of the examination vis –a-vis evaluation of scripts by the teacher himself/herself. Where these conditions are not fulfilled, the examination should be called external assurance.

The teacher concerned has always been regarded as the best judge of a student. Based on this principle, internal assessment of students by teachers of the institution concerned has been adopted in some institutions in our country and elsewhere. In an internal assessment, it is necessary that a variety of tests are administered and proper statistical weightage given to each and then an over-all grading arrived at, as a true index of the capabilities of a student. Further, there can be room for prejudice, there can be occasions when the student is not in the best of spirits. Taking all such factors into account, it may be necessary to resort to an over-all average of a student's performance over a period of time like two or three years. Thus a senior secondary grading may be based on the overall grading of the performance of the student during his/her last two years at school. There are also other questions relevant to internal assessment. If a class has four divisions and each division is taught by a different teacher, what will be the procedure adopted to realize uniformity in the procedure adopted and the assessment between our subject and another? Is uniformity essential? Such and many other problems exist. Even an internal assessment requires continued research to improve its reliability and validity.

If internal assessments are made for general purposes, it becomes necessary to make the results of one institution comparable with those of others. A way out for realizing some uniformity is being attempted. In this attempted techniques are being developed for external moderation. It is felt that internal assessment subjected to external moderation can give results which are as satisfactory or even more satisfactory than those of public examinations. However, other views have also been expressed. It is felt that the results of internal assessment and the results at public examinations with question papers

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having questions of different types, should both be utilized for furnishing the result of students. In another view, the results of internal assessment and of public examination should be furnished to the candidates separately in the certificates issues to them. The latter view receives support from that an internal assessment should desirably not be limited to test the scholastic characteristics only. In such a case, the teacher's over-all estimate of a student can definitely be different from the estimate obtained through a public examination. Thus, internal assessment can be both continuous as well as comprehensive.

9.6 CRITERION AND NORM REFERENCED TESTS

9.6.1 Norm Referenced Tests

Norm –referenced measurement is the traditional class-based assignment of numerals to the attribute being measured. It means that the measurement act results to some norm, group or a typical performance. It is an attempt to interpret the test results in terms of the performance of a certain group. This group is a norms group because it serves as a referent of norm for making judgements. Test scores are neither interpreted in terms of an individual (self referenced) nor in terms of a standard of performance or a pre-determined acceptable level of achievement called the criterion behaviours(criterion-referenced). The measurement is made in terms of a class or any other norm group as the function is to relate individual measurement to some norm group (class). The purpose is to produce response variance i.e. to see the extent to which an individual varies or differs from the performance of the group to which he/she belongs or does not belong.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the advantages of External exams?

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.....

Almost all our classroom tests, public examinations and standardized tests are norm-referenced as they are interpreted in terms of a particular class and judgements are formed with reference to the class which is considered as a type. Who is the most intelligent boy in the class? Who stood first? Who got the last mark? Is he better than 5% of the students in the class? These are the kinds of questions which involve norm-referenced judgements. Such judgements use the performance of some group as a referent of the same task. We compare an individual's performance with similar information about the performance of others. That is why selection decisions always depend

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on norm-referenced judgements. Prediction and many placement decisions also depend on these types of judgements. A major requirement of norm-referenced judgements is that individuals being measured and individuals forming the group or norm, are alike. The conditions under which the referent (norm) was obtained and the conditions under which the original information is obtained, is also assumed to be similar. Another criterion is that the referent used in norm-referenced judgements should have the minimum error so as to have reliable and accurate judgements. Unless the referent used is up-to-date or recent, the comparison of an individual's performance with the group (with an outdated referent) is of no use and can be misleading as it would lead to faulty interpretations. Thus, norm-referenced measurement presupposes an up-to-date, reliable referent (norm group) of like individuals obtained from like conditions.

9.6.2 Criterion referenced tests

A criterion-referenced measurement has its origin in the writing of objectives by Mager who urged teachers to specify a criterion of acceptable performance while stating instructional learning outcome, and intend level of proficiency of the learner or a desired standard of performance. Thus, in contrast to a norm-referenced measure we can refer an individual performance to a predetermined criterion which is well defined, this type of measurement is termed as criterion-referenced measurement. It determines an individual status with refer to well defined criterion behaviour. It is an attempt to interpret test results in terms of clearly-defined learning outcomes which serve as referents(criteria). Success of criterion-reference test lies in the delineation of all defined levels of achievement which are usually specified in terms of behaviourally stated instructional objectives. According to Glasser (1963) underlying the concept of —measurement of achievement, lies the notion of the continuum of knowledge acquisition ranging from no-proficiency to perfect performance. It is on the continuum of knowledge that an individual's status regarding his/her achievement is to be determined. Unlike a norm-referenced measurement, the criterion level of the minimum acceptable performance for each on objective is specified in advance, in criterion-referenced tests.

Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What do you know about Norm referenced test?

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ii. What do you know about the criterion referenced test?

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Use of criterion-referenced measurement at the elementary stage where learning of basic skills and fundamental concepts is essential and it is a must to lay a proper foundation for learning at the secondary stage. It does away with the unfair comparison of an individual with other children. The major difficulty is the establishment of an achievement continuum in accordance with the complexity of the skills or the concepts involved. This notion also leads to the concept of minimum levels of Learning (MLL) and Mastery Learning. MLL for primary classes has already been prepared by NCERT and Ministry of Human Resource Development, Government of India. The work in the field for secondary level is in progress. MLL can serve as criteria for evaluating students at any particular stage. In fact, both norm-referenced and criterion-referenced measurements have a place in the teaching-learning process.

We now come to a consideration of the fundamental difference between norm-referenced and criterion-referenced tests. Basically, this distinction depends on the manner in which we interpret the results of an examinee's test performance. If you were to inspect a particular test, for example, a test of mathematical computation skills, it might be impossible for you to discern, merely from analyzing the test. Items used on norm- and criterion-referenced test may be very much the same. You would need to consult the technique and descriptive materials accompanying the test to see what constitutes the basis by which the test's scores are to be interpreted. Just as you can't tell a book by its cover, you typically cannot distinguish between criterion-referenced tests or norm-referenced tests merely by inspecting a test's items. Thus, the two types of assessments have their own merits in playing very important role in educational evaluation.

9.7 FORMATIVE AND SUMMATIVE EVALUATION

9.7.1 Introduction

The terms summative and formative evaluation were conceptualized by Michel Scriven in his classic (1969) essay on the methodology of evaluation. According to him, —Summative evaluation refers to the assessment of worth whileness of the instructional programme which has already been completed, while formative refers to the assessment or worth of the instructional programme which is still going on and can still be modified.

A summative evaluator gathers information and judges the merit of overall instructional sequence to retain or adapt that sequence. The audience of summative evaluation is the consumer of the instructional programme in contrast to the formative evaluator whose audience is the designer and the developer of the programme. A formative evaluator is a partisan of the instructional sequence and does

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everything to make teaching-learning better. A summative evaluator is an uncommitted non-partisan person who is to pass judgement on an instructional endeavour.

9.7.2 Formative Evaluation

Formative evaluation is widely used to monitor the learning progress of students during the period of instruction. Its main objective is to provide continuous feedback to both teacher and student concerning learning successes and failures while instructions is in process. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction. Feedback to teacher provides information for modifying instruction and for prescribing group and individual remedial work. Formative evaluation depends on tests, quizzes, homework, classroom and oral questions prepared for each segment of instruction. These are usually mastery tests that provide direct measures of all the learning outcomes of the segment. The tests used for formative evaluation are mostly teacher – made.

Observational techniques are also useful in monitoring student progress and indentifying learning errors. Since formative evaluation is used for assessing student learning progress during instruction, the result are not used for assigning course grades.

9.7.3 Summative Evaluation

Summative evaluation is designed to find out the extent to which the instructional objectives have been achieved usually at the end of a terminal period. It is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes at the end of a particular course programme. The techniques used for summative evaluation are determined by the instructional objectives. For this evaluation, there are external examinations as well as teacher-made tests, ratings etc.

Although the main purpose of summative evaluation is assigning grades, it also provides information for judging the appropriateness for the course objectives and the effectiveness of instruction.

Check your Progress-5

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is summative evaluation?

.....
.....

9.7.4 Comparison of Formative and Summative Evaluation

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A very clear distinction is made between these concepts by Bloom, Hastings and Madaus, Summative evaluation, according to them is, judgemental in nature. Its purpose is to appraise the teaching – learning process and to distinguish it from formative evaluation. It is an end of the course activity concerned with assessment of the larger instructional objectives of a course or a substantial chunk of the course. Our public examination, annual and term tests are all summative tests used for making summative evaluation. It is a measurement of pupil's achievement and not of their day-to-day improvement. Thus, it is a status evaluation of students. The major function is that of grading, promoting or certification of achievement. It may take place at the end of a unit, term or a course of studies. Its emphasis generally on measurement of cognitive behaviours, sometimes on psychomotor and occasionally on affective behaviours. Instrumentation is limited to final or summative examinations, through a weighted sample of course objectives. The average difficulty level of questions ranges from 35% to 90%. Scoring, though normally norm-referenced, can also be criterion – referenced. Reporting of scores is by objectives. Summative evaluation is thus a judgemental activity focused on certification of students' achievement.

Formative evaluation is a developmental one not a judgemental in nature. Its purpose is to improve students' learning and instruction. Therefore, its major function is provide feedback to the teacher and students to locate strengths and weakness in the teaching-learning process in order to improve it. It operates during instruction and ideally should not be limited to assessment of cognitive behaviours. All classroom assessments which are not used for grading purpose, whether these are unit tests, informal tests, questioning during teaching, home assignments, teacher classroom observations of pupil's responses are examples of formative evaluation. For formative testing, specially designed instruments are devised. As for judgements or scoring, it is criterion –referenced, not norm-referenced as in summative evaluation. Decisions are made to relate to steps to be taken to improve the instructional programme vis-à-vis pupil's learning. Reporting of pupils progress is done in terms of an individual pattern of pass-fail scores on different tasks in the hierarchy of learning outcomes. Formative evaluation is, therefore, a means of determining what the pupils have mastered and what is still to be mastered, thereby indicating the basis for improvement of students learning.

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Check your Progress-6

Note: a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. What is formative evaluation?
.....

9.8 LET US SUM UP

From the content of the previous unit, you have got knowledge about the basic principles and techniques of evaluation. By this unit you would have got an idea of the different patterns of evaluation. The evaluation to the semester and non-semester system are not equal, where the different system of examination should be conducted. The exam of external and school based evaluation (internal evaluation) are also having lot of difference that should have been known by a teacher. As teacher as a master, he/she should have known merits and demerits of these examination patterns. The criterion and norm referenced tests are to be used for the different purpose. Hence, the teacher should have set an idea of the usages by these type of evaluation. The formative and summative type of evaluation are also should have been administered by a teacher. Thus, this content of this unit would have enriched your knowledge on the patterns of examination based on the time and procedure

9.9 UNIT -END EXERCISES

- 1) Prepare a comparative note on the semester and Non-semester pattern.
- 2) List out the merits and demerits of external exams.
- 3) Draw a detailed account on the continuous internal assessment.
- 4) What do you know about norm referenced test? Explain.
- 5) Make a summary on the formative and summative evaluation.

9.10 ANSWERS TO CHECK YOUR PROGRESS

1. The syllabus load also will be less. Different topics need not be combined in the same paper. Students get more chances to improve also. Since examinations come within a few months student unrest also will be less in a semester system.
2. In the non-semester system, once the student enters the college he feels free and thinks about studying only during the exam time.
3.
 - a) Convenient
 - b) Can be adopted and implemented quickly.

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- c) Reduces or eliminates faculty time demands in instrument development and grading.
 - d) Are scored objectively.
 - e) Provide for external validity.
 - f) Provide reference group measures.
 - g) Can make longitudinal comparisons.
 - h) Can test large numbers of students.
- 4.
- a) Norm –referenced measurement is the traditional class-based assignment of numerals to the attribute being measured. It means that the measurement act results to some norm, group or a typical performance. It is an attempt to interpret the test results in terms of the performance of a certain group.
 - b) In contrast to a norm-referenced measure we can refer an individual performance to a predetermined criterion which is well defined, this type of measurement is termed as criterion-referenced measurement.
5. Summative evaluation is designed to find out the extent to which the instructional objectives have been achieved usually at the end of a terminal period. It is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes at the end of a particular course programme.
6. Formative evaluation is a developmental one not a judgemental in nature. Its purpose is to improve students' learning and instruction. Therefore, its major function is provide feedback to the teacher and students to locate strengths and weakness in the teaching-learning process in order to improve it.

9.11 SUGGESTED READINGS

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NOTES

UNIT-X STUDENT SUPPORT SERVICES

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Co-Curricular and Extracurricular Activities
 - 10.3.1 Definition of Co-curricular Activities
 - 10.3.2 Meaning of Extra Curricular Activities
 - 10.3.3 Organization of Co-curricular and Extra Curricular Activities
 - 10.3.4 How to organize Co-curricular and Extra Curricular Activities
- 10.4 Discipline and Freedom
 - 10.4.1 Here are some more examples of how discipline brings freedom in various areas of life
- 10.5 School Health Program
 - 10.5.1 Introduction
 - 10.5.2 Activities
 - 10.5.3 Health Instruction
 - 10.5.4 A health promoting school should
 - 10.5.5 Health promoting schools focus on
- 10.6 Physical Education Programs
 - 10.6.1 Physical education programme
- 10.7 Meaning of Guidance
 - 10.7.1 Some of the basic principles of guidance are the following
- 10.8 Counselling
 - 10.8.1 Meaning
 - 10.8.2 Basic principles of Counseling Process
- 10.9 Let Us Sum Up
- 10.10 Unit -End Exercises
- 10.11 Answers to Check Your Progress
- 10.12 Suggested Readings

10.1 INTRODUCTION

Teacher is an all-rounder. Teacher should have the quality to accomplish the any task at any time. The teacher should be in a position to teach anything that is good for the all round development of the learners. The teachers responsibility not end with the teaching learning and evaluation process. Also it extends in to the social context as a social sculpturing. The dignity, discipline and freedom of the children

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should be ensured at every school by providing special programme with guidance and counseling. Organizing such extracurricular activities is essential for the betterment of the teacher. Thus, the content of this unit will enhance your skills and knowledge on the meaning, concept and organizing co-curricular and guidance and counseling at your schools. The content of this unit also will open your eye on the importance of physical well being.

10.2 OBJECTIVES

After going through this unit you will be able to;

- ❖ Know the meaning of co-curricular and extracurricular activities.
- ❖ Develop skills in organising such co-curricular activities
- ❖ Acquire discipline that is essential for the profession as well as personal life.
- ❖ Sensitize the importance of physical well being for the active life.
- ❖ Disseminate the physical fitness knowledge and awareness to the student.
- ❖ Get mastery on the counseling approaches and types.
- ❖ Guide people/pupil according or either need and ability.
- ❖ Follow the health measures that required for you and your students.

10.3 CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

"Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; "co-curricular activities" also includes the pupil clubs, associations, and organizations that conduct those activities. "Co-curricular activities" does not include athletic competitions or practices or athletic teams or organizations.

Co-curricular activities are an extension of the formal learning experiences in a course or academic program, while extracurricular activities may be offered or coordinated by a school, but may not be explicitly connected to academic learning. This distinction is extremely fuzzy in practice, however, and the terms are often used interchangeably. Athletics, for example, are typically considered to be extracurricular activities, while a science fair would more likely be considered a co-curricular activity, given that students are learning science, participation may be required by the school, students may be graded on their entries, or a science teacher may coordinate the fair.

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Still, in some schools certain athletics activities might be considered —co-curricular, while in other schools a science fair may be labeled —extracurricular.

10.3.1 Definition of Co-curricular Activities

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning.

These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

10.3.2 Meaning of Extra Curricular Activities

Extracurricular activities are simply anything you do that is not a high school course or paid employment (but note that paid work experience is of interest to colleges and can substitute for some extracurricular activities). You should define your extracurricular activities in broad terms -- many applicants make the mistake of thinking of them solely as school-sponsored groups such as yearbook, band or football. Not so. Most community and family activities are also "extracurricular."

The Common Application as well as many individual college applications group together extracurricular activities with community service, volunteer work, family activities and hobbies. The list below provides some examples of activities that would be considered "extracurricular" Examples and Types of Co-curricular Activities

10.3.3 Organisation of co-curricular and Extra Curricular Activities

The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.

It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.

The Teacher should act as Innovator by introducing some innovative programmes.

The teacher must be a good organiser so that the students experienced maximum of it.

He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

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The organization of Co-curricular and extra curricular activities are to organized in such a way that the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity are supported by those activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels.

10.3.4 How to Organise Co-curricular and Extra Curricular Activities?

Stimulate playing, acting, singing, recitation, speaking and narrating in students.

Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.

Make the students to express themselves freely through debates.

Games and Sports in such a way to be fit and energetic to the child.

Activities should develop the spirit of healthy competition.

These activities must guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.

Activities could provide the avenues of socialization, self-identification and self-assessment when the children come in contact with organizers, fellow participants, teachers, people outside the school during cultural activity.

Inculcate the values to respects other’s view and feeling.

By making the students perfect in decision making.

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. How will you organize co-curricular and extracurricular activities??

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.....

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10.4 DISCIPLINE AND FREEDOM

Discipline is an important virtue. Life without discipline is just like a ship without a rudder. It is necessary for expressing other virtues. It is absolutely essential for success in life. Discipline refers to orderliness in life which results from our adherence to certain code of conduct prepared by the learned people. It also implies our respect to physical and moral laws in our society.

Without discipline, it is very difficult to lead a happy life in society. There will be indiscipline and chaos if we try to live in our own way. Both, individual and society will be in jeopardy.

You know and understand the meaning of these words, for you only have to look for yourself in a dictionary. You understand the need of discipline if one is trying to achieve freedom, but this is the earthly way and it is very unsatisfactory for it can be misused on every occasion. Discipline is to punish the wrongs of people but those in authority very often use it wrongly. They become what I call power drunk and use it to achieve their own ends. For example, they may unfairly punish a child or someone under their wing because they do not like them. Therefore the punishment does not always fit the crime and the whole situation becomes unjust, so discipline by earthly standards is certainly not right. You must all realise the tremendous importance discipline plays, for you cannot have freedom without discipline.

We observe discipline in nature. The earth and the moon revolve around the sun in a disciplined way. As a result, night and day recur after twelve hours. We experience the cycle of seasons on the earth. Our physical existence is possible only due to a great discipline in the external nature. We grow when all the limbs and the respective capacity of different organs of our body grow in a disciplined way.

Discipline can be applied in all walks of life. It is essential for us at home, for students in school and college, for players in play ground, for soldiers in battlefield. A factory with a team of disciplined workers and engineers will run smoothly and yield profit.

Discipline plays an important role in building a nation. It has good impact on the child's mind too. He passes through discipline since his childhood, becomes a civilized citizen in future. He leads a decent life.

To most of us, the idea of discipline comes with a mental picture of a ball and chain. We think of discipline as a taskmaster, forcing us to do what we don't really want to do. Today let's change that mental image. Today let's consider how discipline brings freedom!

Charlotte Mason's three-pronged approach to education includes discipline: Education is an Atmosphere, a Discipline, a Life.

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You see, Charlotte understood the freedom that comes from applying discipline in order to form good habits. For example, think about the freedom that would come if your child developed the habit of obeying the first time you told him to do something. And don't just think about the freedom it would bring to you; consider how your child would be free from a nagging parent, mental unrest because he has unfinished business, and overall conflict that disobedience always brings in the home. Talk about walking in freedom!

10.4.1 Here are some more examples of how discipline brings freedom in various areas of life

Discipline: Plug in your cell phone every night to charge it.

Freedom: You don't have to worry about whether your battery will run out in the middle of a call. Your family members don't have to wonder whether they will be able to reach you.

Discipline: Put things away as you finish using them.

Freedom: You don't waste time and energy searching for the items you need. The discipline of taking two minutes to tidy up each time saves you from spending half a day (or more) sorting through the numerous piles that have accumulated.

Discipline: Give every reading assignment your full attention.

Freedom: You are prepared for the narration or exam questions and don't have to re-read the whole thing to learn what you could have learned the first time through.

Discipline brings freedom! Now, keep in mind that self-discipline is the ultimate goal. It's not true freedom if you are always depending on someone else to prod and push you. That's why discipline is such an important part of our children's educational process. Notice that word —process. We guide them with discipline from without until they can make the transition to discipline themselves from within. Charlotte said, —This subject of training in becoming habits is so well understood amongst us that I need only add that such habits are not fully formed so long as supervision is necessary. At first, a child wants the support of constant supervision, but, by degrees, he is left to do the thing he ought of his own accord (Vol. 3, p. 1010).

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Check your Progress-2

Note: a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. What is discipline?

.....
.....

10.5 SCHOOL HEALTH PROGRAM

10.5.1 Introduction

The School Health Program is defined as —the school procedures that contribute to the maintenance and improvement of the health of pupils and school personnel including health services healthful living and health educationl.

But to speak the truth our school hardly ever has a well defined School Health Programme incidentally the teaching about health is done while treating other subjects of the curriculum -such as physiology, hygiene and biology. The approach to these subjects is so academic that they are considered to be important from the ‘_examination point of view‘ and have very little effect on actual health practices and attitudes.

But in general, school health education should be integrated with all the activities in the curriculum. It should be a part and parcel of the child’s daily life. It must include the whole life of the child taking in to consideration his relationship with the school community as well as the community outside the school.

The promotion of positive health;

The prevention of diseases;

Early diagnosis, treatment and follow up of defects;

Awakening health consciousness in children:

However, the objectives of school health service can be achieved through a comprehensive School Health Programme comprising the following activities:

10.5.2 Activities

Health appraisal of school children and school personnel;

Co-operation with the home and the community;

Healthful school environment;

Prevention of communicable diseases;

Nutritional services;

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First aid and emergency care;
Psychological services;
Use of school health records;
Remedial measures and follow up;

10.5.3 Health instruction

Childhood is the age of learning and it is the time when a child start developing practices and attitude towards health. It is very important to target the children for oral health awareness and demonstration of correct methods for oral hygiene.

School is considered as place for learning where children learn not only subjective knowledge but also life style practices and health seeking behaviors.

It has been proven that schools can provide an ideal platform for the promotion of oral health. At the global level, approximately 100% of children attend primary schools and 60% complete at least four years of education, with wide variation between countries and gender. They can be nurtured well for their general and oral health and can very well be implemented effectively.

10.5.4 A health promoting school should;

Fosters health and learning with all the measures at its disposal.

Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.

Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.

Implements policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.

Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

10.5.5 Health promoting schools focus on:

- Caring for oneself and others.

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- Making healthy decisions and taking control over life's circumstances.
- Creating conditions that are conducive to health (through policies, services, physical / social conditions).
- Building capacities for peace, shelter, education, food, income, a stable ecosystem, equity, social justice, sustainable development.
- Preventing leading causes of death, disease and disability: helminths, tobacco use, HIV/AIDS/STDs, sedentary lifestyle, drugs and alcohol, violence and injuries, unhealthy nutrition.
- Influencing health-related behaviors: knowledge, beliefs, skills, attitudes, values, support.

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is school health programme?

.....
.....

ii. What a school should do for school health programme?

.....

10.6 PHYSICAL EDUCATION PROGRAMS

The mission of the Physical Education Instructional Program is to provide the Yale Community and guests with a comprehensive set of learning experiences in sport, exercise, dance and physical wellness within an elective format. The scope of the program is broad and provides depth and variety of instruction appropriate for all levels of ability.

10.6.1 Physical education programme

Provide the participant an opportunity to rejuvenate and renew through active participation in a variety of leisure activities.

Provide a nurturing learning environment to maximize skill development.

Provide opportunities for increased fitness levels through active participation.

Provide an enhanced sense of physical and mental well-being.

Provide the opportunity to fully experience the present, therefore providing clarity and focus for the challenges of the future.

The unique contributions made by the Physical Education Instructional Program to the concept of —body and mind in balance are rooted in the program's diversity, its universal accessibility to the

Yale Community, and its presentation of opportunities for physical activity in the absence of a strictly competitive format. We encourage all members of the Yale Community to experience the joy and personal enrichment that these wonderful programs can offer to one's life.

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Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the functions of physical education programme?

.....
.....

10.7 MEANING OF GUIDANCE

Literally guidance means 'to direct', 'to point out', 'to show the path'. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).concept that institutions, especially schools, should promote the efficient and happy lives of individuals by helping them adjust to social realities. The disruption of community and family life by industrial civilization convinced many that guidance experts should be trained to handle problems of individual adjustment. Though the need for attention to the whole individual had been recognized by educators since the time of Socrates, it was only during the 20th cent. that researchers actually began to study and accumulate information about guidance.

10.7.1 Some of the basic principles of guidance are the following:

- guidance is a continuous process
- guidance activities are specifically planned and developed to ensure program effectiveness
- guidance should not be limited to few
- guidance is fundamentally the responsibility of the parents in the home and in the school.
- guidance is education but not all education is guidance.
- guidance is a learning process
- guidance is helping the client understand himself
- guidance is based on the true concept of the client.

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- Holistic development of individual : Guidance needs to be provided in the context of total development of personality.
- Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.
- Acceptance of individual needs: Guidance is based upon individual needs i.e. freedom, respect, dignity.
- The individual needs a continuous guidance process from early childhood throughout adulthood.
- Guidance involves using skills to communicate love, regard, respect for others.

Check your Progress-5

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Is guidance a concept?

.....
.....

ii. Is guidance a process?

.....
.....

10.8 COUNSELLING

Counselling is derived from the word —counsel which literally means —to give advice. Dictionary meaning of the word —counseling is that [it is kind of a] help with personal or psychological matters usually given by a professional (Encarta Dictionary, 2009).

Check your Progress-6

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What do you mean by counselling?

.....

10.8.1 Meaning

Counselor is someone who gives counseling. Counselee is the person receiving counseling. Whereas its dictionary meanings are very simple technically counseling refers to something beyond just giving advice. We will discuss next.

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There are many times in our lives when we all really feel we need someone to listen to us. This is basically what counseling is - someone to listen to you. The purpose of counseling is to enable you to resolve your issues so that you can have more happiness and joy in your life. In the counseling sessions the client can explore various aspects of their life and feelings, talking about them freely and openly in a way that is rarely possible with friends or family.

Check your Progress-7

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. who is counsellor?

.....

ii. Who is counselle?

.....

10.8.2 Basic Principles of Counseling Process

According to Mc Daniel and Shaftal, the counseling process is based on some basic principles:

(a) Principle of Acceptance:

According to this principle, each client must be accepted as an individual and dealt with as such. The counselor should give due regard to the rights of the client.

(b) Principle of Permissiveness:

Counseling is such a relationship which develops optimism and the environment shapes according to the person. All the thoughts accept the relative relationship of counseling.

(c) Principle of Respect for the Individual:

All the schools of thoughts of counseling advocate for the respect of the individual i.e., respecting an individual's feelings must be an integral part of counseling process.

(d) Principle of Thinking with the Individual:

Counseling emphasizes thinking with the individual. It is essential to differentiate think for whom? And 'why to think'? It is the role of the counselor to think about all the forces around the client to join client's thought process and to work collectively with the client regarding his problem.

(e) Principle of Learning:

All the assumptions of counseling accept the presence of learning-elements in the counseling process.

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(f) Principle of Consistency with Ideals of Democracy:

All the principles are associated with ideals of democracy. The ideals of democracy desire to accept a person and want to respect the rights of others.

The process of counseling is based upon the ideals of a person's respect. It is a process with accepts individual differences.

10.9 LET US SUM UP

As a teacher your duties not end with the teaching and evaluation. The concept of social participation and school community indicate the responsibility of a teacher in the social context. The teacher as master and social sculpture, he/she has to support the students for the various activities. The teacher should render his/her service to the other programmers also in a school. The content of this unit such as co-curricular, extracurricular, school health programmes, physical education programme are all to be organized by a teacher in collaboration with the society. Hence, the knowledge secured from this unit also very essential for a teacher. Apart from teaching and routine tasks, this unit will enhance your knowledge on the extension activities of a teacher. You also could render your service by guidance and counseling programme. Thus, the unit enhances the knowledge of a teacher for the various skill building and extension activities.

10.10 UNIT - END EXERCISES

- 1) How will you organize an extracurricular activities in your school? Explain.
- 2) How will you develop discipline through freedom? Write in terms of a school experience.
- 3) How will you organize school health programme?
- 4) What are the uses of school health programme.
- 5) Analyse the impact of physical education programme.
- 6) List out the principles of guidance.
- 7) List out the principles of counselling.

10.11 ANSWERS TO CHECK YOUR PROGRESS

1. Make the students to express themselves freely through debates. Games and Sports in such a way to be fit and energetic to the child. Activities should develop the spirit of healthy competition
2. Discipline refers to orderliness in life which results from our adherence to certain code of conduct prepared by the learned people. It also implies our respect to physical and moral laws in our society.

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3.
 - a) the school procedures that contribute to the maintenance and improve-ment of the health of pupils and school personnel including health services healthful living and health education
 - b) Fosters health and learning with all the measures at its disposal. Engages health and education officials, teachers, teachers‘ unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
4. Provide a nurturing learning environment to maximize skill development. Provide opportunities for increased fitness levels through active participation. Provide an enhanced sense of physical and mental well-being.
5.
 - a) As a concept guidance is concerned with the optimal development of the individual.
 - b) As a process guidance helps the individual in self understanding(understanding one_s strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one_s own).
6.
 - a) Counseling is that [it is kind of a] help with personal or psychological matters usually given by a professional
 - b) Counselor is someone who gives counseling Counselee is the person receiving counseling.

10.12 SUGGESTED READINGS

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NOTES

UNIT XI CURRICULUM TRANSACTION-I

Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Teaching - Definition
- 11.4 Teaching- Meaning
- 11.5 Principles of Teaching
- 11.6 Classroom Communication
 - 11.6.1 Role of a Learner
 - 11.6.2 Teacher's Role in Communication
- 11.7 Models of Teaching
- 11.8 Characteristic Features of Models Of Teaching
 - 11.8.1 Scientific Procedure
 - 11.8.2 Specific of Learning outcome
 - 11.8.3 Specification of Environment
 - 11.8.4 Criterion of Performance
 - 11.8.5 Specification of the Operation
- 11.9 Components of Models of Teaching
 - 11.9.1 Focus
 - 11.9.2 Syntax
 - 11.9.3 Social System
 - 11.9.4 Support System
- 11.10 Let us Sum – up
- 11.11 Unit – end Exercises
- 11.12 Answer to check your progress
- 11.13 Suggested Readings

11.1 INTRODUCTION

Teaching is an art and teacher is an all rounder. The institutional process going to change the behavior of the learners. Hence, the teaching process should be planned with all the principles and procedures. There are different models also that give base for the teaching process. As a teacher one should be known there models in order to disseminate our knowledge in such a way that enhance the learners knowledge and behavior modification. The content functions of teaching will make you to sensitize the teaching and its importance. Thus, the content of this unit will give you an idea that how to teach based on the principles, and models and its classifications.

11.2 OBJECTIVES

After going through this unit, you will be able to;

- Understand the meaning of the teaching
- Follow the principles of teaching
- Get mastery over the functions of teaching
- Understand the role of a teacher in the instructional process.
- Use the different models of teaching
- Incorporate the various characteristics teachers of models of teaching
- Develop teaching competence
- Make the teaching process planned and desired
- Enhance the subject matter by relevance.

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11.3 TEACHING - DEFINITION

According to Burton, [Teaching is the stimulation, guidance, direction and encouragement of learning]. The definition has four key words where each denotes different meanings. Stimulation which means to cause motivation in the learner to learn new things. It is to create an urge to learn; direction means that teaching is not haphazard activity but it is a goal-directed activity which leads to predetermined behavior. Direction also means that the activities of the learner in teaching are directed and controlled, keeping into consideration the economy of time and efficiency of learning; guidance means to guide the learner to develop his/her capabilities, skills, attitudes and knowledge to the maximum for adequate adjustment of learning to encourage the learner to acquire maximum learning.

From the above explanations and definition of teaching, it is understood that teaching is to cause the learners to learn and acquire the desired knowledge, skills and also desirable ways of living with the help of direction and guidance of the teacher.

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Define - Teaching

.....

11.4 TEACHING- MEANING

Teaching may be explained in the following ways:

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Teaching is a two-way communication in which teacher delivers information and the students receive it.

Teaching is a communication between two or more persons who influence each other by their ideas and learn something in the process of interaction.

Teaching is to fill in the minds of the students by information and knowledge of facts for further and future use.

Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre-determined goal.

Teaching is to cause motivation among the learners to learn.

Teaching is helping the learners to learn the subject.

Teaching is an interaction between students and teacher in which they share their ideas.

11.5 PRINCIPLES OF TEACHING

a. Teaching is an art and the teacher is an artist. As the artist is governed by certain principles which help him to acquire proficiency in his profession so a teacher is also governed by certain principles which help him to acquire proficiency in teaching. The material (students) of the teacher is living beings whom he has to shape according to some principles. The teacher must know the developmental characteristics of children at different age levels so that he can take the advantage of the interest and motivation of the students in a learning task. Following are the important principles of teaching.

b. Principle of using the experience already acquired. There is a great difference between the material of an artists and a teacher. The material of the teacher is living creatures that are self-active. The child, since his birth, starts accumulating experiences by interacting in his home and neighborhood and by the time he is admitted in school, he has acquired many experiences which gradually shape his personality.

c. Principle of known to unknown. Summarizing the basic emphasis of the first principle we can say that the teacher must start with the experiences the child has already accumulated before entering the school. The teacher should start from known to unknown. He/she should correlate the previous experiences with the new ones. If the new experiences are not related to the previous ones, then they will float like an iceberg on the surface of a sea and would never be accommodated as an integral part of the behavior.

d. Principle of emphasizing the knowledge and skills are for use, not only in the remote future when the pupil goes out into the world but here and now as an important aspect of the learning process. Learning

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should be intelligent not mechanical. The teacher should make his teaching meaningful. Meaningful material creates interest and is retained for longer period.

e.Principle of providing for individual differences. Children have great differences in their intellectual abilities, socio-economic conditions, expectations, emotional development, needs, motivation and interest etc. These differences have profound effect on the learning ability of children. The teacher should cater to the needs of individual learners while teaching in the class. Conventional methods have failed to adjust teaching to the requirements of individual learners. Recent developments in the students. The emphasis has shifted from teacher-centred methods to child-centred methods.

f.Principles of readiness. Readiness is that of the learner when he feels a need to act or to learn new behavior. The teacher should plan his teaching according to the state and level or readiness of his students.

g.Principle of minimum learning. That objectives of the lesson should be specifically defined so that the students may know in advance as to what is to be learned in a particular lesson. The lesson may be divided into small units and separate objectives may be developed for each unit. This will create motivation to learn in the minds of the students.

The teacher should follow the psychological principles which have been developed by great educators. The important principles are:

- Proceed from simple to complex,
- Proceed from concrete to abstract,
- proceed from general to complex,
- Proceed from known to unknown,
- Proceed from induct to deduction or vice versa,
- Arrange for frequent reinforcement.

h.Functions of Teaching

Functions of teaching means the activities done by the teacher in order to make the teaching-learning process become effective, train the students, managing the classroom and help the students, etc. which are as follows:

i.Explaining and Information the Subject Matter

Through information and clear explanation will help the students to understand the subject. The good teacher is expected to be well informed in the areas in which he teaches. He is expected to be able to communicate information needed for background, enrichment and motivation and on many occasions to explain relationship to children. He should permit the students to practice the knowledge and skills they acquire in the class.

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j. Train the Students in Initiating, Directing and Administering

It is one of the most important functions of teaching is concerned with initiating, organizing, directing and making decisions. From morning till evening, the teacher faces and handles many problems which require the initiative, direction and administrative abilities. In modern administration, students are associated in decision-making activities. The teacher as the leader of the team should train the students to perform better in the above activities.

k. Unifying the Group

In the classroom, a teacher is confronted with a number of children who are not unified. As they live together, they become a unified group. An important task of the teacher is that of developing a group with a group spirit, an identification with common purposes and some common concerns.

l. Giving security

In each classroom, few children are in need of warmth recognition, praise and friendly atmosphere. There are children who feel a sense of loneliness, isolation, rejection and economic insecurity. The teacher should identify the needs of such children and when they need protection, he should protect them.

m. Clarifying attitudes, beliefs and Problems

It is a fact that many of our children are utterly confused by social influences surrounding them. Looking at so many different ways of living on TV, radio, movie and reading materials, etc., which introduce new and unusual ideas. Experiencing directly or vicariously the difficulties of a broken family having few places to play and little opportunity to talk things over with parents who might both be working, racial problems and ominous threat of unemployment. The child of today must surely be very much confused. He hears nice things from the adults but sees and hears many things which contradict they tell him.

To help clarify these matters, the teacher creates opportunities for children to state their attitudes, interest and problems, to talk about their purposes and aspirations, to speak their beliefs and convictions, to indicate what they think might and should be done, to reveal and share some of the deeper feelings they harbor to tell about the activities in which they are engaging and those in which they would like to share. The teacher gives the children opportunities to compare, observe, classify, interpret and puts them in a position to analyze, criticize and summarize.

n. Diagnosing Learning Problems

There are children in every class do not make expected progress in their studies, growth and development. The teacher must diagnose the learning problems of individual students and should the possible course of action.

o. Making Curriculum Material

The curriculum in India is mostly framed at the state level for the entire state without making provisions for local variations. The teacher should modify the curriculum in accordance with the needs of group and the local community. It is unfortunate that our classroom teacher is not at liberty to make any change in the prescribed curriculum according to the needs of the local community.

p. Evaluating, Recording and Reporting

The teacher has to evaluate the progress of the class as a whole and individual students by means of tests and periodical examination. He has to report the progress to the principle and parents.

q. Enriching Community Activity

A school is said to be the miniature form of the society. The teacher should remain in close contact with the community in which he serves. Harmonious relationships between school and community are a continuing and essential part of school life. Continuous efforts should be made to enrich the community life function of teaching.

r. Arranging and Organizing Classroom

It is an important responsibility of a teacher to make the classroom as a beautiful place for learning. Physical facilities should be appropriately provided in the room. Arrangement should be flexible to change into suit the different occasions.

s. Participating in School Activities

The teacher should participate in other school activities in addition to his routine teaching assignment. These may include excursion, picnics and organizing some shows etc. His participations in these activities is regarded as one of the important functions of teaching.

t. Participating in professional Life

Every teacher is expected to enter wholly into professional life and to make his contribution to the improvement of the profession. He is expected to belong to professional societies, attend conferences and keep-up-to-date in his subject.

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Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is the meaning of Teaching?

.....
.....

ii. Write any two functions of teaching?

.....
.....

11.6 CLASSROOM COMMUNICATION

Communication is the transfer of information and knowledge from one person to another. Communication consists of signs, verbal and non-verbal made by one person that have meaning for another person and thus affects his behavior.

Effective communication is a two-way process including feedback and interaction. Communication and teaching are related. But teaching is more than mere communication. All the teaching involves communication. But all the communication does not involve teaching. Thus communication is become an integral part of learning.

11.6.1 Role of a Learner

The learner’s role in the classroom communication may be summed up as follows:

- Active listening
- Note taking
- Note making
- Responding individually
- Sharing views in groups

11.6.2 Teacher’s Role in Communication

The teacher’s role in communication is as follows:

- Planned teachers talk
- Mastery of the subject-matter
- Content coverage
- Practice for mastery
- Accepting feelings
- Classroom management with warmth approach
- Group work and interaction

11.7 MODELS OF TEACHING

In general, model means the duplicate of the original or the replica of the original thing. In teaching, teachers are following their own ways to discharge the information. Through which they bring a new environment in the classroom by which they make the learners to achieve the goals this may be models. This model may be different types due to its objectives and nature.

11.8 CHARACTERISTIC FEATURES OF MODELS OF TEACHING

All models of teaching have some common identifiable characteristics which are described as follows:

11.8.1 Scientific procedure: A model teaching is not a haphazard combination of facts but on the other hand it is a systematic procedure to modify the behavior of learners.

11.8.2 Specific of learning outcome: All model of teaching specify the learning outcomes in detail on observable student's performance. What the student will perform after completing an instructional sequence is specified in detail.

11.8.3 Specification of environment: This means that every model of teaching specifies in definite terms the environmental conditions under which a student's response should be observed.

11.8.4 Criterion of performance: A model specifies the criteria of acceptable performance which is expected from the students. The model of teaching delineates the behavioural outcomes which the learner would demonstrate after completing specific instructional sequences.

11.8.5 Specification of the operations: All models of teaching specify mechanisms that provide for students reaction and interaction with the environment.

11.9 COMPONENTS OF MODELS OF TEACHING

A model has the following elements:

- Focus
- Syntax
- Social system
- Support system

11.9.1 Focus

A focus of a system refers to the frame of reference around which the model is developed. It is the main thesis which determines combinations and relationships of various processes, conditions of

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teaching and aspects and factors built into the model. Objectives of teaching and aspects of the environment generally constitute the focus of the model. What is aimed to be achieved is found to be the focus of most of the models. Focus is the central aspect of a teaching model.

11.9.2 Syntax

The second element, syntax or phrasing of the model refers to the descriptions of the model in action i.e. the kind of activities which are organized at well-defined stages of the whole programme typify the educational environment belonging to each model. It is the sequence of steps involved in the organization of the complete programme of teaching.

11.9.3 Social system

The third element is the social system which refers to two elements. Student and teacher roles, particularly hierarchical relationship or authority relationship and norms or the student behaviour which is rewarded. Social system is an important element of every model. Specific learning are very much controlled by the kinds of relationship that are structured during the process of teaching. Models of teaching prescribe system for teaching of attitudes, skills and understandings etc.

11.9.4 Support system

The last and the most important aspect of a model is the support system which means to provide facilities to teacher and the students to successfully implement the strategy of teaching. For example, if we want to implement individualization, we have to provide a number of audio visual aids, teaching machines, programmed text etc. to cater to the needs of individual learner.

<p>Check your Progress-3</p> <p>Note: a. Write your answer in the space given below b. Compare your answer with those given at the end of the unit.</p> <p>i. Write about the roles of a teacher in communication </p> <p>ii. Distinguish communication and teaching </p> <p>iii. Components of models of teaching are. </p>

11.10 LET US SUM UP

The teaching is an art and teacher is an artist. The process of teaching cannot be performed on a sudden. The competence, aptitude,

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attitude and interest are required to those process. The teaching involves different principles and functions which all you have learnt already. But, the teaching should be done with certain phase and rules. Hence, there are some basic teaching model and high designed model given by the experts and educational.

11.11 UNIT -END EXERCISES

- 1) Write the meaning and definitions for teaching.
- 2) List out the different principles for teaching
- 3) What are the different components of the models of teaching? Explain.

11.12 ANSWERS TO CHECK YOUR PROGRESS

1. According to Burton, Teaching is the stimulation, guidance, direction and encouragement of learning
2.
 - a) Teaching is a communication between two or more persons who influence each other by their ideas and learn something in the process of interaction.
 - b) Train the Students in Initiating, Directing and Administering, Unifying the Group
3.
 - a) Planned teachers talk, Mastery of the subject-matter, Content coverage, Practice for mastery, Accepting feelings
 - b) Effective communication is a two-way process including feedback and interaction. Communication and teaching are related. But teaching is more than mere communication. All the teaching involves communication. But all the communication does not involve teaching
 - c) A model has the following elements: Focus, Syntax, Social system, Support system

11.13 SUGGESTED READINGS

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Unit XII CURRICULUM TRANSACTION –II

Curriculum Transaction-II

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Structure

12.1 Introduction

12.2 Objectives

12.3 Glaser's Basic Models of Teaching

12.3.1 Components of Teaching Process in Glaser's basic Teaching Model

12.4 Herbert's Models of Teaching

12.4.1 Preparation

12.4.2 Presentation

12.4.3 Comparison or association

12.4.4 Generalization

12.4.5 Application

12.4.6 Recapitalization

12.5 Carrol's Models of Teaching

12.5.1 Aptitude for particular kind of learning

12.5.2 Quality to understand instruction

12.5.3 Perseverance

12.5.4 Time allowed for learning

12.6 Classification of Models Of Teaching (Joyce & Weil)

12.6.1 Details- Families of Models

12.6.2 Descriptions of each of the traditional families

12.6.3 In Joyce, Weil and Calhoun's Models of teaching (2008)

12.6.3.1 Focus is the central intent of the model

12.6.3.2 Syntax describes the model's

12.6.3.3 Principles of Reaction

12.6.3.4 The Social System

12.6.3.5 Support System

12.6.3.6 Application and Effects

12.6.4 Examples of Existing Models with Their common Family Classifications

12.6.4.1 Personal or Personalist models

12.6.4.2 Social Learning Models

12.6.4.3 Information Processing models

12.6.4.4 Behavioural models

12.6.4.5 Examples of Hybrid or mixed models

12.7 Let Us Sum Up

12.8 Unit - End Activities

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12.9 Answers to Check Your Progress

12.10 Suggested Readings

12.1 INTRODUCTION

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. 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.

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 really models of learning. As we helps students acquire information ideas skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn . In fact the most important long term outcome of instruction may be the students _increased capabilities to learn more easily and effectively in the future ,both because of the knowledge and skills they have acquired and because they have mastered learning processes.

12.2 OBJECTIVES

After going through this unit, you will be able to;

- Understand the meaning of models of the teaching
- Follow the families of teaching according to the contents
- Get mastery over the classification of teaching models
- Understand the role of a teacher in the effective use of teaching models.

12.3 GLACER’S BASIC MODELS OF TEACHING

This model was developed by Robert Glasser in 11262 on the basis of psychological principles. It is termed as _basic‘ because it tries

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to explain the whole teaching process in an appropriate way, dividing it into the following four basic components:

Instructional objectives,
Entry behaviour,
Instructional procedure,
Performance assessment

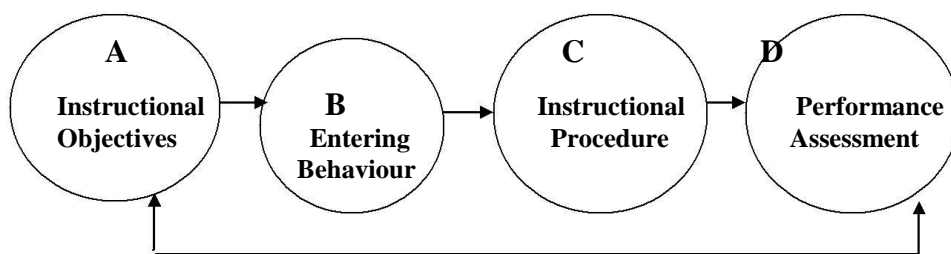


Fig.12.1

12.3.1 Components of teaching Process in Galssers basic teaching Model

Instructional objectives indicate the stipulated goals that a student is supposed to attain upon completion of a part of instruction.

Entry behaviour means the initial behaviour of the student before the beginning of instruction. It is his basic potential or level of performance in terms of educational abilities comprising of the factors like previous knowledge of the subject, intellectual ability, learning ability and motivational states etc. The assessment of entry behaviour is a very significant aspect of an instructional process. Usually it is a starting point but here in this model it occupies the second place and is viewed in context of the pre-set instructional objectives. However, in actual teaching-learning situations both of them interact to influence and help each other for the success of the whole instructional process.

Instructional procedure is the most active or functional part of the teaching process. It represents the teaching methods, strategies and student-teacher interaction patterns involved in the task of teaching. First two components, the stipulated instructional objectives and the entering behaviour work as a deciding base for the selection and use of instructional procedures.

Performance assessment is related with the task of assessing the performance of the students. Here, in the light of one's entry behaviour and stipulated objectives and his terminal behaviour is assessed through some suitable evaluation techniques (test, observation etc.). The assessment of the performance may prove as an effective 'feedback' device for each of the step and element of the teaching process. The

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objectives may be modified and instructional procedures may be improved in the light of the end results shown under the performance step.

In actual practice all these four components of the teaching process interact and influence each other. One acts the way for the other by proving as a feedback for the successful operation of the teaching act.

<p>Check your Progress-1</p> <p>Note: a. Write your answer in the space given below b. Compare your answer with those given at the end of the unit.</p> <p>i. What are the basic components of Glaciers model? </p>

12.4 HERBERT’S MODELS OF TEACHING

12.4.1 Preparation

According to J.E.Herbart —the mind of the student must be prepared to receive new knowledgell. It is first like preparing the land before sowing the seed. This step should be brief and nothing new to be told to the students. The teacher should ascertain what the students know already related to the topic and should provide a link between the previous knowledge and the new lesson. This step may involve:

- Testing the previous knowledge of the students.
- Arousing curiosity by the novelty of experimentation or activity.
- Use of charts, pictures, and models.
- Skillful discussion.

This is the most important step because —well –begun is half doneℓ.

12.4.2 Presentation

Immediately after preparation, the aim of the lesson should clearly be stated. This becomes the second step. In the second step the actual lesson beings. Students get new ideas and knowledge. The teacher presents the subject-matter to the students. The students passively listen and learn the ideas told by the teacher. The teacher may demonstrate any experiment, use any aid or do any activities.

12.4.3 Comparison or association

The new ideas or knowledge learnt should be compared and associated with already known ideas and facts. It is felt that knowledge is not like pilling up of bricks, but it is like a tree that grows. This step

is most important when the teacher is establishing principles or generalizing definitions.

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12.4.4 Generalization

In most of the science lessons teachers have to arrive at certain generalizations. Formulas, principles or laws are to be established. As far as possible, the students should draw out the conclusions themselves. Sometimes, the student’s generalizations may be incomplete or irrelevant. At this time, the teacher should guide them to make corrections.

12.4.5 Application

A lesson of science will be incomplete if the rules or formulas are not applied to new life situations. It is always the desire of the students to make use of generalizations and to verify whether they really work in new situations. Knowledge becomes clear and meaningful in this stage.

12.4.6 Recapitulation

This is the last step in the process. Here, the teacher ascertains whether the students have understood and grasped the subject-matter or not. It is generally done by one of the following ways:

- Asking suitable questions on the topic taught.
- Applying a short objective type test.
- Asking the students to label the unlabelled sketch.

It should be remembered that these forms of Herbartian steps are not final. These are tentative guidelines. We should not always try to rigidly follow them. Moreover, it is not possible to follow all these steps in all types of lessons.

Check your Progress-2

- Note:** a. Write your answer in the space given below
 b. Compare your answer with those given at the end of the unit.

i. What is association in terms of Herbert’s model?

.....

12.5 CARROL’S MODELS OF TEACHING

Carrol developed model which is based on time given to the learners to learn the subject. Here, the objectives of the instruction is framed depending upon the time spent for learning a lesson. This is the basic concept of this model. There are five important factors in this model viz.,

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Aptitude for particular kind of learning,
Quality of instruction,
Ability to understand instruction,
Perseverance,
Time allowed for learning.

12.5.1 Aptitude for particular kind of learning

Aptitude here means the time taken by the students to complete a lesson. Therefore, students should be given required time. Mastery of learning is possible when required time is given to students to learn the lesson for which the teacher should help the students to find out the appropriate method of learning. Teacher should not reduce the time for learning. Because it may not lead the learners to learn the subject thoroughly. The aptitude is not constant in learning a particular lesson. This will change due to the environment.

12.5.2 Quality to understand instruction

This step is related to the understanding the ability of students. In general, teachers are employing the same procedure for teaching the subject. Instead of that they may divide the students into three groups i.e. average, above average and below average and choose different method of teaching such as group discussion, programmed learning, using audio-visual aids, subject related plays, etc. When adopting the above methods, students will involve in learning interestingly and can get mastery in subjects.

12.5.3 Perseverance

This step deals with the time spent by the learners eagerly in learning. When students spend less time than the required level for learning a lesson, he cannot have mastery over the lesson. Perseverance depends on the attitude and interest of the learners. Moreover, the perseverance depends on the success and also the incentives given for the success. Hence, in order to motivate the learners to spend more time in learning, they must be given incentives.

12.5.4 Time allowed for learning

In schools, teachers are organizing various programmes in order to develop variety of skills among students. When organizing such programmes, the time allowed to students is not enough for them. Some students may feel that time given was more than abundant due to their interest and involvement on the programmes. Therefore, when required time is given to the students during learning., there is a possibility to master the lesson. For learning the subjects, the learners with more interest need less time and learners with less interest need more time.

12.6 CLASSIFICATION OF MODELS OF TEACHING (Joyce & Weil)

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There are literally hundreds of models of teaching and learning. To reiterate, simply put models deal with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered. They may provide theoretical or instructional frameworks, patterns, or examples for any number of educational components — curricula, teaching techniques, instructional groupings, classroom management plans, content development, sequencing, delivery, the development of support materials, presentation methods, etc. Teaching models may even be discipline or student-population specific.

Traditionally, models of teaching are represented by a broad array of teaching systems, each system containing a distinctive philosophical foundation, or theory of learning basis, with related pedagogical methodologies. Most models can be loosely fitted into one of four or five distinct families of educational psychology - social; information-processing; personal; behavioral systems are the traditional ones, with constructivist added lately. Models falling into the first four categories have strong histories of research, development, and usage as most have been both refined and tested in the field. Plus, each of these divisions, to include constructivism, has a distinctive theory of learning orientation.

12.6.1 Details – Families of models:

Basically there are two types of models of teaching – ones that can be cleanly categorized and placed into one of the classic philosophical orientation groupings – social; information-processing; personal; or behavioral systems; or ones that are hybrid/mixed models that have combined elements from different families of learning like those that can be labeled as constructivist.

12.6.2 Descriptions of each of the traditional families:

Personal source : This group of approaches acknowledges the uniqueness of each learner. Methods in this category foster the importance of individuals in creating, directing, and structuring personal meaning. Also models in this area are often targeted to foster things like self-esteem, self-efficacy, emotional and personal understanding and acceptance. Carl Roger's Non-directive Teaching Model would be a good example for this group.

Social interaction: This group of methods aims at building learning communities and purports to develop productive ways of interacting in a democratic setting. These models also emphasize that human learning occurs in social settings and through modeled behaviors and social exchanges. The Schaftel's Role Playing Model is

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one of the more popular models in this group. Donald Oliver's The Jurisprudence Model also exemplifies a form of social learning.

Information processing: This is the largest grouping of approaches aimed at emphasizing ways of learning specific information and of acquiring and organizing data, solving problems, and developing concepts and language. As the categorical title obviously implies, models confined to this category deal with intellectual development, powers of reasoning and logic, aiding students in organizing and retaining information, and in enhancing their meta cognitive functions. Primary examples designate in this area of might be David Ausubel's Advanced Organizers, or Jerome Bruner's Concept Attainment models.

Behavioral: Behavioral techniques are amenable to highly structured outcomes that concentrate on observable objectives such as learning to read, physical skills, behavioral and emotional adaptations and restructuring. These models are highly structured with finite goals toward specific pre-determined ends. B. F. Skinner is one of the more well know developers of behavioral techniques like his Operant Conditioning.

An identified purpose or area of concentration (For instance the Six Traits Writing Model is designed for writing, while Synectics was formulated to stimulate creative thought and solutions);

Underlying explicit and implicit assumptions about the characteristics of learners and about the teaching-learning process (These are directly tied to guiding tenets of the different divisions of educational psychology and theories of learning. For instance in Behavioral Models students are seen as being generally passive but able to respond and to be motivated through different forms of directed stimulation.)

Guidelines for developing specific educational experiences;

Definite patterns and requirements for each instructional event; plus

A body of research surrounding their development and implementation, and/or an evaluation of their effectiveness.

12.6.3 In Joyce, Weil, and Calhoun's Models of Teaching (2008) they note that in order to be designated a bona fide model, it should qualify in 6 of the following areas.

12.6.3.1 Focus is the central intent of the model. Focal components revolve around the main objective of the model. Is it the focus of the learning event to encourage learning by manipulating thought or types of thinking; growth in learning through external stimuli or rewards; social learning, or social and emotional growth through interaction; or increased levels of self-achievement and personal growth through

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personally directed choices? Models are usually developed with a focus, an end-game, or specific intention in mind. For instance, Madeline Hunter's very popular Mastery Teaching concept focuses on presenting materials in a tightly controlled, very repetitive way so that learners have optimal opportunities to get content, concepts, or processes right the first time. Another example – in cooperative learning models the focus is on the importance of social interchange and peer support in learning new things. Therefore models differ one from the other in terms of their primary objective or focal point of their intended outcomes.

12.6.3.2 Syntax describes the model's structure and includes the sequence of steps involved in the organization of the model. It includes the major components and the phases of unfolding, or the sequencing of steps, and describes how the model progresses. Obviously the syntax can be quite different for each model.

12.6.3.3 Principles of Reaction tell the teacher how to regard the learner and how to respond to what the learner does during the use of the model. Often responses in using a designated model should be appropriate and selectively specific. This element is concerned with the teacher's reactions to the students' responses. This portion of the model alerts the teacher on how to react to the responses of the students. It is here that the teacher learns whether the learners have been actively involved in the model's processes and steps.

12.6.3.4 The Social System describes the interactions between students and teacher as each model is viewed as if it were a mini society. Since every teaching model is different, each model will have its own social system and rules of engagement. This portion concerns the interactive roles and relationships between the teacher and the student, expected norms, and which student behaviors should be rewarded. These may be overtly described or simply inferred. Depending on the philosophical orientation of the model, in some models the role of the teachers is dominant, while in others his or her role is passive. In some models the roles center on the teacher, and in others the concentration is on the students. There are still other models that require shared roles whereby teachers and students share roles equally. In this segment both motivational strategies and tactics for engaging students could be discussed too.

12.6.3.5 Support system defines the supporting conditions required to implement the model successfully. 'Support' refers to any additional requirements, beyond the usual general human skills and capabilities, that are needed to implement the model. This component relates to any additional requirements beyond those generally possessed by teachers or found in schools. What requirements are needed to make this model work? Are special skills or knowledge needed; or is there special

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equipment, media, or learning environment requirements that need to be accessed in using this model? This support would also include special books, films, laboratory kits, reference materials, permissions, facilities, etc.

12.6.3.6 Application and effects are rather apparent – how can the students use what the model teaches? Application is the utility of the model as it can be transferred to other situations. Each model attempts to implement some change in learners and influence their thinking, feelings, social interactions, or physical movements in some way so that those changes can be transferred to other situations and experiences.

Many models of teaching were created long before Joyce, Weil and Calhoun developed their 6 elements of a model as listed above. In the models selected for their book these 3 authors delineate the individual components for each chosen model making it easy for readers to see how each category works. But for the many teaching models not in the Joyce, Weil, and Calhoun Models of Teaching text you may have to dig into the literature surrounding the model to discern if all or any of the 6 elements are there.

Sometimes the supposed —official classification of selected models changes as classifications can be somewhat subjective depending on the philosophical orientation and educational intentions of the model and the viewer/user. This should not diminish their effectiveness or value, but rather it is a condition of time and personal analysis. Different classifying authors see different elements. As I indicated earlier, many models are hybrids combining elements from varied theories of learning and this makes them more difficult to pigeon hole correctly.

12.6.4 Examples of Existing Models with Their Common Family Classifications:

12.6.4.1 Personal or Personalist Models:

Nondirective teaching: Focuses on self-awareness, understanding, autonomy, and self-concept (There are a number of Prezi's (Notasha Folarin), PPTs, and articles (ASCD) on this concept online)

Developing Positive Self-Concepts

Relaxation and stress reduction: Exploring personal goals for relaxation, or using self-initiated relaxation techniques to calm anxieties in social settings. There are many models that use this theme as a basis.

Selection, Detection, Connection Model - A self-directed teaching model for highly intrinsically motivated high school students.

NOTES**12.6.4.2 Social Learning Models:**

Classroom Meeting: Strengthens responsibility towards self and others. This model has rules and structure and specified intentions.

Cooperative or Collaborative Learning: Collective arrangement and division of tasks, sharing results and ideas. There are a number of authors claiming this model – significantly Johnson and Johnson, and also Robert Slavin. There are also cooperative models that have more specific purposes like the Jigsaw Model.

Graffiti Model: Graffiti is a cooperative learning structure in which students are asked to give written responses to questions posed by a teacher

Group Investigation: Focuses on interpersonal group skills as students engage in acquiring information

Jigsaw Model: Originally, the jigsaw concept was developed in the 1960's to facilitate racial integration. As an educational model it falls into the Social Family of methods. There are several variations of this model. Here is another page on creating jigsaw lessons, a sample lesson plan using the model.

Jurisprudential: Uses the jurisprudential frame of reference to solve social issues (see 2nd example)

Laboratory Method: Group/interpersonal skills, personal awareness, and flexibility skills are stressed in this model

Role Playing: Role play as a teaching strategy PDF by Jarvis, Odell, and Torioano – In role play students assume roles and become the source of their inquiry.

Sociodrama – Students assume roles, acting out issues in order to facilitate awareness and understanding about concepts or important issues

Social Inquiry: Problem solving using social issues

12.6.4.3 Information Processing Models: (This is the fastest growing family of models)

Advance Organizer Model: Increases the efficiency of information-processing capacities. There are several kinds so there is a lot of possibilities and varieties – expository, narrative, skimming, or graphic. This piece from John Hendron is an excellent overview of the process and usage of this model, plus he has included samples and resource links.

Cognitive Growth Development: Mainly focuses on general intellectual development

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Cognitive Views of Learning: Focuses on the processes within the learners. Strategies are developed to encode and retrieve information (Kauchak & Eggen, 112128)

Critical Thinking: Deals with a series of dialogs and exercises designed to get students to think at higher levels and at levels that engage critical appraisal or critical thinking. (see the works of Richard Paul for primary methods and examples.[Paul, 2005])

Inductive Thinking Model/Inquiry Training Model: Focuses on the development of inductive mental processes and academic reasoning. This model includes the work of Hilda Taba who is linked below. Here is fun and informative overview of teaching the inductive process and a comparison of how it differs from the direct teaching from Byrdseed.

Concept Attainment: Focuses on developing inductive reasoning & conceptual knowledge

Inquiry Training: Engages students in causal reasoning, and aids them in developing hypotheses

Learning Styles Model: These plans are devised and written reflecting concepts developed by one of the learning style theorists or followers (such as Kathleen Butler or Bernice McCarthy, Dunn and Dunn, etc.)

Memorization: Improves memory capabilities through a variety of methods and tricks. There are a number of inventive and helpful sites like Wiliamette's on ideal conditions for memorizing, or commercial sites like Memorize.com with all kinds of cool functions to help students create memory devices. Study guides and strategies also has a great page about create mnemonic devices to aid recall.

Multiple Intelligences: MI plans utilize, or are based on, those intelligences described in the work of Howard Gardner

Multi-modal Learning Model: These plans reflect varied modalities used to encode and retrieve learning. There are generally two basic variations – VAK (visual, auditory, kinesthetic) and VARK (visual, aural, reading, kinesthetic). See Neil Fleming seems to have gone commercial, his site and test are an excellent overview on modal differences for beginners exploring this concept.

Picture Word Inductive or PWIM – Developed by Models of teaching author Emily Calhoun this model is geared to help children in developing sight and written vocabulary drawing on commonly familiar words. There is also an excellent YouTube demonstration of this model.

Scientific Inquiry Model: Instructor teaches students the research system of a subject or discipline. Problem solving may be utilized in this model

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Synectics: Creative problem solving (Gordon, W. J. J. [11261] and also George M. Prince) In earlier versions of this model it was placed in the Personalist category, later versions place in in the Information Processing format. Personally I think this is where it belongs

Taba's Inductive Reasoning Model: Advanced thinking can be taught through a series of steps designed to be an active transition between an individual and data. This is a very powerful model and there are a number of good links explaining this concept. Here are two – one simple and one more detailed example from a short research paper from Dr. Mujibul Hasan Siddiqui

12.6.4.4 Behavioral Models:

Desentization: Replacing anxieties with relaxation

Direct Teaching: Expert or intermediary offers information this method in probably the oldest method among the teacher-centered models. Also it is more than likely the most universally experienced form of teaching for most of us. This link provides a brief overview but also offers a comparison with other student-centered methods, while this link offers a comprehensive definition of direct instruction with citations.

Direct Training: Develops distinctive predetermined patterns of behavior. Like direct teaching an expert shows a novice how to do something. This is readily used in trade schools and in situations where there are gradations of apprenticeship toward a desired skill or goal.

Behaviorism: Emphasized the importance of observable, external events on learning and the role of reinforces in influencing those events (Kauchak & Eggen, 112128)

Hunter Model, also Mastery Learning: – highly structured approach to teaching whereby plans are devised using the classic, repetitive lesson model developed by the late Madeline Hunter

Self-control: Uses a series of rewards and internal dialogs to correct or improve social behavior

Simulation: Students deal with hypothetical or social situations and various processes to help their decision-making skills. Progression to an end goal or specified understanding or outcome is plotted.

12.6.4.5 Examples of hybrid or mixed models:

- Awareness Training: Emphasizes self-awareness and interpersonal awareness
- Constructivism: An eclectic view of learning that emphasizes: This site does an excellent job of explaining constructivist planning.

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- Learners construct their own understanding rather than having it delivered or transmitted to them.
- New learning depends on prior understanding.
- Learning is enhanced by social interaction.
- Authentic learning tasks promote meaningful learning. (Kauchak & Eggen, 112128)
- Constructivist models can be Problem based learning Project based learning

Check your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the important factors of Carrol’s model?

.....
.....

Holistic-learning: The focus of holistic education is on relationships – the relationship between linear thinking and intuition, the relationships between various domains of knowledge, the relationship between the individual and community and the relationship between self and Self. In the holistic-curriculum the student examines these relationships so that he/she gains both an awareness of them and the skills necessary to transform the relationships where it is appropriate (Miller, 11288)

Paideia: A model that attempts of instill egalitarian education to all children through the study of enduring classics in an educational system based on the great, unchanging themes and works of human kind. These are topics and works that are timeless, endless, classic – they are the big ideas contained in great works of art, literature and science. Paideia focuses on helping all students to acquire, remember, and understand basic ideas, skills, and facts. The model uses three main methods of teaching – the lecture, coaching, and seminar and is linked through Socratic dialogues between students and teachers. There are numerous website showing schools that use this method.

Positive interdependence: Focuses on achieving personal goals by finding and networking with individuals with like concerns or goals. (Realistically this model melds both personal interests with social needs to establish connections with others with the same goals or concerns. I have also seen it categorized as both a personal model and as a social model.)

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Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Models of teaching generally classified based on

.....

ii. What is socio drama

.....

iii. Define learning style model.

.....

iv. Write about any two behavior model

.....

Problem Solving Model: These plans reflect general rules for developing skills used in solving problems. In this process the teacher develops a problem; carefully accesses skills needed to solve the problem; and creates conditions and/or parameters that act as guidelines for products or solutions; these same conditions and parameters also serve as evaluation criteria integrated approach to education.

Renzulli's Triad Enrichment Model: Planned inquiry is accelerated through personally chosen research interests

Socratic Method: Using specialized instructor dialogues as a means of direct teaching and to encourage critical thinking and appraisal (Hyman, 1127)

Check your Progress-5

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What do you know about paidea?

.....

.....

12.7 LET US SUM UP

The content of this unit will enhance your knowledge on the components of different models of teaching which educate you what to be done and what not to be done of the instructional process. Based on the Joyce and Weil, you have studied the different models of teaching which make you to clear about the different procedures and principles to be followed according to the content, topic, subject, target group and

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situation. Thus, the mastery of this unit is very essential for the effective and efficient teacher with all the competencies.

12.8 UNIT -END EXERCISES

1. Prepare a note on the Glacer's model of teaching.
2. Discuss the concept of Carrol's model.
3. Bring out a detailed account on the Joyce and Weil classification on the teaching model.

12.9 ANSWERS TO CHECK YOUR PROGRESS

1. The glacer model consist of Instructional objectives, Entry behaviour, Instructional procedure, and Performance assessment.
2. The new ideas or knowledge learnt should be compared and associated with already known ideas and facts. It is felt that knowledge is not like pilling up of bricks, but it is like a tree that grows. This step is most important when the teacher is establishing principles or generalizing definitions.
3. There are five important factors in this model viz., Aptitude for particular kind of learning, Quality of instruction, Ability to understand instruction, Perseverance, Time allowed for learning.
4.
 - a. Basically there are two types of models of teaching – ones that can be cleanly categorized and placed into one of the classic philosophical orientation groupings – social; information-processing; personal; or behavioral systems; or ones that are hybrid/mixed models that have combined elements from different families of learning like those that can be labeled as constructivist.
 - b. Sociodrama – Students assume roles, acting out issues in order to facilitate awareness and understanding about concepts or important issues
 - c. These plans are devised and written reflecting concepts developed by one of the learning style theorists or followers (such as Kathleen Butler or Bernice McCarthy, Dunn and Dunn, etc.)
 - d.
 - i. Direct Teaching: Expert or intermediary offers information this method in probably the oldest method among the teacher-centered models.
 - ii. Direct Training: Develops distinctive predetermined patterns of behavior. Like direct teaching an expert shows a novice how

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to do something. This is readily used in trade schools and in situations where there are gradations of apprenticeship toward a desired skill or goal.

5. A model that attempts of instill egalitarian education to all children through the study of enduring classics in an educational system based on the great, unchanging themes and works of human kind.

12.10 SUGGESTED READINGS

1. Hyman, R. T. (11270). Ways of Teaching. New York, NY: J.B. Lippincott Company.
2. Joyce, B. & Weil, M. and Calhoun, E. (2008). Models of Teaching, (8th ed). Englewood Cliffs, NJ: Prentice-Hall.
3. Joyce, B. & Weil, M., w/Calhoun, E. (2014) Models of Teaching, 12th edition, Allyn and Bacon. (Pearson Publishing)
4. Kauchika, D. P. & Eggen, P. D. (112128). Learning and Teaching: Research-Based Methods. Needham Heights, MA: Allyn and Bacon.
5. Maker, J. C. & Shieve, S. W. (2005) Teaching Models In Education of the Gifted. 3rd edition. Pro Ed.
6. Miller, J. P. (11288). The Holistic Curriculum. Toronto: The Ontario Institute for Studies in Education (OISE Press).
7. Miller, J. P., Cassie, B. J. R., and Drake, S. M. (112120). Holistic Learning : a teacher's guide to integrated studies. Toronto, Ontario: The Ontario Institute for Studies in Education (OISE Press).

UNIT-XIII RECENT TRENDS

NOTES

Structure

- 13.1 Introduction
- 13.2 Objectives
- 13.3 National Policy on Education
 - 13.3.1 Recommendations of National policy on Education
 - 13.3.2 Recommendations of Reorganization of Education at Different Stages early childhood care and Education
 - 13.3.3 Recommendations on preparing the content and process of Education
- 13.4 SSA -Special Focus on Teacher Education
 - 13.4.1 SSA – Education Mission
 - 13.4.2 Major Goals of SSA
- 13.5 Directorate of Teacher Education Research and Training (DTERT)
- 13.6 District Institute of Educational Training (DIET)
 - 13.6.1 DIETs: Mission and Role
 - 13.6.2 DIETs: Pace-setting Role
 - 13.6.3 DIETs: Transactional Philosophy
 - 13.6.4 DIETs: Special Target Groups
 - 13.6.5 DIETs: Linkages
 - 13.6.6. Functions of a DIET
- 13.7 The Block Resource Centre (BRC)
 - 13.7.1 Academic Support & Supervision
 - 13.7.2 Functions of BRC and CRCs
- 13.8 Activity Based Learning (ABL)
 - 13.8.1 What is activity based learning?
- 13.9 Active Learning Methodology (ALM)
 - 13.9.1 What is new in ALM?
 - 13.9.2 Evolving the Framework
- 13.10 Advanced Active :Learning Methodology
- 13.11 Let us Sum up
- 13.12 Unit End Exercise
- 13.13 Answer to check your progress
- 13.14 Suggested Readings

13.1 INTRODUCTION

As a teacher your duty is not only end with teaching, learning and evaluation. Apart from these routine tasks, the teacher has more number of responsibilities inside and outside the classroom, especially

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at making the society in to the shape. Hence, a teacher should have got mastery over the schemes, policies, planning, projects and all other affairs related to education. The teachers should also be aware of the recommendations of different educational commissions and committees in order to follow those in the educational context and educative process. Thus, the unit will make you to get an awareness over the National education policies, role of state, central and district level agencies of education in bringing a change in the educational process. The newly emerged scheme such as CCE also has been kept to get clarified the concept. In general, this unit will introduce you the recent trends in teacher education in general and teaching and curriculum in particular.

13.2 OBJECTIVES

- After going through this unit, you will be able to;
- Know about NEP
- Understand the special focus of NPE on teacher education
- Know the roles of central, state and district level agencies/institutions for the development of teacher education.
- Get mastery over the ABL
- Use the ALM in your Classroom.

13.3 NATIONAL POLICY ON EDUCATION

Our country has now reached a stage in its economic and technical development and faces new challenges to promote its social, cultural and economic development.

In order to meet its challenges and to enter in the 21st century successfully, the Government of India (in January 1985) announced that a New Education Policy, it became known as, —National Policy on Education 1986|.

13.3.1 Recommendations of National Policy on Education

The N.P.E made the following recommendations for the reconstruction of education in India:

a) Recommendations on Education for Equality

Those who framed N.P.E. realized that there exists wide disparities in the field of education. For the removal of disparities and to equalize educational opportunities, N.P.E made the following recommendations:

Education for Women's Equality

Provision of educational opportunities to women has been as important programme in the education sector since independence.

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Between 1951 and 1981, the percentage of literacy amongst women improved from 7.93 percent to 24.82 percent. However, in absolute numbers, literate women have increased during this period from 158.7 million to 241.7 millions. Women comprise 57 percent of the illiterate population and 70 percent of the non-enrolled children of school stage are girls. In spite of the efforts made so far, the education system has not been able to make sufficient contribution to women's equality.

Education of Scheduled castes and Scheduled Tribes

The all India literacy rates of Scheduled Castes/scheduled Tribes are 21.38 and 16.35 percent respectively as against 41.20 of non SC/ST population according to 1981 census. The literacy rates of women for the above categories are 11.93, 8.04 and 29.43 percent respectively. The proportion of enrolment of SC/ST children continues to be much less than their population proportion and the dropout rate continues to be very high at all levels of education. The problem is more severe in case of girls of these communities. The situation calls for systematic efforts directed towards the educational development of SC/ST.

Minorities Education

The N.P.E on the education of the minorities stated, — Some minority groups are educationally backward. Greater attention will be paid to the education of these groups in the interest of equality and social Justice.

Education of the Handicapped

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for growth and to enable them to face life with courage and Confidence.

Adult Education

N.P.E states that — Spread of literacy has been an important programme since independence. The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and state Governments, political parties and their mass organizations, must commit themselves to mass literacy programmes of diverse nature. The mass literacy programme would include, in addition to literacy, functional knowledge and skill, and also awareness among learners about the socio-economic reality and the possibility to change it.

13.3.2 Recommendations on Reorganization of Education at Different Stages

Early Childhood Care and Education

The N.P.E. states that high priority will be given to Early

Childhood Care and Education (E.C.C.E). The policy specifically focuses on the need for early care and stimulation of children belonging to the poverty groups.

Elementary Education

Provision of free and compulsory education to all children until they complete the age of 14 years is a Directive principle of the constitution. Determined efforts have been made since independence towards the achievement of this goal.

Non-formal Education

N.P.E states that a large and systematic programme of non-formal education will be launched for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools.

(iv) Secondary Education and Navodaya Vidyalayas

N.P.E recommends that secondary and higher secondary is on the one hand terminal for those who enter the world of work after this stage. Under the scheme of Navodaya Vidyalays for catering to the category of high achievers one such vidyalaya will be set-up in each district during the 7th five year period. All effort will be made to cover girls to the extent of one third in a school. Education will be free including boarding and lodging in these schools. These schools are to be affiliated to the Central Board of Secondary Education.

(v) Vocationalisation of Education

N.P.E. recommends introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization.

(vi) Higher Education

The N.P.E visualizes that higher education should become dynamic as never before.

Open University and Distance Education

The N.P.E states that the Open University System augments opportunity for higher education, ensures access, is cost-effective and promotes a flexible and innovative system of education. The University has been assigned the responsibility to co-ordinate the distance learning system in the country and determines its standards.

De-linking Degrees from Jobs

The N.P.E. emphasizes de-linking degrees from jobs in selected areas. De-linking will be, applied in services from which a university degree need not be a necessary qualification. Its implementation will lead to a refashioning of job-specific courses and afford greater justice

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to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

Rural Universities and institutions

Rural higher education received a push with intensification of the freedom movement. A large number of Rural institutes were set-up under the auspices of voluntary agencies during the second five year plan.

Technical and Management Education

Technical and Management Education is one of the more significant components of Human Resource Development spectrum with great potential for adding value to products and services and for contributing to national economy and improving quality of life of the people.

Check your Progress-1

Note: a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. What is the recommendation of NPE on non- formal education?

.....
.....

13.3.3 Recommendations on preparing the content and process of Education

The Cultural Perspective

N.P.E Opines that the basic emphasis in interlinking Education and Culture would be on the development of a child's personality particularly in terms of helping the child to discover his latent talent and to express it creatively. The momentum would be built up by extensive networking of cultural and educational institutions so as to make an optimum use of cultural facilities and materials.

Value Education

The N.P.E. states that in our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people.

Language Development

The National Policy on Education emphasizes the adoption of regional languages as the media of instruction at the University stage. Serious effort at translation of books from one language to the other and the preparation of bilingual and multi-lingual dictionaries have to be taken up.

Books and libraries

The N.P.E. stresses on providing books at low prices to the students. Steps will be taken for the improvement of the standard of books. Provisions will be made in all educational institutions for library facilities and the status of librarians will be improved.

Media and Educational Technology

Regarding the use of mass media in the classroom, the N.P.E says the media have a profound influence on the minds of the children as well as adults. Educational technology will be employed in the spread of useful information. Higher secondary schools have been provided with micro computers to familiarize students and teachers with the range of computer application and their potential as a learning medium.

Work Experience

Work experience viewed as purposive and meaningful manual work organized as an integral part of the learning process and resulting in either goods or services useful to the community is considered as an essential component at all stages of education, to be provided through well structured and graded programmes.

Proper working of the system

The N.P.E. state the system of education works properly at all stages of education, in all parts of the country-the ambitious programme of educational reform envisaged in N.P.E. will come to a naught.

Teachers and their Training

Traditionally, teachers have enjoyed a position of great respect in our country. The religious teachers and social reformers have been addressed as teachers of the people. The status of the teachers has had a direct bearing on the quality of education and many of the ills of the latter can be ascribed to the indifferent manner in which society has looked upon the teachers and the manner in which many teachers have performed their functions.

Students

The N.P.E. states, —There has been a marked deterioration in the amenities available to students in universities, colleges as well as in schools. Comprehensive programmes for provision of students' amenities will be taken up in all categories of institutions.

Centres of learning

The N.P.E lays much emphasis on the improvement of the internal condition of the centers of learning and also the performance of all the measures proposed in the various Programmes of Action, some

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steps will be taken immediately for improving institutional performance.

Science Education

Science education will be strengthened so as to develop in the child well-defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question, and an aesthetic sensibility.

Youth and Sports

N.P.E states no information about the present position of health, yoga and physical education in the school curricula of different states and Union Territories are available. Sports and physical education are an integral part of learning process.

Evaluation process and Examination Reforms.

Reforms in examination have been a subject of serious discussion for long. Some changes have been introduced in the system at the initiative of the NCERT in school examination and the UGC in university examinations. On the whole, however, the impact of these reforms has not been too significant. Evaluation at the institutional level will be stream lined and the predominance of external examinations reduced.

Management of Education

Regarding management of education, the N.P.E states, Educational Planning will need to be linked to manpower, planning by setting up mechanisms for assessing the needs of the industry, commerce, professional services, agriculture in the context of the technological trends and growth strategies.

Check your Progress-2

- Note:** a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. How a value education should be in terms of NPE

.....
.....

13.4 SSA-SPECIAL FOCUS ON TEACHER EDUCATION (DTERT, DIETS, BRC, CRC)

13.4.1 SSA - Education Mission

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country.

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The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community- owned quality education in a mission mode.

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the age group 6 to 14 by 2011. Another goal is to bridge social, regional and gender category gaps with the active participation of the community. Useful and relevant education signifies a quest for an education system that is not alienating but that draws on community solidarity. The aim is to allow children to learn about and master their natural environment in a manner that facilitates the harnessing of their human potential fully. This quest is a process of value based learning that allows children an opportunity to work for each other's well being rather than to pursue their mere selfish pursuits. This would imply that the children must grow with a social commitment in life.

13.4.2 Major Goals of SSA

All children are enrolled in schools, Education Guarantee Centres, Alternative Schools, 'Back-to-School' camp by 2005.

Bridging all gender and social category gaps in primary stage by 2007 and at elementary education level by 2011.

Focus on elementary education of satisfactory quality with emphasis on education for life.

Universal retention by 2011.

13.5 DIRECTORATE OF TEACHER EDUCATION RESEARCH AND TRAINING (DTERT).

In Tamil Nadu, there was a system of annual collection of Educational Statistics, publication of reports on public instruction and periodical surveys. No sustained research was undertaken by the State Education Department. Training schools for primary school teachers were inspected by the District Educational Officers and there were no specialists specifically assigned to look after teacher education. Likewise colleges of education (training colleges) were supervised by the Director of Public Instruction till 1965 and later by the Director of Collegiate Education.

The State Institute of Education was established in 1965 to provide for systematic study of problems relating to school education. It was housed in a rented building in Nungambakkam. Dr.H.S.S.Lawrence was the first Director of the Institute. He was assisted by two Readers in the cadre of District Educational Officers and two Asst Professors in the cadre of high school Headmasters. The State Institute of Education undertook studies about stagnation and wastage. For the first time, inspecting of Education published Madras

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Education (quarterly). Later it was stopped and a page Tamilaga Kalvi was published every month and distributed freely to all Government and Aided schools.

The State Institute of Education was upgraded as State Council of Education Research and Training in 1970 and was shifted to the D.P.I complex.

The S.C.E.R.T functioned with twelve Asst. Professors. Professors were drawn from Government colleges, Readers from among District Educational Officers and the Assistant professors from among senior post graduate teachers, S.C.E.R.T. was under the control of the Director of School Education. It organized various courses to popularize new mathematics and new science. Several courses were conducted in Madras and in several colleges of education for teacher educators and schoolteacher. S.C.E.R.T. was actively involved in conducting seminars at various levels to familiarize personnel with the New Education Policy. It introduced training programmes in comprehensive Access to primary Education (CAPE)

In 1990, the Government of Tamil Nadu created the Directorate of Teacher Education Research and Training and issued necessary orders vide G.O.748 Education (F 2) dated 04.06.90. The S.C.E.R.T. was renamed as Directorate of Teacher Education Research and Training and all teacher-training institutions including Government aided colleges of education were brought under its control. I.A.S.E Principal was appointed as the first Director of D.T.E.R.T and he assumed charge on 30.09.90.

The D.T.E.R.T revised the syllabus of the Diploma in Teacher Education Two years course. It undertook special programmes in popularizing population education. Early childhood Education and open school for dropouts were taken up for the first time. Computer literacy project (Class) was introduced for schoolteachers.

<p>Check your Progress-3</p> <p>Note: a. Write your answer in the space given below b. Compare your answer with those given at the end of the unit.</p> <p>i. What is the structure of DTERT?</p> <p>.....</p> <p>.....</p>

13.6 DISTRICT INSTITUTE OF EDUCATIONAL TRAINING (DIET)

Pursuant to the provisions of NPE on teacher education, a Centrally sponsored Scheme of Restructuring and Reorganization of

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Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country.

The present document purports to consolidate, amplify and revise the existing guidelines in regard to DIETs. With this, all earlier guidelines on the subject would stand superseded.

13.6.1 DIETs: Mission and Role

DIETs Mission could be briefly stated in the following terms: -
—To provide academic and resource support (vide para 1.5) at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with special reference to the following objectives: -

Elementary Education

Universalisation of Primary/Elementary Education.

Adult Education

NLM targets in regard to functional literacy in the 15-35 age group.

The above is a general mission statement. It will have to be translated into specific goals for the DIET, so as to suit the needs of individual states and districts, and will be ultimately operationalised through specific performance norms set for individual DIETs.

13.6.2 DIETs: Pace-setting Role

Pursuit of excellence would have to inform all activities of the DIETs, in which context, it will have two inter-related aspects:-

- i. Excellence in the Institute's own work, and
- ii. Helping the elementary and adult education systems in the district, in achieving excellence.

As far as the first aspect is concerned, efforts will be made to provide to DIETs all necessary physical and manpower resources. But it will be for them to harness these and other available resources in the best possible manner, so as to achieve and promote excellence.

In this context, DIETs will also have a very important pace setting role to play. They will be expected to become models for other educational institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organizational climate, maintenance of a clean and attractive campus etc.

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13.6.3 DIETs: Transactional Philosophy

A DIET will have 3 main functions, viz.

- i. Training (both of induction level as well as continuing varieties)
- ii. Resource support (extension/guidance, development of materials, aids, evaluation tools, etc.) and
- iii. Action research

13.6.4 DIETs: Special Target Groups

The concept a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality: says the NPE. It goes on to say —to promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the condition for success. This is quite the essence of the universalisation task, and means that needs of educationally disadvantaged groups would have to be given maximum attention. The largest such groups are:

- i. Girls and women
- ii. Scheduled castes and Scheduled tribes
- iii. Minorities
- iv. The handicapped, and
- v. Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

13.6.5 DIETs: Linkages

Not merely will every DIET establish a close and continuing dialogue with ‘the field’ (i.e. with elementary schools, school complexes, teachers, head masters, school supervisors, Instructors/Supervisors/Project Officers of AE and NFE, and with District level officers in these three sectors), but will also establish close linkages with organizations and Institutions at the national, State, Divisional and district levels whose objectives and interests converge with its own.

13.6.6 Functions of a DIET

The context, mission and role of the DIETs have been discussed in the preceding Chapter. Their functions, as spelt out in the POA, have been quoted in Annex 2. These could be re-stated as follows:-

Training and orientation of the following target groups:-

- i. Elementary school teachers (both pre-service and in-service education).
- ii. Head Master, Heads of School Complexes and officers of Education Department up to Block level.

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- iii. Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education)
- iv. Members of DBE and Village Education Committee (VECs) Community leaders, youth and other volunteers who wish to work as educational activities.
- v. Resource persons who will conduct suitable programmes for the target groups mentioned at (I) and (iii) above, at centers other than the DIET .
- vi. Academic and resource support to the elementary and adult education systems in the district in other ways e.g. by 9I) extension activities and interaction with the field, 9ii) provision of services of a resource and learning center for teachers and instructors, (iii) development of locally relevant materials teaching aids, evaluation tools etc., and (iv) serving as an evaluation center for elementary school and programmes of NFE/AE.
- vii. Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

Check your Progress-4

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is the mission of DIET

.....

ii. What are the inter related aspects of DIET?

.....

iii. Mention the target group of DIET.

.....

13.7 THE BLOCK RESOURCE CENTRE (BRC)

The block resource Centre (BRC) at block level and Cluster Resource Centre (CRC) at cluster level provide regular academic support, conduct teachers training, follow up workshops, meetings and opportunities for peer learning as well as sharing of good practices.

Though there was Assistant Basic Shiksha Officer already who was responsible for providing academic supervision & support and mainting the quality of education, but a sudden spurt in the number of schools & increment in enrollment, led to academic situation out of his control which resulted in educational crises. Consequently to rectify the anomalous situation, Kothari Commission conceptualized school as a

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cluster and came up with the idea of 'school cluster' and suggested to have a 'committee' in each school that would work towards improving the quality of education and learning achievement of education.

13.7.1 Academic Support & Supervision

The responsibility of BRC and CRC is not to pay visits in schools to find faults but in fact, they have to go to schools for providing academic support to the teachers. Therefore during training workshop, efforts were done to make them realize that they are not inspectors but guide and friend to teachers. They do not have to conduct academic inspection of schools but conduct academic supervision visits to schools. They were made to understand that for effective academic supervision it is necessary that they stay in a school for a full day and participate in school activities. They must also organize different educational activities like organizing and holding classes, organizing competition; maintenance of school library, science kit, laboratory, etc. BRC coordinators visit all primary schools at least once in a month. BRC coordinators and assistant coordinators visit 20 primary schools each in a month.

13.7.2 Functions of BRC and CRCs

The creation and establishment of these resource centers in SSA would then mean that:

A forum is created where teachers come together to discuss classroom related issues usually in monthly meetings;

A space is created for teacher to participate in various pedagogical renewal activities i.e. in evolving local specific evaluation strategies or training techniques.

Arrangements are made for a resource person to make school visits to discuss academic issues and advice the teacher.

An academic resource centre, ideally with relevant books, teaching-learning materials, facilities for training etc. is created close to the school, readily accessible to the teachers; and

Efforts are directed to bridge the gap between the community and the school.

The resource centres are the place created for local knowledge and culture. BRCs and CRCs would, thus not only be centers of academic active participation from teachers but will also play a key role in directing the pedagogical renewal process in response to the emerging needs in the field. This would be ensured but instituting a regular system of feedback and support through monthly meeting, school visits and also by participation of BRC-CRC resource persons in conceptualization of pedagogical renewal activities at state level.

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SSA Visualizes these centers as a part of an organic whole of educational structures and institutes such as SCERT-EIETs, Textbook boards and schools. Further these centers are to be seen as outputs and change agents of DIETs directing the pedagogical renewal processes.

Within the broad framework of envisaged roles of these centers, it is hoped that the states would evolve their own structures depending upon the specific need and existing pedagogical vision. As the states engage in the process of setting up these centers it would be worthwhile to examine the DPEP experience of large scale operationalization of resource centers.

Check your Progress-5

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is BRC?

.....
.....

13.8 ACTIVITY BASED LEARNING (ABL)

Activity based learning is comparatively new method of teaching – learning, evolved in decade of 90s. In India Rishi Valley School of Andhra Pradesh was first to test it and the results achieved were very hopeful. Later on Government of India and UNICEF implemented this activity based learning programme to other parts of the country. According to observers activity based learning method has created a visible improvement in children learning and Psychology . The whole concept of activity based learning method is based on a truth that every child is different from other and so he should be allowed to learn and grow differently. These individual differences of child are the collaborative effect of many factor such as their socio-economic background, religious belief, attitude of their parents towards education, their environment of living etc.

13.8.1 What is activity based learning?

According to UNICEF – ‘Activity based learning is a methodology where children of different age group are grouped together in one classroom and each of them learn at his or her own pace through a series of activities in form of learning ladder, with teacher acting as a facilitator of child learning.’ It creates ideal environment for learning because freedom of learner is top most priority. Activities involved in this method can be different depend upon subject and age group of learner and ability of teacher. Generally games, rhymes, drawing, singing, drama, role playing etc activities are involved to facilitate learning. At higher level student perform public service, field

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work and community based work along with classroom study. This methodology is more useful at primary and secondary level.

Activity based learning brings smartness among students. This type of methodology is not only favourable to student but it is also helpful to teachers because teacher can make their teaching interesting through different type of activities. Educating the child through activities means all round development of child. Due to new inventions in the field of education researchers are inventing latest techniques and methodologies, but it is responsibility of teachers to select best methodology suited to their students. It is a form of cooperative learning where learner not only learns through their own experiences but also through experiences of other members of their peer group. Even physically and mentally challenged students can easily be made learn through this methodology. Here activities become their language by means of which they try to express themselves. This methodology is useful in teaching all subjects. It brings better understanding of subject matter.

Outcomes of activity based learning are something beyond marks and grades. It is the most efficient way of learning. When teacher engage their students in activity based learning all the senses of students are active. Psychology treats the learners as active investigator of their environment. Students are provided with necessary data and material for focusing their concentration and thinking towards the subject matter. In an activity based teaching learner willingly with enthusiasm internalise and implement the concepts relevant to their needs. (Pine G. 1989)

Kind of activities involved: There can be various kinds of activities for implementing activity based learning programme, it depend upon ability of teacher, age group of students, availability of time etc.

kind of activities used in this strategy can be generalised under three categories

- (1) Exploratory: gathering knowledge, concepts and skills.
- (2) Constructive: getting experience through creative works.
- (3) Expressive: presentations. Advantages and Disadvantages of activity based learning:

Activity Based Learning in Primary education and Kids Education:

Check your Progress-6

Note: a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. What is ABL

.....

13.9 ACTIVE LEARNING METHODOLOGY (ALM)

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Active Learning Methodology is a new concept in school education. Active Learning methodology was an initiative of Rajya Shiksha Kendra Chennai, (Tamil Nadu) in India. It was first adopted in Tamil Nadu state of India. Then it spread to another states. School education department of Madhya Pradesh is allowing this methodology in selected blocks as an experiment. Active learning methodology is known as A.L.M. in short. A.L.M. is different to another traditional methodologies. A.L.M. is very friendly and joyful methodology. If A.L.M. is success in schools, teachers and students feel very fresh and happy. A.L.M. is teacher friendly and students friendly teaching methodology.

13.9.1 What is new in A.L.M.?

A.L.M. is students centred methodology, while traditional methodologies were teacher centred.

Teacher is not only a teacher but now teacher is a facilitator in learning. Teacher should be a guide to the students

This methodology is very innovative and useful to teachers and students both.

Active Learning involves students directly and engages them actively in the learning process itself. Students are involved in all stages of planning, design, execution and evaluation.

Active learning is more effective than other methodologies. It is very useful in elementary education and kids education programs. The learning games and other games related activities are very useful in primary school teaching and kids education. Teachers have to understand the relationship between learning and games. They have to discover the new learning games and have to use games in learning. Now a day's different teaching methodologies are being discovered. Teachers have to choose the most effective methodology for their students. Actually the teaching should be an interesting thing for the teachers and the students also. Now several researchers have been working on methodologies. Our schools should be an interesting place for teaching learning experiences. So teachers have to discover the new and interesting methodologies according to the students learning level and their interests.

In fact, allowing a child to construct his own knowledge makes it possible for learning to happen even where there is temporarily no teacher for a particular class. Building capacity in children to formatively and critically evaluate their own work also saves the teacher endless corrections while ensuring accuracy in each child's learning.

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We worked at child-friendly and realistic assessment formats (which are now beginning to be adapted and tested across the state). Perhaps the best part of the ALM was that it allowed room for all children’s voices to be heard through discussions and presentations, and built enthusiasm for taking initiative. The beauty of the process lies in its simplicity.

Mind Map 1 in the Appendix contains a summary of the philosophy underpinning the MS-ALM.

13.9.2 Evolving the Framework

The mandatory elements for the student include:

Reading: implies underlining key words and finding the meanings of unfamiliar words.

Raising questions.

Drawing mind maps.

Summarizing in any of the formats suggested in the student tool kit.

Discussion in

Large Groups-----all students

Small Groups-----3 or 4 students, maybe 5

Pairs-----2 students

Writing

The same technique can be used both passively and actively depending on the orientation of the teacher. However carefully a lesson plan is articulated, the teacher must clearly be rooted inwardly in facilitating an ‘active’ learning for the student. Great attention must be exercised in watching for passivity creeping in.

**13.10 ADVANCED ACTIVE LEARNING
METHODOLOGY**

The advanced Active learning Methodology (AALM) also called ALM+. This methodology is followed by the ALM as an advancement from SQ3R to SQ4R. The principles and procedures of ALM are adhered with the SQ4R concept. This reflection is practiced as drawing (SQD4R), project (SQP4R) and group discussion (SQG4R) etc. This methodology practiced at the secondary level.

Check your Progress-7

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is ALM?

.....
.....

13.11 LET US SUM UP

Up to the previous unit, you have for an idea and mastery that is very essential to the teacher, teaching, students, evaluation, activities programmes in end out of the school. The content of this unit would have made you to be aware of the different agencies of state. District and Block level that lay bridge between the schools and state. These bodies play pivotal role in bringing quality among teacher, students and education system. The knowledge on these organization will unlace you to be a socially efficient and academically fit teacher. The policies, programmes schemes committees reports, commission reports and annulment are all to be reached. To the every teacher. Hence, the content recent trend has been kept at the end and it would have in educed the roles and responsibilities of those organizations and schemes on those organizations. Thus, the content of the Unit will make you a teacher updated. The knowledge and awareness of the teacher on recent trends in general and teacher education in particular is very essential to be a successful and inspiring teacher. Hence, the mastery of this total course will make you to be a curriculum planner, setter, consumer, developer and an all round teacher.

13.12 UNIT- END EXERCISES

- 1) What do you know about NPE?
- 2) List out the special focus of SSA
- 3) Compare ABL and ALM interims of its different aspects.
- 4) Elucidate the role of DTERT and DIETs.
- 5) Why we need BRCs?

13.13 ANSWERS TO CHECK YOUR PROGRESS

1. N.P.E states that a large and systematic programme of non-formal education will be launched for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools.
2. The N.P.E. states that in our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people.
3. The S.C.E.R.T functioned with twelve Asst. Professors. Professors were drawn from Government colleges, Readers from among District Educational Officers and the Assistant professors from among senior post graduate teachers, S.C.E.R.T. was under the control of the Director of School Education.

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4.
 - a) To provide academic and resource support (vide para 1.5) at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education
 - b) two inter-related aspects:- Excellence in the Institute's own work, and Helping the elementary and adult education systems in the district, in achieving excellence.
 - c) The largest such groups are: Girls and women, Scheduled castes and Scheduled tribes, Minorities, The handicapped, and Other educationally disadvantaged groups
5. A forum is created where teachers come together to discuss classroom related issues usually in monthly meetings.
6. Activity based learning is a methodology where children of different age group are grouped together in one classroom and each of them learn at his or her own pace through a series of activities in form of learning ladder, with teacher acting as a facilitator of child learning.
7. Active Learning Methodology is a new concept in school education. Active Learning methodology was an initiative of Rajya Shiksha Kendra Chennai, (Tamil Nadu) in India. It was first adopted in Tamil Nadu state of India. Then it spread to another states. School education department of Madhya Pradesh is allowing this methodology in selected blocks as an experiment. Active learning methodology is known as A.L.M. in short. A.L.M. is different to another traditional methodologies.

13.14 SUGGESTED READINGS

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UNIT XIV RECENT TRENDS –II

Recent Trends-II

Structure

NOTES

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Trimester System
 - 14.3.1 Comparison
- 14.4 Continuous and Comprehensive Evaluation
 - 14.4.1 New Scheme of Evaluation
 - 14.4.2 Pattern of Education
 - 14.4.3 Outcomes Results and the Effect
- 14.5 Justice verma commission on teacher Education
 - 14.5.1 Introduction
 - 14.5.2 Role of a Teacher
 - 14.5.3 Restructuring Institutions of Pre-service teacher education
 - 14.5.4 Recommendation
 - 14.5.5 Quality o In-service Teacher Education
- 14.6 Rashtriya Madhyamik Shiksha Abhiyan
 - 14.6.1 Objectives
 - 14.6.2 Implementation mechanism of the scheme
- 14.7 Rashtriya Uchchattar Shiksha Abhiyan (RUSA)
 - 14.7.1 Background
 - 14.7.2 Objectives
 - 14.7.3 Performance related funding
 - 14.7.4 Autonomy to Universities
- 14.8 Let Us Sum Up
- 14.9 Unit- End Activities
- 14.10 Answers To Check Your Progress
- 14.11 Suggested Readings

14.1 INTRODUCTION

Education is the most important lever for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in

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society, imparting values that foster social cohesion and national identity.

In order to achieve UEE (Universalisation of Elementary Education), the Government of India has initiated a number of programmes and projects . The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education. The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development.

14.2 OBJECTIVES

After going through this unit, you will be able to;

- Know to use AALM
- Understand the special focus of CCE on teacher education
- Know the roles of central, state and district level agencies/institutions for the in-service programme.
- Get mastery over the schemes on education

14.3 TRIMESTER SYSTEM

This system ensures that the children need to carry only the books needed for the relevant term. This will substantially reduce the book load of children physically and also remove the psychological fear in the young minds.

The academic year will be divided into three terms as follows:

I Term	June, July, August & September
II Term	October, November & December
III Term	January, February, March & April

Table 14.1

The contents of the books have activities integrated in the text book in such a way so as to evaluate the children in Scholastic and Co-Scholastic areas.

Studies conducted nationally and internationally have recommended that the load of school bags should not be more than 14% to 15% of the body weight of the child. Keeping this in mind the syllabus of the academic year 2012-13 has been divided into three parts

and textbooks have been reduced in size to accommodate the portions only for the relevant term.

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In the first term of the academic year 2012-13 for classes I to V one unit book consolidating all subjects and for classes VI to VIII two unit books consolidating subjects language and English in book 1 and Maths, Science and Social Studies in book 2 are being introduced.

The Table below indicates the reduction in weight as compared to the past. This Government is sure that this will save the children from the musculoskeletal problems like kyphotic posture, scoliosis etc.

14.3.1 Comparison

COMPARISON OF OLD BOOKS WITH TRIMESTER BOOKS						
		Weight Comparison (In kilogram)			Book comparison	
Standard	Average weight of Student		Existing Weight of Bag	Weight of the Trimester Bag	Number of textbooks issued before trimester	Number of Text Books going to be issued after Trimester
	Boys	Girls				
I	15	12	3	1.5	4	1
II	18	14	3	1.5	4	1
III	19	17	4	2	5	1
IV	19	17	4	2	5	1
V	27	25	5	2.5	5	1
VI	31	29	7	3.25	5	2
VII	33	31	7	3.35	5	2
VII	37	35	7	3.75	5	2

Table 14.2

2012-13 - Trimester, Continuous & Comprehensive Evaluation for I to VIII One set of books for each term

Students will carry 1/3rd of the book load

Internationally recommended load of school bags 14% of the body weight of the child

When the weight exceeds 15% of body weight musculoskeletal problems like kyphotic posture, scoliosis are caused

Check your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. How the term Trimester have been divided?

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14.4 CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately.

14.4.1 New scheme of evaluation

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics,

14.4.2 Pattern of education

Unlike CBSE's old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the formative and the summative. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at least one oral test is conducted.

The summative assessment is a three-hour long written test conducted twice a year. The first summative or Summative Assessment 1 (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer

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sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative will not be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e. $40\% + 60\% = 140\%$. Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also instructed the schools to prepare the report card and it will be duly signed by the principal, the student and the Board official.

Often during the evaluation of Social Science papers, the following concepts are observed.

Investigation of the situation - What is the question and what is to be explained.

Deductive Method - What does the student know and how can he use it to explain a situation.

Co-relation with a real life situation - Whether the situation given matches any real life situation, like tsunamis, floods, tropical cyclones, etc.

Usage of Information Technology - Can the problem be solved with the use of IT? If yes, how?

In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help, maintain a term-wise record and checklists, etc.

14.4.3 Outcome, Results and the Effect

The outcome of this system of CCE at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were more connected to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE being to reduce the pressure, so as to allow a the majority of students who are unable to effectively participate in the educational system and leave it rejected and with low self-confidence, instead of celebrating the success and glory of a minuscule few who, owing to their socio-cultural milieu, were able to take advantage of the previous system. Some point out that the process of continuous learning actually focuses more on projects, activities, than actual learning. The workload is nowhere reduced in truth, because even though the exams have been cut off, students wrestle with time and effort making projects and

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preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to have to participate in activities. But the outcomes by this method were projected to be better than the rote learning of the previous system which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment. Ask any student for further reference. Some students will appreciate it and some strongly depreciated it.

Check your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. How CCE different?

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.....

14.5 JUSTICE VERMA COMMISSION ON TEACHER EDUCATION

14.5.1 Introduction

Honorable Supreme Court appointed a high – powered commission to examine the entire gamut of issues which have a bearing on improving the quality of Teacher Education as well as improving the regulatory functions of NCTE. The composition of the commission and its Terms of Reference (TORS) as suggested by the solicitor general, in consultation with the union Ministry of Human Resource Development, were accepted by the Honorable Supreme court and the Terms of Reference were accepted by Human Resource Development (Department of School Education & literacy) in 2012). The committee recommended a conceptual and operational change in road map for transforming the quality of teacher education. The institutional standards of pre-service teacher Education in India are also responsible for their position in system of higher education. Delinks in Teacher Education , Elementary Teacher, Education Institutes, including DIET'S offering D.Ed. are not linked to universities. The secondary teacher education institutes offering B.Ed. degree programmes are in large number and located outside university campuses. There is a lack of research participation due to closed atmosphere of these institutions cause the sub- standards. There is an intellectual isolation of the school teacher and more engaged to pedagogy leads to lack of subject knowledge of trainees and teachers. Quality of Entrants in Teacher Education. Though higher secondary is prescribed as the eligibility qualification for undertaking a pre- primary or primary teacher training programme and under graduate degree in science or arts is the minimum qualification for joining a secondary teacher education

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programme, the decision to conduct TET proves that the pre – service teacher education programmes reflects poor quality.

The committee made various recommendations regarding content of the curriculum offered in teacher education programmes. It is revealed that current dominant teacher education programmes offer ritualistic exposure to fragmented knowledge which is neither linked to the large aims of education and disciplinary knowledge nor to the ground realities of classroom practice and not integrated in meaningful way. Sound pedagogy is about in integrating the knowledge about learners and the knowledge of the subject with knowledge about the socio – cultural context and philosophical basis of education and learning.

Quality in Mode of Teacher Preparation Educational studies on Teacher Education programmes indicates the poor quality of training through the distance mode. Current Teacher Education institutions are isolated from universities and the system of higher education. This is the direct consequences of NCTE norms that stipulate the requirement of separate the requirement of separate independent campuses for Teacher Education institution even within universities. The special significance of pre – service elementary Teacher Education in view of elementary education being a fundamental right is over looked and its concerns are subsumed. The NCFTE 2009 provides a radically new perspective and approach which for the first time has been translated into model syllabi for elementary teacher education. There is an urgent need to upgrade pre – service elementary teacher education by enhancing duration of training making equivalent to an integrated degree programme and locating the management and control of elementary teacher education within universities. The elementary teacher should possess a degree and more pedagogic knowledge to handle the psycho social needs of the learner. The teacher education programme should provide teaching programme up to five to six weeks. The committee suggests a course which long for four years at the Bachelor's degree level or a two year Bachelor's degree model after graduation. Preparation of Teacher Educators The M.Ed. programmes are generalist in nature and donot prepare curriculum developers and pedagogues in areas of sciences, social sciences, languages etc. Currently there is also a paucity of talented faculty with disciplinary specializations in social science education, language education and mathematics education. Quality of Teacher Assessment Apart from conceptual and pedagogical aspects, a pre- service teacher education programme needs to develop and farther enhance creation attitudes, dispositions, habits and discerning capacities in developing teacher.

14.5.2 Role of a Teacher : There is shift in thinking about teacher's task, other than imparting knowledge, towards constructivism. Augmenting State Institutional Capacity for pre- service teacher

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education The institutions which train teachers to adjust to a system in which education is seen as transmission of information and take the school curriculum and textbooks as given to train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lesson.

14.5.3 Restructuring Institutions of pre – service teacher education

Appropriate measures will need to be evolved to ensure that existing teacher education institutes develop structural linkages with system of higher education. Redesigning Teacher education programme Redesigning Teacher education programme to mould proper teachers is the need of the hour. Teacher performance and teacher Audit In India context the need to evolve and effective system of teacher appraisal to improve teacher performance has been expressed. Organizational Restructuring Enhancement in fragments do not improve the quality of teacher education .The whole organizational set should be modulated in order to bring out desirable changes in school education.

14.5.4 Recommendation

- 1) There is a need to establish a national level academic body for continual reflection and analysis of teacher education programmes, their norms and standards, development of reading material and faculty development of teacher educators.
- 2) As a matter of policy, the first professional degrees / diploma in teacher education should be offered only in face-to-face mode. Distance Learning programmes and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher educators.
- 3) The institutional capacity should be increased for preparation of teacher educators. There is a need to make the Masters in Education programme of 2 year duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.
- 4) The NCTE would need to develop broad- based norms for qualification of teacher educators to enable induction of persons with post graduation degrees in education .
- 5) The idea of creating opportunities for teaching practitioners to teach in teacher education institutions, as visiting faculty, may be explored. Similarly, teacher educators could be considered as visiting faculty in schools.
- 6) Faculty development programmes for teacher educators should be institutionalized.

- 7) There is need for enhanced investment in promotion of research in education in general, and in teacher education in particular in the universities; creation of an Inter University Centre in Teacher Education could play a significant role in this regard.

14.5.5 Quality of In-service Teacher Education

- 1) The Government is required to appoint an Expert Group to develop a policy framework for in-service teacher education in consultation with national and State level institutions, including institutions of higher education, representatives of the State Governments and teacher organizations, while taking into account the principles suggested in their Report, and also develop a national Action Plan for implementation of the policy and guidelines for formulation of Station Action Plans.
- 2) All existing teacher training institutions imparting in-service teacher education need to be strengthened. In particular, the decentralized structures of BRCs and CRCs are strengthened with provisions for human and physical resources to enable them to perform effectively. Similarly, the DIETs and SCERTs also require strengthening.
- 3) There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Towards this, existing institutional arrangements have to be significantly enhanced, along with strengthening of CTEs and IASEs. Besides, some post-graduate colleges and Department of Universities may also function as training centres, especially for secondary school teachers, as well as for educational planners and administrators.

14.6 RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March, 2009, to enhance access to secondary education and improve its quality. The implementation of the scheme started from 2009-14 to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. Largely built upon the successes of SSA and, like SSA, RMSA leverages support from a wide range of stakeholders including multilateral organisations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multidimensional research, technical consulting, implementation and funding support. Currently in its fourth year of implementation, RMSA covers 50,000 government and local body secondary schools. Besides this, an

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additional of 30,000 aided secondary schools can also access the benefits of RMSA; but not infrastructure and support in core areas.

14.6.1 Objectives

The scheme envisages to achieve a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation.

Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.

Remove gender, socio-economic and disability barriers.

Provide universal access to secondary level education by 2017, i.e. by the end of the 12th Five Year Plan

Enhance and universalize retention by 2020

14.6.2 Implementation mechanism of the scheme:

MHRD is the nodal central government ministry to coordinate RMSA with the help of RMSA State Implementation Societies (SIS) in each state. However, there are a lot of support arrangements and institutions available for better implementation of RMSA. A National Resource Group (NRG) provides guidance for bringing about reforms in teaching learning processes, curriculum, teaching learning material, ICT education and mechanisms of monitoring and evaluation. The Technical Support Group (TSG) supported by MHRD, is a constituent of the NRG and has a direct reporting relationship with the ministry. TSG provides technical and operational support and expertise to national and state level teams.

Besides this, various sub-committees like Curriculum Reform Subcommittee, Teacher and Teacher Development Subcommittee, ICT Subcommittee and Planning and Management Subcommittee have been constituted under NRG. These subcommittees comprise members from the TSG and meet thrice a year to apprise themselves of the progress made on mutually set goals and commitments. In addition, NCERT and NUEPA support through dedicated RMSA units. RMSA-TCA has also been set-up for capacity building support with the assistance of DFID. In terms of financial inputs, the central share is released to the implementing agencies directly, whereas the applicable state share is also released to the agencies by the respective State Governments

14.7 RASHTRIYA UCHCHATTAR SHIKSHA ABHIYAN (RUSA)

Union Ministry of Human Resource Development has launched its ambitious programme to revamp the higher education sector in the country, Rashtriya Uchchatar Shiksha Abhiyan (RUSA). Through

RUSA it aims to cover 316 states public universities and 13,024 colleges across the country.

The government is looking at brining various reforms to improve the quality of higher education sector by creation of a State Higher Education Council, creation of accreditation agencies, preparation of the state perspective plans, commitment of certain stipulated share of funds towards RUSA, academic, sectoral and institutional governance reforms, filling faculty positions etc.

As per the RUSA document, greater emphasis will be laid on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, post-graduates and Ph.Ds.

With respect to the planning and funding approach, some key changes are envisaged;

(a) funding will be more impact and result oriented, (b) various equity related schemes will be integrated for a higher impact, (c) instead of unplanned expansion, there will be a focus on consolidating and developing the existing system adding capacities and (d) there will be a greater focus on research and innovation.

RUSA("National Higher Education Mission") is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme. A total of 316 state public universities and 13,024 colleges will be covered under it.

14.7.1 Background

Innovative educational policies in India have been a huge success. Sarva Shiksha Abhiyan (SSA) launched in 2001 for elementary education and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in 2009 for secondary education produced great results in the educational developments. For higher education University Grants Commission (UGC) has a provision for routine innovation and development fundings. UGC funds are quite adequate for centrally funded universities and colleges, which are recognised under sections 12B and 2(f) of UGC Act. However, as of 31 March 2012 statistics, the higher education sector in India consisted of 574 universities and 35,539 colleges, out of which 214 universities are not covered under 12B of UGC Act, and only 6,787 colleges are registered under 12B and 2(f). Thus a larger number of higher institutes run by

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state governments, which are limited in their own management, are not provided with sufficient financial support to enhance their facilities for educational reforms. Therefore a separate scheme for state/UT-managed universities and colleges was proposed by the National Development Council (NDC) as part of the 12th Five-Year Plan in 2012. The Cabinet Committee on Economic Affairs approved it in October 2013.

14.7.2 Objectives

RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system. Its target achievement is to raise the gross enrolment ratio to 32% by the end of XII Plan in 2017. The major objectives are to:

improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in state universities and improving governance in institutions.

ensure academic and examination reforms in the higher educational institutions.

enable conversion of some of the universities into research universities at par with the best in the world.

create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.

ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.

create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.

expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.

correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served and underserved areas.

improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward

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classes; promote inclusion of women, minorities, and differently abled persons.

Under RUSA the centre aims at an ‘optimum’ solution to create an alternate way (a centrally sponsored scheme) of providing funding to a larger number of institutions and channelize fund through a body that ensures cohesive and integrated planning at the state level. Such a solution eminent management sense since it is almost impossible for any central agency to deal with 35000 odd institutions on a one-on-one basis.

—Given the pitiable condition, wide reach of the state university system and limitations of the UGC, there is a strong need for a strategic intervention for the improvement of access, equity and quality in Indian higher education, that focuses on state universities and state institutions through a special centrally sponsored scheme in a mission mode. This document proposes a new centrally sponsored scheme for higher education which will spread over two plan periods (XIth and XIIth) and will focus on state higher educational institutions, it says.

14.7.3 Performance related funding

RUSA will have a completely new approach towards funding higher education in state universities; it is based on key principles of performance-based funding, incentivizing well performing institutions and decision making through clearly defined norms, which will establish and rely upon a management information system to gather the essential information from institutions.

14.7.4 Autonomy to universities

The document states that RUSA will aim to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development, and improvement in teaching-learning quality and research. It will be a new flagship scheme of the government that will pave the way for far reaching reforms at the state level.

The document talks about the various types of control that state universities have over them thereby leading to degradation of their quality. It says, —Many of the problems in the state universities are linked to the archaic systems and regulations that govern them. Without bringing about reforms in the existing governance and regulatory systems, it will not be possible to unleash the potential of the state universities. The reforms initiated under RUSA will build a self-sustaining momentum that will push for greater accountability and autonomy of state institutions and impress upon them the need to improve the quality of education.

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Check your Progress-- 3

Note: a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. What is the role of RUSA?
.....

14.8 LET US SUM UP

Up to the previous unit, you have for an idea and mastery that is very essential to the teacher, teaching, students, evaluation, activities programmes in end out of the school. The content of this unit would have made you to be aware of the different agencies of state. Dismiss and Block level that lay bridge between the schools and sour cement. These bodies play pivotal role in bringing quality among teacher, students and education system. The knowledge on these organization will unlace you to be a sociality efficient and academically fit lest teacher. The policies, programmers schemes committees reports, commission reports and annulment are all to be reached. To the every teacher. Hence, the content recent trend has been kept at the end and it would have in educed the roles and responsibilities of those organizations and schemes on those organizations. Thus, the content of the Unit will make you a teacher updated. The knowledge and awareness of the teacher on recent trends in general and neacher education in particular is very essential to be a successful and inspiring teacher. Hence, the mastery of this total course will make you to be a curriculum planner, setter, consumer, developer and an all round teacher.

14.9 UNIT- END EXERCISES

1. Draw a speech on the Trimester system.
2. Prepare a decaled note on the continuous comprehensive Evaluation.
3. Prepare a summary based on the report of justice verma commission on teacher education.
4. Make a summary on RMSA and RUSA.

14.10 ANSWERS TO CHECK YOUR PROGRESS

1. I Term -June, July, August & September, II Term -October, November & December, III Term - January, February, March & April
2. The workload is nowhere reduced in truth, because even though the exams have been cut off, students wrestle with time and effort making projects and preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to have to participate in activities.

3. RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system. Its target achievement is to raise the gross enrolment ratio to 32% by the end of XII Plan in 2017

14.11 SUGGESTED READINGS

1. Effectiveness of ABL under SSA- July 2007 to April 2008. A report of the baseline and year-end surveys by School Scape, Centre
2. GJRA - Global Journal For Research Analysis X 76 Volume-3, Issue-8, August-2014 • ISSN No 2277 - 8160
3. Hariharan, P. (2005). F.or Educators and Sarva Shiksha Abhiyan, Government of Tamil Nadu, India
4. Kumar, S. (2013). India's other Effectiveness of Activity based Learning Methodology for Elementary School Education
5. Ram, L. (2012). Teaching strategies: Activity Pine, G. (1989). Activity based learning. Education crisis.
6. Thangavelu, S. (2006). Activity based learning – A radical change in primary education based teaching method.
7. Venumadhav, S. (2014) Enabling Environment in Schools.

MODEL QUESTION PAPER

CURRICULUM AND INSTRUCTION

Time : 3hrs

PART - A

Max marks:75

I. Answer all the questions not exceeding 50 words each.(10 x 2 = 20)

- 1) Define – curriculum
- 2) What is spiral curriculum?
- 3) Write the GIOs for the affective domain.
- 4) What do you know Paidea?
- 5) Write any four roles of a Headmaster
- 6) Is test a tool? Justify.
- 7) List out the merits of internal exam.
- 8) Distinguish between discipline and freedom.
- 9) What are the functions of teaching?
- 10) Write about the mission of DTERT.

PART – B

II. Write any FIVE questions of the following not exceeding 650 words each.

(5 x 5 = 25)

- 11) Discipline between concentric and spiral type of curriculum.
- 12) Write any five recommendations of NCERT with reference to school education.
- 13) How will you relate the instructional objectives with the learning experiences.
- 14) Make a brief note on the co-operative learning.
- 15) What are the measures to be taken to the Job satisfaction of a teacher?
- 16) What are the basic principles of evaluation.
- 17) Mention the impact of school health programme at your school.
- 18) Brief the role and concept of CCE.

PART - C

III. Answer any ONE from each section of the following not exceeding 1500 words each (2 x 15 = 30)

19) (a) Bring out a detailed account on the different types of curriculum.

(or)

(b) Discuss Computer Assisted Instruction (CAI) in detail.

20) (a) Draw a detailed account on the Carroll's models of teaching.

(or)

(b) Make a detailed note on the SSA special focus on teacher to education with special reference BRC, DIET, DTERT and RMSA.

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