

B.Ed. 2nd Year

Course Code: Paper IX – B (vi)

Teaching of English

Units: 1 to 8

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Paper IX - B (vi)
TEACHING OF ENGLISH

Course objectives:

Marks: 50 (40 + 10)

The student teachers will be able to:

- 1). Acquaint with the latest methods and techniques for planning of successful English language teaching.
- 2). Enable the students to use technology to enrich language teaching.
- 3). Make students familiar in the effective use of learning resources.
- 4). Prepare lesson plans in English for instructional purposes.
- 5). Conduct pedagogical analysis of the content in English language and develop Teaching skills.
- 6). Acquire competence in analyzing and evaluating the performance of the students.

Unit 1: Instructional Strategies: Importance of Instructional Strategies, Meaning Importance & their Effective Use.

Unit-2 Instruction Techniques: Student centered techniques, Teacher centered techniques. Lecture, Discussion, Panel discussion, team teaching, tutorials, guided discovery, Group learning/ co-operative Learning, Computer Assisted Instruction, games, Project work and field trips etc., importance and Limitations of instructional strategies in teaching.

Unit-3 Instructional Material / Aids: Types, Importance and their merits and limitations; ICT in English language teaching; its uses and importance in teaching Language.

Unit-4 Language Laboratory: Concept, Types and Components, Merits and Limitations.

Unit -5 Unit planning: Meaning, importance, need and Steps

Unit-6 Lesson Planning: Meaning, importance, steps, Advantages and various Approaches of Lesson Planning

Unit-7 Meaning of Measurement & Evaluation: Purpose & Functions of Evaluation in English, Continuous and Comprehensive Evaluation, Formative and Summative Evaluation, Strengths and limitation

Unit-8 Characteristics of a good test preparation in English. Development of Language Test: Essay type, Short-type and Objective type. Design and Blue print construction, Marking and grading system, Item-analysis.

Activities (Any one of the following):

- 1). Construction of an Achievement Test
- 2). Preparation of models, maps, charts flash cards, scrap book, Poster, Transparencies / Preparation of educational media software.

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Unit-1

Instructional Strategies

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Instructional Strategies
Self- Check Exercise(1)
- 1.3 Importance of instructional strategies; Uses of instructional strategies
Self- Check Exercise(2)
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answer to Self- Check Exercises
- 1.7 References/ Suggested Readings
- 1.8 Terminal Questions

1.0 Introduction

Dear learner, this unit deals with concept, need importance and types of instructional strategies. This unit also deals with different type of instructional techniques and instructional methods.

1.1 Learning objective

- To understand about Instructional Strategies.
- Importance of instructional strategies.
- Uses of instructional strategies.

1.2 Instructional Strategies

As a student you may have noticed that you do different activities in different classes. Sometimes you get into group to work on an assignment. Sometimes the teacher reads something aloud to the class then assigns them a project. Other times you read quietly to yourself or aloud in class and then discuss with your classmates.

You may then present your work to the teacher as a group or write answers down in an essay as homework. In order for teachers to accomplish this, there are different teaching methods and plans. These are collectively known as instructional

strategies.

i) Meaning of Instructional Strategies

It includes all approaches that a teacher may take to engage students in learning process actively. These strategies drive a teacher's instruction as they work to meet specific learning objectives and ensure that their students are equipped with the tools they need to be successful.

II) Instructional Strategy Suitable Objectives

- Lectures: Transmit information which supplements or enhances reading; promote understanding via explanations; respond to student misconceptions or difficulties; create or engage interest in a new area; motivate reading or other assignments
- Discussions: Practice thinking and communicating in the subject/discipline; evaluate positions, arguments, or designs; defend own position; identify problems, conflicts and inconsistencies; get feedback from/about students; draw on students' expertise and prior knowledge
- Case studies: Actively involve students in learning; apply disciplinary methods of analysis; practice problem solving; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); think critically; blend cognitive and affective dimensions (if the case has ethical or controversial dimensions); develop collaborative skills; relate knowledge to real world; formulate arguments and counterarguments.
- Writing: Develop systematic relationships among ideas; application, analysis, synthesis and evaluation; reflect on own thinking; record the evolution of own thinking; practice disciplinary conventions (e.g., APA style); practice responding to feedback and revising
- Labs/Studios: Develop disciplinary and process skills; obtain immediate feedback and respond to it; develop meta-cognitive skills (e.g., awareness of own strategies); evaluate results or product of own work; approximate real-life situations.
- Group Projects: Compare and contrast perspectives; practice high-

level cognitive skills (i.e., application, analysis, synthesis, evaluation); develop meta-skills such as leadership, communication, conflict resolution; strategize and plan how to tackle complex problems and distribute work.

- Recitations: Practice problem solving; review material; check student understanding; identify and correct misconceptions; individualize instruction; answer questions.
- Public Reviews: Evaluation; practice giving constructive feedback; self-reflection; defend vision for own work.
- Service-Learning: Sometimes called community-based instruction, service-learning places equal emphasis on the service component of the experience and the learning outcomes for the student. Independent Student explore areas of interest in depth; conceive of, plan, and Projects execute a research or creative project from beginning to end; work independently; seek mentorship from an expert in the field.

Self- Check Exercise (1)

1. Discussion Method is used when:
 - a. The topic is easy.
 - b. The topic is difficult.
 - c. The topic was very difficult.
 - d. All of the above.
2. Teaching aid is?
 - a. Tape- recorder.
 - b. 16mm film projector.
 - c. Working mill of wind mill.
 - d. All of the above.
3. The aim of teaching is:
 - a. To develop only thinking.
 - b. To develop only reasoning.
 - c. Both a and b.
 - d. To give information.
4. The teaching quality is reflected:

- a. Pass percentage of students.
 - b. Attendance of students in the class.
 - c. Quality of question asked by the students.
 - d. Duration of silence maintained in the class.
- 5. The present examination system:
 - a. Promotes rote learning.
 - b. Ignores good study habits.
 - c. Avoids students to be regular in class.
 - d. All of these.
- 6. Team- teaching has the potential to develop:
 - a. Cooperation.
 - b. Competitive spirit.
 - c. Highlighting the gaps in each other's teaching.
 - d. The habit of supplementing the teaching of each other.
- 7. Which is the important characteristic of open- book examination system?
 - a. Students become serious.
 - b. It compels students to think.
 - c. It improves attendance in the classroom.
 - d. It reduces examination anxiety amongst students.
- 8. Which of the following methods of teaching encourages the use of maximum senses?
 - a. Self- study method.
 - b. Laboratory method.
 - c. Team- teaching method.
 - d. Problem - solving method.

1.3 Importance of Instructional Strategies:

- It helps the teacher to engage the students in learning.
- To probe critical thinking skills.
- To keep them on task.
- To motivate the learner.

- To help them focus.
 - To allow students to interact with the content in a variety of ways.
- It helps teachers to foster children's learning and development through both direct and indirect teaching of language in a rich stimulating environment.
- It provides fun and interactive enrichment activities that extend learning for English language learners to practice and explore new concepts, ideas and plan hands on opportunities to develop oral language.

Uses of Instructional Strategy

1. To ensure that learning will occur in as brief a time as possible.
2. To induce students to engage in exchange of ideas.
3. To minimize the chance of wrong responses in learning concepts, principles or facts.
4. To ensure the attainment of defined instructional objectives.

Self- Check Exercise(2)

1. Teaching skill include?
 - a. Explaining.
 - b. Questioning.
 - c. Black- board writing.
 - d. All of these.
2. The most appropriate statement is?
 - a. Teachers are born.
 - b. Teachers can teach.
 - c. Lecture method used for developing thinking.
 - d. Teachers help can reinforce students a desire to learn.
3. Instructional material is not?
 - a. Transparency.

- b. Audio-casset.
 - c. Printed material.
 - d. Over-head projector.
4. Which of the following is not correct?
- a. Lecture method is one way process.
 - b. Lecture method can develop reasoning.
 - c. Lecture method can develop knowledge.
 - d. During lecture method students are passive.
5. The objective of teaching at higher education include:
- a. To provide new information.
 - b. To make students examination oriented.
 - c. To encourage decision-making.
 - d. To reinforce openness among students to ask questions during lecture.
6. Which of the following indicates evaluation?
- a. Ram got 45 marks out of 200.
 - b. Mohan got 38 % marks in English.
 - c. Shyam secured first position in examination.
 - d. All the above.
7. Micro- teaching is helpful for the pupil- teacher:
- a. Before the practice teaching.
 - b. During the practice teaching.
 - c. After the practice- teaching.
 - d. None of the above.
8. Which is the least essential factor in teaching?
- a. Punishing the students.

- b. Lecturing in impressive way.
 - c. Maintaining the discipline in the class.
 - d. Drawing sketches and diagrams on the black- board.
- 9. Verbal guidance is least effective in the learning of:
 - a. Skills.
 - b. Attitudes.
 - c. Aptitudes.
 - d. Relationships.
- 10. The most appropriate purpose of learning is:
 - a. Personal adjustment.
 - b. Modification of behavior.
 - c. Social and political awareness.
 - d. Preparing oneself for employment.

1.4 Summary

Instructional strategies encompass various methods that teachers use to actively engage students in the learning process. These strategies guide instruction, helping educators achieve specific learning objectives and equip students with the necessary skills for success.

1.5 Glossary

Instructional strategy: It refer to the various techniques of learning that teacher uses to help students gain a better understanding a course material.

Concept learning: Concept are knowledge tools that identify, define, explain, analyze, and demonstrate real-life elements and events.

Direct method: This method is also called 'Natural method because the learner learn the new language in a natural manner.

Experiential learning: It includes learning through action, learning by doing, learning through experience and learning through discovery and exploration.

1.6 Answer to Self- Check Exercise(1)

1. b, 2.d, 3.c, 4. c, 5. d, 6. d,7. b, 8. b.

Answer to Self-Check Exercise(2)

1.1. d, 2. d, 3. d, 4. b, 5. c, 6. d, 7. b, 8. a, 9. a, 10. b

1.7 References\ Suggested Readings

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1.8 Terminal Questions

1. What are instructional strategies?
2. What is the importance of instructional strategy?

Unit-2

Instruction Techniques

Structure

- 2.0 Introduction
- 2.1 Objective
- 2.2 Teacher-Centered techniques
Self- Check Exercise (1)
- 2.3 Student- Centered Techniques
Self- Check Exercise (2)
- 2.4 Summary
- 2.5 Glossary
- 2.6 Answer to Self- Check Exercises
- 2.7 References\ Suggested Readings
- 2.8 Terminal Questions

2.0 Introduction

Instructional techniques improve students engagement and encouragement in the classroom and encourage them to stress on reading and understand content. Teaching techniques are such steps we follow when we teach. It is teacher's style or tricks to accomplish an objective.

2.1 Objectives: After going through this unit, you will be able to understand-

- Student- Centered techniques.
- Teacher- Centered techniques
- Team- teaching
- Tutorial
- Guided discovery
- C.A.I.

2.2 Teacher-centered techniques

Teacher-Centered Instructional Approaches

In teacher-centered instruction, the educator's role is to present information and guide students through the learning process (Shuell, 1996). The teacher determines lesson objectives, takes primary responsibility for instruction by explaining concepts, and provides modeling. Student practice follows this direct instruction. Common teacher-centered methods include demonstration, direct instruction, lectures, and lecture-discussions.

Instructional Methods

1. Demonstration

It involves the teacher actively showing students a process or procedure, such as a scientific experiment, a cooking technique, or a computer operation. Engaging students in the demonstration can make the learning experience more interactive rather than passive.

2. Direct Instruction

This method is designed to teach students specific concepts and skills. Various models exist, but they generally follow these steps:

- Introduction and review
- Presentation of new information
- Guided practice
- Independent practice

3. Lecture

Although often criticized, lectures remain one of the most widely used teaching methods due to their flexibility, minimal planning requirements, and applicability across different subjects. However, the primary drawback of lectures is that they place students in a passive learning role.

4. Team Teaching

Team teaching involves multiple instructors collaboratively planning and delivering lessons. Teachers jointly set learning objectives, develop syllabi, create lesson plans, instruct students, and evaluate learning outcomes. This

approach fosters more interaction between educators and students while balancing specialization and broader learning perspectives.

Key Features of Team Teaching

- Encourages shared responsibility between faculty members
- Promotes a mix of teaching styles and expertise
- Provides students with diverse perspectives on the same topic
- Enhances both faculty and student growth
- Can be implemented at all educational levels, from kindergarten to higher education

In a team-teaching environment, educator's model essential skills such as respect for differing viewpoints, collaboration, and conflict resolution. They work together to set course objectives, choose common materials, and develop assessments. Lessons may be delivered through in-person collaboration or via technology, such as video conferencing or online platforms. Depending on the setup, students may attend large group sessions, break into smaller supervised groups, or engage in independent study.

Advantages of Team Teaching

- Offers multiple perspectives on a subject, enriching student learning
- Combines the strengths of different educators while addressing individual weaknesses
- Encourages creativity, collaboration, and professional development among teachers
- Reduces student-teacher conflicts by providing alternative points of contact
- Boosts teacher morale and retention by fostering a sense of community

Challenges of Team Teaching

- Some teachers may struggle with collaboration due to rigid teaching styles or personality differences

- Requires additional time and effort for planning and coordination
- Group decision-making can be time-consuming and mentally exhausting
- Adjusting courses to fit the team-teaching model can be inconvenient

While team teaching has many benefits, its success depends on the willingness of educators to work collaboratively and adapt their teaching styles for the benefit of students.

v) Panel Discussion

A panel discussion is a way to engage industry thought leaders in dialogue regarding relevant topics in their industry while an audience listens. Each panelist will typically have their own differing opinions from others on the subject matter presented, which creates a thought-provoking and well-rounded discussion for the audience to learn from and be entertained by.

Panel discussion definition:

A panel discussion is a format used at conventions, conferences, and meetings where a group of people who are skilled in a specific topic engage in conversation together in front of an audience. A moderator leads the discussion by presenting questions to the panelists, ensuring the discussion stays on track, and oftentimes, will pull audience questions for the panelists to answer. Since panels are assumed to be a natural discussion, it's important that the moderator guides the panelists in the right direction to ensure the audience receives the most value.

Panels can take place in different settings that range from casual to formal. For example, a long rectangular table with each panelist sitting shoulder to shoulder, or the panelist could sit in seats that are angled towards each other on stage, which exudes a much more casual tone and is typically the more favorable option due to the comfort that it provides to not only the panelists but the audience as well. The moderator will usually be facing the panelists near the audience side on a podium.

A panel discussion is a specific format used in a meeting, conference or convention. It can be a live or virtual discussion about a specific topic amongst a

selected group of panelists who share differing perspectives in front of a large audience.

- The panel is typically facilitated by a “moderator” who guides the panel and the audience through the event.
- The panel, typically 3-4 experts or practitioners in the field, shares facts, offers opinions and responds to audience questions either through questions created by the moderator or taken from the audience directly.
- The panel session typically lasts for 60-90 minutes.

✓ **How to conduct a successful panel discussion**

1. Select a thought-provoking topic

The most important piece to remember when choosing your panel topic is that it should have some buzz in the industry, meaning it's important enough that your panelists will care and have an opinion on it. Make sure that the topic isn't too general or you will quickly find your discussion veering off course and becoming unfocused.

2. Choose your skillful moderator

Keeping your newly selected topic in mind, it's time to choose a moderator.

Moderators don't have to be an expert on your chosen topic, but it will definitely help keep your discussion seamless and moving on track. The key trait to prioritize when choosing a moderator is strong leadership in managing a large group of people.

They should be assertive and confident, yet kind and likable.

3. Pick out your panelists

Now it's time for the fun part! Choose anywhere from three to five people to sit on your panel. Any more than five will create an overpowering dynamic. Have you ever heard the phrase: “too many cooks in the kitchen”? Well, that phrase applies in this case.

You should also conduct thorough research on the people you're choosing. You'll want to make sure they are qualified on the topic and have done speaking engagements in the past to ensure they are great presenters. Last but certainly

not least, make sure that the people you choose are diverse! This cannot be stressed enough. Make sure your panelists have diverse backgrounds, educations, experiences, and so on.

vi) Tutorials

A tutorial is a teaching session given to one student or small group of learners. If you are stuck in a class, you could use a tutorial. Teacher leads classes, but tutors are educators who also help students, usually one-on-one. Tutors don't give grades: they just try to help or coach students.

Tutorial teaching has gained lots of importance these days. Tutorial teaching is a method, which delivered following the usual lecture. This is remedial teaching that is individualized or given to a specific group of students.

✓ Goal

The very aim of the tutorial or remedial teaching is to enable the students to improve their cognitive and other abilities. The strategies of the tutorial teaching are based on principles listed below:

1. Remedial teaching
2. The principle of specific differences

✓ The structure of the tutorial teaching has steps given below:

Tutorial Teaching

1. Diagnosis: After delivering a lecture, the teacher identifies students who struggle with understanding the material. These students are then grouped based on their specific learning challenges.

2. Prescription: The teacher tailors content or provides additional instruction specifically for these groups, a method known as tutorial teaching.

Types of Tutorial Teaching:

- **Supervision Tutorials:** Designed for academically advanced students, these sessions involve assigned problems or assignments. The students present their answers to both the teacher and their peers, who can then ask questions. If the student is unable to respond, the teacher steps in to provide clarification.
- **Group Tutorials:** Aimed at students with lower academic performance or difficulty grasping the subject matter, these sessions focus on remedial teaching to reinforce understanding.
- **Practical Tutorials:** These tutorials help students grasp practical applications of concepts taught in lectures, making hands-on learning more accessible.

Advantages of Tutorial Teaching:

- It is highly effective as instruction is customized to individual learning abilities.
- The teacher acts like a doctor, diagnosing learning difficulties and providing targeted solutions.
- Students gain confidence due to the personalized attention they receive in smaller groups.

Disadvantages of Tutorial Teaching:

- Effectiveness decreases if the class is too large.
- Limited time can prevent teachers from thoroughly explaining every step of an assignment.

- Some students may dominate the session, leading to unequal learning opportunities.
- Teachers may unintentionally show bias, giving more attention to some students over others.

To mitigate these disadvantages, institutions should implement better monitoring and oversight.

Guided Discovery

Definition:

Guided Discovery refers to a teaching method where students actively engage in learning by exploring and discovering knowledge on their own. This approach is rooted in inquiry-based and constructivist learning theories, often overlapping with problem-based and experiential learning. Instead of being given direct answers, students receive materials that allow them to uncover solutions independently.

Advantages of Guided Discovery:

- Encourages active participation and engagement.
- Fosters curiosity and lifelong learning skills.
- Personalizes learning experiences.
- Provides motivation by allowing students to explore concepts firsthand.
- Strengthens memory by linking knowledge to experiences.
- Encourages deeper understanding rather than rote memorization.
- Allows for early feedback on student comprehension.

Disadvantages of Guided Discovery:

- Without an initial framework, students may become confused.
- It may not be practical for all academic subjects, especially those requiring structured learning.
- The method can be time-consuming, making it difficult to cover all necessary topics within a school year.
- Trial and error can lead to frequent misunderstandings, requiring extensive teacher intervention.

- Over-reliance on discovery learning may result in gaps in fundamental knowledge.

Steps for Implementing Discovery Learning:

1. Present students with a real-world problem or scenario.
2. Decide whether students will work individually or in pairs.
3. Provide task instructions and clarify any doubts.
4. Introduce key vocabulary using visual aids or reference materials.
5. Distribute necessary resources and allow time for students to work on solutions.
6. Have students present their findings to the class.
7. If applicable, encourage participation in competitions to showcase their solutions.

This structured approach ensures that discovery learning remains effective while minimizing its potential drawbacks.

Self- Check Exercise (1)

1. Children have the potential to create knowledge and make meaning.
From this perspective the role of a teacher is that of a:
 - a. Lecturer.
 - b. Facilitator.
 - c. Director.
 - d. Communicator.
2. To facilitate students' learning a teacher should:
 - a. Ignore previous knowledge of students.
 - b. Not clarify syntax and structure.
 - c. Minimize generalization and transfer of learning.
 - d. Avoid use of - jargons.
3. A teacher should be _____ about his pedagogies:
 - a. Rigid.

- b. Inflexible.
 - c. Flexible.
 - d. Ignorant.
- 4. Teachers should convey their beliefs to the students that ability is:
 - a. Uncontrollable.
 - b. Fixed.
 - c. Incremental.
 - d. Entirely dependent on external factors.
- 5. Children learn best by:
 - a. Guided discovery.
 - b. Drill & practice.
 - c. Passive imitation.
 - d. Rote memorization.
- 6. In order to maximize student's engagement in learning process, a teacher should:
 - a. Maximize autonomy of students.
 - b. Maximize distractions.
 - c. Minimize individual choice.
 - d. Maximize authenticity of task.
- 7. Students are likely to experience _____ when in activity is not valued by them.
 - a. Curiosity.
 - b. Excitement.
 - c. Joy.
 - d. Boredom.

2.3 Learner-centered techniques: Grounded in constructivism, involve instruction where the teacher is a facilitator (or guide) as the learners construct their own understandings. There are a number of methods in this category that are

listed and explained below.

i) CAI

The Role of ICT in Teaching and Learning

Information and Communication Technology (ICT) has immense potential in enhancing the teaching and learning process at all levels. The integration of ICT, particularly through computers, has enriched education by fostering innovation, creativity, and engagement among teachers and students. Both mathematics and computers play a crucial role in today's world, offering vast opportunities for learning and development.

Mathematics is widely applied in computing, influencing both hardware and software. Computers contribute significantly to mathematical education by making classroom learning more engaging and interactive.

They help students visualize mathematical concepts through images and animations, making comprehension easier. Unlike traditional pen-and-paper methods, which can become monotonous and repetitive, Computer-Assisted Instruction (CAI) enhances students' curiosity and encourages enjoyable learning experiences. Since CAI engages multiple senses, the knowledge gained is retained for a longer time. Topics such as Profit and Loss, Simple and Compound Interest can be effectively taught using CAI, allowing for various exercises that promote active student participation. Additionally, educational content can be tailored to meet the needs of individual students.

Advantages of Computer-Assisted Instruction (CAI)

In today's technological era, educators must address students' diverse learning needs. CAI supports this goal while also reducing teachers' workload. Some key benefits of CAI include:

- **Wide Range of Learning Experiences:**

CAI allows teachers to provide numerous examples and illustrations to clarify concepts.

- **Enhanced Motivation:**

Learning becomes enjoyable as topics are presented systematically and engagingly. The use of graphics and animations captures students' attention, and instant feedback sustains their motivation. Positive reinforcement further boosts their confidence.

- **Personalized Learning:**

CAI accommodates individual learning paces, benefiting both slow and fast learners. In diverse classrooms, where students have varying levels of understanding, CAI ensures that each learner progresses at their own speed. It also allows students to choose topics of personal interest, providing individualized attention and improving overall learning outcomes, particularly in overcrowded classrooms.

- **Interactive Learning:**

CAI fosters active participation by providing instant feedback. The interactive nature of CAI, with multiple examples and diagrams, makes learning more engaging and effective.

Principles of CAI

The effectiveness of CAI is based on several principles:

- **Principle of Small Steps:** Concepts are broken down into manageable steps for better understanding.
- **Principle of Active Participation:** Students engage actively in learning.
- **Principle of Reinforcement:** Positive reinforcement helps in knowledge retention.
- **Principle of Self-Paced Learning:** Students learn at their own speed.
- **Principle of Student Evaluation:** Learners assess their progress through self-testing.

Key Features of CAI

Computer-Assisted Instruction involves any use of computers that interact with students during the educational process. Its key characteristics include:

- **Practice and Repetition:** CAI allows students to practice concepts as many times as needed, ensuring mastery of skills. Since learners come from varied backgrounds and have different understanding levels, a single teacher may struggle to meet every student's needs. CAI provides the right tools and environment to bridge this gap. The importance of practice in learning has been emphasized by psychologists such as Thorndike.
- **Instant Feedback:** Students receive immediate responses after answering questions, enabling them to correct mistakes instantly. In traditional classroom settings, students often realize errors only when homework is checked by the teacher. Moreover, teachers may not always provide correct answers during corrections, causing students to overlook their mistakes. In contrast, CAI ensures that learners immediately recognize and rectify errors.
- **Self-Evaluation:** CAI helps students identify their strengths and weaknesses, allowing them to address learning gaps before progressing further.
- **Reinforcement:** Immediate rewards for correct answers provide a sense of accomplishment, as highlighted by numerous psychological studies.
- **Instant Assessment:** After completing each concept, students answer related questions, ensuring immediate evaluation and reinforcing their understanding.

In conclusion, CAI enhances the teaching and learning experience by making education more interactive, engaging, and personalized. By integrating ICT into classrooms, educators can create an effective learning environment that caters to students' individual needs, ultimately improving overall academic performance.

ii) Project Work

Project work is a work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials and learners practice a range of skills and language systems. Project work is an essential part of English classes at school. Students can benefit in different ways from this creative approach to teaching English as a foreign language

✓ Theoretical Basis for our Project

The project was mainly based on Fredericka Stoller's theoretical work, which includes her suggested ten steps, which provide a plan for the

realization of project work in the classroom. Stoller's theory says that there are various benefits of project work in the classroom. These benefits entail the authenticity of language experience, which suggests that project work supports a more reliable use of the English language than is given in the context of regular classes. In regular classes, the use of English is usually limited to a few sentences per lesson contributed by a small number of pupils. Contrasting to this, project work gives pupils who are not that active in regular lessons the opportunity to contribute to the lessons but also to make use of what they have grasped in classes. Project work also aims at motivating pupils to learn the language that is taught and to accustom it in a meaningful context. This helps to develop a certain

degree of expertise of the language and related topics, such as the topics which are part of the project work. The use of the pupils' language skills in a meaningful context is also part of a further benefit of project work, namely meaningful input and output. Not only do students learn valuable lessons about the respective topics of the project, but they also get to work on the subject and produce output which they can relate to and learn from, such as an in-class presentation on a topic subject.

✓ Conditions for Project Work

Stoller did not only provide a theoretical framework for the benefits of project work in English classes but also established conditions for the project work. These conditions are to make it clear that the project work benefits the learners to the highest degree possible. Therefore, the following list taken from Stoller's theoretical work gives a brief overview on the conditions, project should fulfill to benefit students.

✓ Project work in classroom should fulfill the following conditions:

1. Content driven
2. Student engagement in complex but manageable tasks
3. Real choices need to be given
4. Stimulation of student interest + curiosity
5. Student groups should capitalize on strengths of group members
6. Opportunity of engaging in practice of skills needed to finish stages of the project
7. Students need feedback and assessment in an effort to reflect on their learning and progress

✓ **Advantage:**

1. It allows kids who are motivated to be creative, freely inquisitive, and self-guided in their education.
2. In a group project, kids get experience collaborating with others

✓ **Disadvantage:**

1. It does nothing whatever for kids who are NOT motivated, creative, or inquisitive, which is a very significant percentage of them (about half, depending on age).
2. Kids of high ability who care about their grades get stuck in groups with kids of low ability who do NOT care.
3. The smart kid is thus left to do most of the work.

iii) Field Trips

Field trips are not anything new in the area of education. Students and teachers have always been excited to get out of the classroom and directly explore different concepts of nature, history, art, science, and more. Unfortunately, with all the technology that's taking place in today's educational system, teachers pay less attention to field trips as most effective methods for teaching. Museums report a considerable decline in school tours, mainly because these trips are considered to be an unnecessary expense. Although virtual museum tours are a cool way for a teacher to make certain lectures more fun, they cannot replace the real experience.

✓ **Benefits of Field Trips**

1. Through a field trip, students can easily focus and memorize factual information. For example, if the students are taken to a museum, they will truly experience art and associate it with real emotions.
2. Classes in nature expose students to different processes that are difficult to understand through textbooks. When the student associates things he's been reading about with an actual experience, he becomes curious to explore and learn more.
3. Different disciplines can benefit from field trips, including history, science, art, mathematics, social studies, and more. Through an effective learning experience in a properly-chosen setting, all pieces of information work together for a coherent base of knowledge.
4. Field trips are a great opportunity for learners to have a break from the usual classroom setting, while being inspired to learn more. When they spend the day in a different learning environment, they show genuine

interest for the subject of matter.

5. Through field trips, young students are introduced to a great variety of professions, so they are inspired to try new things, discover their passion and pursue specific dreams. When students are able to see real-life application of the concepts they learn at school, they start to appreciate the relevance and importance of each lesson.
6. Field trips are great for team building. They bring a greater group of students together, so they can create a more meaningful bond.
7. Young students who are happy with the outdoor experience will take the excitement into their homes; so many parents will be encouraged to organize weekend trips on their own.

✓ **Disadvantages of Field Trips**

1. It takes a lot of time for teachers to plan field trips, so many of them perceive this activity as an additional task that doesn't bring extra payments.
2. Schools are already under great financial pressure, so it's difficult for the administration to balance the scarce resources and organize effective field trips.
3. It may be challenging to control the group of students in new surroundings. Children become excited to spend time out of the classroom, so some of them are tempted to misbehave or wander away from the group.

Shy kids can be anxious when placed in opposite settings they are familiar to, It is difficult for them to blend into the group and take active participation during the field trip

✓ **The Undeniable Educational Value of Field Trips**

Although there are some disadvantages to field trips, they are few when compared to the benefits and great educational value of this teaching method. With proper management and detailed planning, the field trip can be turned into a memorable experience for both students and teachers. Properly-executed field trips result with a great improvement in the students' critical thinking skills, tolerance, historical empathy, and artistic inclinations. When children are taken to intriguing places they haven't seen before, they are

able to discover new interests and approach their studies from a more practical angle.

iv) Group Learning/Co-Operative Learning

Cooperative learning involves small heterogeneous student groups working together to solve a problem or complete a task. All students in the group must actively participate with each student maintaining some independence. The success of the group depends on the input of each individual. This teaching method promotes active participation, individual accountability, students' ability to work cooperatively and improvement of social skills.

Self- Check Exercise (2)

1. In order to promote construction of knowledge by learners, a school should promote_____ pedagogies.
 - a. Child- centric.
 - b. Exam- centric.
 - c. Teacher- centric.
 - d. Text-book centric.
2. Which of the following does not ensure child- centered teaching- learning?
 - a. Safe and secure child- friendly school environment.
 - b. Fear free environment where each child can express oneself freely.
 - c. Practice of positive discipline in the classroom.
 - d. Recognizing students as passive recipients.
3. In a middle school classroom emphasis should be on creating an environment of -
 - a. Cooperation and collaboration.
 - b. Competition and individualism.
 - c. Drill and rote memorization.
 - d. Fear and stress.

4. What should be the sequence of introduction of new concepts to children?
- Global to local.
 - Abstract to local.
 - Application based on conceptual understanding.
 - Familiar to unfamiliar.
5. Advocates of constructivism give importance to:
- Child- centered curriculum.
 - Culturally non- responsive pedagogy.
 - Overlooking the individual differences.
 - Convergent ways of thinking.
6. Which of the following is not a part of universal design for learning guidelines?
- Multiple means of intelligence.
 - Multiple means of discrimination.
 - Multiple means of representation.
 - Multiple means of expression.
7. To create a conducive learning environment, a teacher should
- Foster collaboration among students.
 - Have very low expectations from students.
 - Avoid giving mastery- oriented feedback.
 - Not give any autonomy to students.
8. A teacher should encourage her students to:
- Understand and process meaning of content being taught.
 - Rote-memorize the given information as it is.
 - Copy the content passively from the black- board.
 - Find solutions of problems through a fixed method only.

9. Children construct further knowledge on the basis of:
 - a. What is irrelevant for them.
 - b. What is already understood by them.
 - c. What is completely alien to them.
 - d. What is much beyond their cognitive levels.
10. Learner- centric approach involves:
 - a. Methods where learners' own initiative and efforts are involved in learning.
 - b. Teacher drawing conclusions for learners.
 - c. Traditional instructional methods.
 - d. Methods in which textbook is the center of learning.

I) Importance of Instructional Strategies:

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. These strategies transform into learning strategies when students independently choose and effectively apply them to accomplish tasks or achieve goals. Instructional strategies include various teaching methods designed to enhance student understanding of course material, making learning more engaging and practical. They also encourage students to take an active role in their education.

Beyond simply improving subject comprehension, the goal of instructional strategies is to develop students into independent, strategic learners. With consistent practice, students can learn to select appropriate strategies on their own and apply them successfully to complete tasks.

A wide range of instructional approaches and strategies can be effectively used across different subjects, grade levels, and learning styles. These strategies enhance student motivation by increasing engagement, capturing their attention, and encouraging them to focus on deep understanding rather than rote memorization.

Teachers who implement instructional strategies empower students to make meaningful connections between classroom concepts and real-world applications. These strategies provide opportunities for students to demonstrate their knowledge and make adjustments as needed. Additionally, instructional strategies benefit educators by enabling them to monitor and assess student progress through diverse evaluation methods.

ii) Limitations of Teaching Strategies

- ❶ **Cost:** Quality materials take time to produce and adequate staff time besides resources to be allocated.
- ❷ **Quality:** Teacher-made materials will not normally have the similar standard of design and production as commercial materials and hence may not present the same image as commercial materials.
- ❸ **Training:** To prepare teachers for materials writing projects, adequate training is necessary. Material-writing is a specialized skill and not all teachers are capable of writing good materials.

In many situations textbooks form the basis of the curriculum in language programs. Provided there is a good degree of fit between the textbook and the teaching context teachers use textbooks to provide the major source of input and direction to their teaching. This does not necessarily mean that the teacher plays a secondary role in the teaching process since teachers normally improvise around their teaching materials, moving back and forth between book-based input and teacher-initiated input. Hence even though a teacher may teach the same lesson from a textbook many times, each time he or she teaches it becomes a different lesson due to the improvisations the teacher initiates during teaching. These may result from on-the-spot decisions relating to timing, affective factors, and responses to learner difficulties. Experienced teachers hence use textbooks flexibly as a teaching resource.

2.4 Summary

Teaching technique refers to the methods and strategies accustomed by teachers to deliver knowledge and facilitate learning. It involves the selection and implementation of various educational means and activities to

achieve specific goals.

2.5 Glossary

- Student- centered technique: in this method, teacher simultaneously fulfills the roles of both educator and learner.
- Teacher- centered technique: The teacher takes on a central role, presenting themselves as the expert in the subject. Learners perceive the teacher as an authority figure.
- CAI: stands for the type of instruction aided or carried out with the help of a computer as a machine or CAI is the type of instruction which make use of computers.
- Team- teaching: it is a strategy in which two or more teachers work together to plan, teach, and evaluate a course or lesson.

2.6 Answer to Self -Check Exercise (1)

1. b, 2. d, 3. c, 4. d, 5. b, 6.a 7. d.

Answer to Self- Check Exercise(2)

1. a, 2. d, 3. a, 4. d, 5. a, 6. b, 7. a, 8. a, 9. b, 10. a.

2.7 References\ Suggested Readings

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2.8 Terminal Questions

1. What do you understand by student - centered techniques?
2. What is panel discussion? Explain it in detail.
3. What is team- teaching?

Unit- 3

Instructional Material/Aids: Types, Importance and their Merits and Limitations; ICT in English Language Teaching; It's Uses and Importance in Teaching Language

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Teaching Material
 - Self-Check Exercise (1)
- 3.3 Types of Instructional-aids
 - Self- Check Exercise (2)
- 3.4 Summary
- 3.5 Glossary
- 3.6 Answer to Self- Check Exercises
- 3.7 References\ Suggested Readings
- 3.8 Terminal Questions

3.0 Introduction

A teaching aid is anything accustomed by a teacher to help teach a lesson or make it more interesting to students. Teaching aids can come in almost any form. Some of the most common are pictures, videos, charts, flashcards, and objects, like three-dimensional models or educational toys.

A teaching aid is a tool used by teachers, facilitators or tutors to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea and relieve anxiety, fears, or boredom. Teaching aid are the aids used by the facilitator to help him/her in facilitating his/her lesson effectively.

3.1 Learning objective

- To understand about Instructional materials
- To learn importance of ICT.

3.2 Instructional materials allow the instructor to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games. Materials offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding. Consequently, those products are then used to evaluate learners' knowledge. Instructional materials allow the instructor to support learners with varying levels of ability and foundational skills by providing additional support.

✓ **Importance of Instructional Aids**

Instructional-aids assist to reinforce and supplement the instructor's communication during the presentation of the lesson. This is done by:

- ❶ clarifying the concept or idea
- ❷ making the communication channel more explicit
- ❸ helping the learners to develop a good understanding of the content or skill taught. For example, an idea which would be difficult (abstract) can easily be simplified when an instructional aid is accustomed to present it. Therefore, learners are able to relate an idea to their common

reality.

✓ **Advantages of Teaching Aids**

- ❶ Supplement in verbal instructions.
- ❷ Teaching aids makes learning permanent.
- ❸ Teaching aids provide variety.
- ❹ Teaching aids are helpful in attracting attention of the students.
- ❺ Teaching aids saves time and energy.
- ❻ Teaching aids encourages the healthy classroom interaction.

✓ **Disadvantages of using Teachings Aids**

1. Cost of the materials
2. There is no control of the quality of the material.
3. Adequate training is not available to show teachers how to best use the materials.

Self- Check Exercise(1)

1. Which types of learning materials are in the form of real objects or ideals that make the concepts very clear?
 - a. Visual material.
 - b. Surrounding environment.
 - c. Information communication technology.
 - d. Tactile material.
2. Which of the following teacher learning aid is a projected aid used by a teacher in the teaching- learning process?
 - a. Photographs.
 - b. Chalk- board.
 - c. Field - trips.
 - d. Epidiascope.
3. Most effective teaching aid:
 - a. Non- projected.
 - b. Direct experiences.
 - c. Projected.
 - d. None of these.
4. Which of the following is Not an audio- visual aid used by a teacher in classroom for teaching - learning process?
 - a. Television.
 - b. Films.
 - c. CAI.
 - d. Graphs.
5. Which one is a partially 3D , full size replica or scale of a landscape typically showing historical events, nature scenes etc. for purposes of education or entertainment?
 - a. Realia.

- b. Artifacts.
 - c. Diorama.
 - d. Globe.
6. The selection of teaching aid largely depends on the:
- a. Age of students.
 - b. Interest of students.
 - c. Age and motivation of students.
 - d. Educational level and age of students.
7. By using audio- visual teaching - aids :
- a. Students become active in classroom learning.
 - b. Teacher becomes active in learning.
 - c. Teaching become effective.
 - d. All of the above.
8. Which of the following teaching- aid is not a visual aid?
- a. Slides.
 - b. Films.
 - c. Black- board.
 - d. Charts.
9. This is an instructional material for a teacher:
- a. Workbooks.
 - b. Supplementary material.
 - c. Atlas.
 - d. Curriculum guides.
10. The best teaching-aid which can be used in place of real objects is?
- a. Pictures.
 - b. Charts.
 - c. Models.

- d. Photos.
- 11. Audio- visual aid facilitates:
 - a. Only motor.
 - b. Multi- sensory.
 - c. Only hearing.
 - d. Only visual.
- 12. it should keep in mind during teaching of EVS while using audio- visual aids that:
 - a. It should be topic specific.
 - b. It should be practically.
 - c. It should relate principles to daily life.
 - d. Both a & b.
- 13. A teacher uses audio- visual aids and physical activities in her teaching because they:
 - a. Utilize maximum number of senses to enhance learning.
 - b. Provide relief to the teacher.
 - c. Facilitate effective assessment.
 - d. Provide a diversion to learner.
- 14. To make children aware of different kinds of fuel, a teacher can:
 - a. To show some sample of fuels.
 - b. Discuss with children about possible types of fuel that can be accustomed for cooking, along with a short film.
 - c. Ask children to list different fuels.
 - d. Show pictures of fuels on a chart.
- 15. The skills required to read a map include:

- a. Excellent communication skills to draw out the expressive ability.
- b. Ability to understand relative position of places distances and directions.
- c. Excellent drawing and painting skills.
- d. Ability to use calculations and sketch positions on a globe.

3.3 Types of instructional -aids

It requires lots of patience, energy, time, creativity and competence to learn and teach foreign language. The success of this teaching and learning includes a number of factors both linguistic and non- linguistic e.g. the students, the teacher, the methods, material and media or aids used. English teaching media are very important to help students acquire new concepts of, the skills and language competences. There are many types of media which can be accustomed by the teachers in the teaching learning, but the teacher when choosing, should be selective. This paper discusses about Kinds of Instructional Media for Teaching English. This case followed their picture, definition and how to apply in English teaching.

a) Charts

A chart is a mixture of pictorial, graphic, numerical or vertical material which displays a clear visual summary.

Edgar Dale stated charts as, “a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject-matter”. The role of the chart is to show relationships such as comparisons, relative amounts, developments, processes, classification and organization.

Uses of charts:

1. Motivate students
2. Show continuity in processes
3. Demonstrate relationships using facts, figures, and statistics
4. Present information symbolically

5. Represent abstract ideas visually
6. Summarize data
7. Display the development of structures
8. Stimulate thinking by presenting problems
9. Encourage the use of other forms of communication media

b) Posters

According to S.L. Ahluwalia, a poster is “a pictorial device designed to attract attention and communicate a story, fact, idea, or image quickly and clearly.” Good’s Dictionary of Education describes a poster as “a placard, usually pictorial or decorative, that uses emotional appeal to convey a message aimed at reinforcing an attitude or encouraging a specific action.” Essentially, a poster is a graphic representation that combines pictures, cartoons, lettering, and other visual elements to deliver a message, teach something, or provide a general idea. Posters have a strong influence on the observer.

How to use posters:

Posters are valuable for students' project work. You can divide the class into groups, each of which decides what message their poster will communicate. Once completed, the posters, along with other project materials such as reports and maps, can be displayed throughout the school.

c) Flashcards

Flashcards are small cards that feature pictures or symbols used in teaching and development work. In the classroom, flashcards are frequently used to teach reading. For example, a picture of an elephant may be drawn or attached to a card, with the word “elephant” written beneath it or on a separate card. Students are encouraged to link the pictures and words through various activities and games, such as Kim’s Game and Pairs.

In development work, flashcards may feature drawn or painted symbols or pictures. They are especially useful for stimulating group discussions and sharing information, as well as serving as reminders for processes outlined in posters or research.

How to use flashcards:

To use flashcards in the classroom, display both the picture and the corresponding word together. Have students look at the picture and say the word, and then look at the word and say it again. Once students are familiar with a set of words and pictures, they can be divided into teams and play reading games using the flashcards.

b) Posters

S.L. Ahluwalia's view: "A poster is a pictorial device designed to attract attention and communicate a story, a fact, an idea, or an image rapidly and clearly."

Good's Dictionary of Education: A poster is a "placard, usually pictorial or decorative,utilizing an emotional appeal to convey a message aimed at reinforcing an attitude or urging a course of action".

The poster can be defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons lettering and other visual arts on a placard. It aims for conveying the specific message, teaching a particular thing, giving a general idea etc. Posters exert a great influence on the observer.

How to use posters

Posters are very useful in students' project work. Divide the class into groups andeach group can decide what message their post is going to have. The completed posters,together with the students' other project work, such as reports and maps, can then be displayed around the school.

c) Flashcard

Flashcards are small cards with a picture or symbol on them used both in teachingand in development work. In the classroom, flashcards are commonly used to teach reading.A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written underneath it or on a different card. The students are encouraged to associate the pictures and the words through various 'look and say' activities and games,for example, Kim's game, Pairs, and so on.

In teaching and development work, flashcards may have pictures symbols drawn or painted on them. They are particularly useful for stimulating discussion in

small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

How to use flashcards

To use flashcards in a classroom situation, such as learning to read show the picture and the word together. Ask students to look at the picture and say the word. Then they look at the word and say it again. After presenting a number of words with pictures that the students already know, ask for volunteers to come out and match pictures and words.

When the students have learnt to read the words, you can divide them into teams and play reading games using the flashcards.

d) Graphs

Graph is defined as a visual representation of numerical data. Graph is fundamentally a tool for expressing number relationships, which is much easier to visualize than can be done if the statement were made only in words and figures. It offers a judicious technique for analyzing, comparing and prophesying of facts which are vital to an intelligent study of a problem.

Uses of Graphs

1. Awareness: The teacher should be well aware of the method of drawing of graph in a neat and accurate manner.
2. Neatness: The graph should be neat, clean and artistic. It should be of good quality.
3. Accuracy: The scales and the measurement of the graph should be accurate and intelligible to the students.
4. Drawing and paper: The graph should be properly drawn. The graph paper should be good. The pencil that is used should also be good.
5. Hints: The hints should be properly explained. The marks on the graph should be such that the students may know them by themselves.
6. Blackboard: The teacher may draw a graph on the black board

e) Map

A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources. A map is drawn or made to be smaller than real life, and is not always to scale.

In development work, a village or community map made by learners or participants in a project can serve a number of purposes. Communities can think about what resources they lack and plan the most suitable place to build new resources, such as a well or a school. Mapping can help outsiders to become more familiar with an area and with the people who live there. The process of making a map can encourage cooperation between people, by jointly assessing their situation and needs.

By using and valuing their own knowledge and perceptions, people may feel encouraged to take action to solve their problems. Maps drawn by different groups of people in a community, for example by groups of young and old people, or by people of different ethnic and cultural backgrounds, will reflect differences in their perceptions, priorities and needs.

This may have important consequences for the success of a project. If one group includes features that another group excludes, this may reveal inequalities in access to and ownership of resources such as firewood, water, land or institutions, such as schools and shops.

Maps made by students or communities may take several days or weeks to build up, as they gain confidence through the process. Leave any map with the group you have made it with. If you want to keep a copy, make your own or take photographs.

Making a map in a class can help to teach students about the maps and how to interpret them. It can help the student to reflect on their own surroundings. For example, they might make a map of the health and safety hazards in the school compound, village or town, showing features such as busy roads, blind corners, unprotected water sources, rubbish tips and stagnant ponds where mosquitoes breed.

f) Slides

Among the various available materials for visual aids, slide projectors and film strips remain some of the most widely used tools in teaching. A slide projector, commonly known as a Magic Lantern, is an optical device used to project images from transparent slides onto a wall or screen. The name "slide projector" comes from its use of slides to display images.

This device helps magnify the images, making them clearer and more visible to the entire class, especially when the figures or illustrations are too small to be seen by everyone. When using the slide projector, the slide is placed upside down into the slide carrier, and the device projects an enlarged and clear image onto the screen. If the slides or film strips are colored, they become even more engaging. The slide projector is effective for both small and large groups.

g) Film-Strips

An enhancement of the slide projector, the film strip projector can be used either as a slide projector or a film strip projector. Rather than using multiple slides for various topics, a single strip of still film is created. These film strips, typically made of 16mm or 35mm cellulose acetate, range from 2 to 5 feet in length and contain between 40 to 100 images on a specific subject or theme.

The images may be drawings, photographs, diagrams, or a combination of these. This strip of film serves the same purpose as multiple individual slides. The primary difference between a slide projector and a film strip projector is that the former uses separate slides, while the latter displays a continuous strip containing many slides. Film strip projectors have become increasingly popular as an efficient method for pictorial representation.

h) Over-head projector

The Overhead projector has opened a new dimension in communication. It represents a lot of improvement over magic lantern, slide and film projectors. The name 'Overhead projector' comes from the fact that the projected image is behind and over the head of the speaker/teacher. In overhead projection, a transparent visual is placed on a horizontal stage on top of light source. The light passes through this transparency and then is reflected at 90° angle on the screen at the back.

How to accustom OHP

Step 1 Remember to plug in the OHP. Step 2 Pull the head mirror up completely. It is likely to break down if you move the head mirror up strongly. Step 3 Turn on OHP. It is ready for use OHP.

After Use: Turn off power, and move the head mirror down. If out of focus, please adjust as follows. Turn the side of gray on head mirror to the left and right until focus is correct.

i) White-board

it has a smooth shiny white surface, which can be written on with special pens and wiped clean with a dry cloth.

How to accustom white -board

You will require

- thick whiteboard pens which have washable ink
- a sponge or cloth to clean the board Providing you have the special pens you can use many different surfaces, for example, plastic sheeting, sticky-back plastic and so on. Do not allow young children to play with the plastic bags - they could put them over their heads and suffocate. Whiteboards can be used in the same way as chalkboards for writing or drawing. In the beginning it may be difficult to keep the writing horizontal, and is similar in size and style, so you need to practice.

- Draw the summary in lesson plan, before writing on the whiteboard in your lesson. It requires to be clear and well-arranged. Before a math or geography lesson bar charts, line graphs, pie charts and diagrams can be drawn on the whiteboard.

j) Flipchart

A flipchart is a collection of sheets of paper bound together at the top. After a sheet is used, it can be flipped over to reveal the next one for continued use.

How to Use a Flipchart A flipchart can be utilized in two primary ways:

1. With blank sheets of paper or newsprint, which the teacher or trainer writes on during the session.
2. As a pre-prepared resource with pictures and/or notes.

To avoid writing while speaking, you can prepare content in advance, such as text and drawings, before the session begins. Each sheet of the flipchart should focus on one key point or message, which helps participants follow along and retain the information. When you move on to the next point, you turn the page, aiding both learners' understanding and your own structure for the session. Development professionals often find picture flipcharts particularly useful for illustrating important points.

Notes or additional explanations can be written on the back of the previous sheet as reminders for the speaker or to provide extra details in case of questions. This is especially helpful for mass-produced flipcharts used by teachers and trainers who weren't involved in their initial creation.

If working with several small groups, you can give each group a blank sheet and a pen. After group discussions, each group can write down their conclusions, which can then be displayed for everyone to see. Writing students' or trainees' ideas on blank flipchart sheets enables them to visualize their thoughts, such as during a planning workshop for teachers. These sheets can later be used for future reference or incorporated into detailed plans or written reports.

Worksheet A worksheet provides a list of questions or activities for students or trainees to work through. Pre-prepared worksheets are especially useful for groups with varying abilities or language skills, as individuals can work at their own pace.

How to Use Worksheets: Worksheet can be assigned as homework, used for revision, or offer additional content for the next lesson. They can be photocopied or reproduced with other machines like a jelly copier or band machine. In development settings, worksheets can reinforce key messages or techniques for trainees.

Worksheets offer flexibility, as they can be used individually, in pairs, or small groups to encourage teamwork skills.

Newsletter A newsletter is an informal printed report shared with a specific group to disseminate information. Newsletters can help build good public relations by showcasing the efforts of a school, college, or organization to meet its goals. To store newsletters, punch holes in them and keep them in a designated file. Printing costs can be offset by selling advertising space or seeking sponsorship from local businesses. Efficient budget management is crucial. Similar to pamphlets, newsletters are easier to produce if you have access to a computer and desktop publishing (DTP) software.

Cartoon A cartoon is a simple illustration of an amusing situation, sometimes serving as a satirical commentary on serious or topical matters. A strip cartoon presents a sequence of framed drawings that tell a story. Both types are commonly found in newspapers, magazines, and leaflets. In development settings, cartoons are used to communicate specific messages.

How to Use Cartoons Cartoon illustrations can help people discuss sensitive topics and are useful for teaching and training. For example, in a language class, listening skills can be improved with cartoon strips. You can describe something that needs to be drawn in sequence, with each part in a separate frame. Ask students to listen carefully as you describe the content multiple times and then have them draw what they heard. A template with frames could be provided to assist in the activity.

Cartoon strips can also teach sequencing and order. You can find or create a cartoon strip with three to eight frames, cut them out, and mix them up. Ask students to reorder the frames correctly. Before starting, demonstrate with an example on the board, showing the frames out of order for them to reorganize.

This type of exercise works well in workshops or training sessions, especially on topics related to the session's subject. The process encourages discussion and teamwork, with each group offering different answers, which fosters opportunities

for explanation and debate.

Information and Communication Technology (ICT) To understand the importance of ICT in education, it's crucial to first define ICT. ICT stands for information and communication technologies, which include a broad range of tools and resources used for communication, creation, dissemination, storage, and management of information. ICT is integral in business, supporting corporate success and offering governments an efficient infrastructure. Moreover, ICT enhances learning processes and aids in the organization and management of educational institutions.

The internet is a driving force behind much development and innovation in both developed and developing nations. Countries must leverage technological advancements, and this requires educating professionals with solid ICT knowledge, independent of specific computer platforms or software environments. ICT competencies, such as critical thinking, general knowledge, expert work skills, decision-making, and effective communication, are becoming increasingly vital.

In recent years, there has been growing interest in how computers and the internet can enhance education at all levels, both formally and informally. However, older technologies like radio and television, while less emphasized, still play a crucial role in instructional contexts. For example, radio and television have been used for open and distance learning for over forty years. Despite this, print media remains the most affordable and widely accessible educational tool, especially in developing countries.

The use of computers and the internet is still limited in many developing nations due to infrastructure challenges and high access costs. Yet, ICT has become a foundational aspect of modern society. Many countries now see understanding ICT and mastering basic ICT skills as essential education, on par with reading, writing, and numeracy. UNESCO aims to ensure that all countries, both developed and developing, have access to high-quality educational facilities to prepare young people for active participation in modern society and to contribute to knowledge-based economies. This includes advising governments on integrating ICT into schools while balancing it with traditional educational technologies based on local circumstances.

In some regions, various technologies are combined in educational settings, such as the Kothmale Community Radio Internet project in Sri Lanka, which uses

radio broadcasts and internet technologies to share information and provide educational opportunities. Similarly, the UK's Open University relies heavily on print, radio, television, and online programming, while India's Indira Gandhi National Open University uses a mix of print, recorded audio/video, broadcast media, and audio conferencing.

Education is a key factor in building prosperous nations. Economists view education as a valuable investment with significant returns over time. In developing countries, primary education is critical for fostering creativity, critical thinking, and informed decision-making in young people, enriching human capital.

Given the information age in which children are growing up, computer education (ICT) is becoming increasingly important at the primary level. As costs decrease and usability improves, it is no longer a question of availability, but of choice, to introduce ICT into primary education, especially in urban areas. The two aspects of ICT in education are teaching ICT itself and using ICT as a tool to enhance existing teaching methods. The second aspect holds more significance, and it's crucial to make computers available to children at home, bridging the digital divide and level the playing field for underprivileged children.

Projects like One Laptop Per Child (OLPC) reflect this philosophy. Education authorities must be wise in implementing ICT strategies to support teaching and learning in the classroom. ICT should not only enhance educational activities but also serve as a tool to improve the effectiveness and quality of education.

II) Uses of ICT:

1. The information required will be more quickly and easily accessible for educational purposes.
2. Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.
3. Progress of ICT will also allow the development of virtual classroom or classroom-based teleconference that does not require the educator and learners in one room.
4. System administration in an institution will be more easy and smooth because of ICT systems.

Self- Check Exercise (2)

1. ICT stands for :
 - a. Inter connected terminals.
 - b. Intra common terminology.
 - c. International communication technology.
 - d. Information and communication technology.
2. Which of the following is the appropriate definition of information technology?
 - a. Information technology states the accustom of hardware and software for processing information.
 - b. Information technology states to accustom hardware and software for distribution of useful information.
 - c. Information technology states to accustom of hardware and software for storage, retrieval, processing and distributing information of many kinds.
3. What are the functions of ICT?
 - a. Storage of information.
 - b. Process of information.
 - c. Communication of information.
 - d. All of the above.
4. The term Education technology was used by:
 - a. Alexander.
 - b. J.S. Ross.
 - c. Brynmor.
 - d. K. Mackinnon.
5. It is a picture- like scene composed of people against a background.
 - a. Demonstration.
 - b. Drama.
 - c. Pantomime.
 - d. Tableau.
6. ICT includes:
 - a. On line learning.

- b. Web- based learning.
 - c. Learning through computer.
 - d. All of the above.
7. The audio- visual aids are useful in teaching as:
- a. It helps in learning and understanding permanently.
 - b. Students remain more active and learn the lesson easily.
 - c. Lesson becomes interesting.
 - d. It decreases the understanding-level of students.
- Which statements given below are correct.?
- a) a & d.
 - b) b & d.
 - c) a, b, c.
 - d) All of these.
8. The skills required to read a map include:
- a. Excellent communication skills to draw out the expressive.
 - b. Ability to understand relative position of places distances and directions.
 - c. Excellent drawing and painting skills.
 - d. Ability to use calculations and sketch positions on a globe.
9. A teacher uses audio- visual aids and physical activities in her teaching because they:
- a. Utilize maximum number of senses to enhance learning.
 - b. Provide relief to the teacher.
 - c. Facilitate effective assessment.
 - d. Provide a diversion to learners.

3.4 Summary

Material used in teaching- learning process to enhance learning and better understanding of concepts. These are the tools used in educational lessons which include active learning and assessment.

3.5 Glossary

- **Material Aids:** Any object or material that is accustomed to facilitate teaching and learning can be considered Teaching-Learning material.

- CAI: is the method of instruction in which there is a purposeful interaction between a learner and the computer device.
- Cone of experience: It is a model that incorporates several theories related to instructional design.

3.6 Answer to Self- Check Exercise(1)

1. d, 2. d, 3. b, 4. d, 5. c, 6. d, 7. d, 8. b, 9. d, 10. c, 11 b, 12. c, 13. a, 14. b ,
15. b.

Answer to Self- Check Exercise(2)

1. d, 2. c, 3. d, 4. c, 5. d, 6. d, 7. c, 8. b, 9. a.

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3.8 Terminal Questions

1. What are instructional materials?
2. Explain Computer Assisted Instruction in detail.

Unit- 4

Language Laboratory: Concept, Types and Components, Merits and Limitations

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Language Laboratory
Self- Check Exercise (1)
- 4.3 Types of language laboratory
Self- Check Exercise (2)
- 4.4 Summary
- 4.5 Glossary
- 4.6 Answer to Self- Check Exercises
- 4.7 References/ Suggested Readings
- 4.8 Terminal Questions

4.0 Introduction

Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspire to advance their careers anywhere in the world. English language learning has therefore become a must for any Indian student today.

4.1 Objective: After going through this unit, you will be able to know:

- Language laboratory
- Types of language laboratory
- Importance of Language laboratory

4.2 Language Laboratory

In recent years language laboratories have spread widely and rapidly. They are installed in many educational institutions. Our success of teaching is dependent on our understanding of learning. The language lab can play a major

role in the learning of language i.e. English in a happy atmosphere and in a successful way. The Computer Assisted Language Laboratory (CALL) motivates the students' learning attitude and enhances interactive learning. The language lab applications provide an effective way to learn the English language. The accustom of computerized language lab certainly enhances the worth of language proficiency.

i) Language Laboratory: it is an audio-visual computerized device used for learning the foreign language. Probably, it was the University of Grenoble where the first language lab was installed. Initially, it was in the form of reel and cassettes. But these days it is assisted with computers and other multimedia. Language lab is a technological source in imparting language skills. They are developed on the methodology of basic language skills viz. LSRW.

Self-Check Exercise (1)

1. Teaching- Aids are like the _____ of the lesson.
2. Teaching- Aids discourage the act of _____.
3. Teaching- Aid provides _____ of great _____ to the learners.
4. The _____ lesson allows learners to manipulate objects on the screen.
5. Teaching -Aids provide complete example for _____ thinking.

4.3 Types of Language Laboratory

The language laboratory plays a key role in helping educators teach foreign languages and has evolved through several stages over time. There are different types of language laboratories:

1. Conventional Laboratory

This is the earliest form of a language lab. It consists of a tape recorder and a selection of audiocassettes in the target language. The teacher plays the tape, and students listen to it to practice pronunciation. While this type of laboratory was once widely used, it has fallen out of favor due to distractions in a traditional classroom setting. It typically uses a recorder and cassette tapes, which feature texts or stories read aloud by native speakers, along with

listening and speaking exercises for each chapter.

2. Lingua Phone Laboratory

This laboratory is similar to the conventional type but with a few upgrades. Students are given headsets to listen to the audiocassettes, which helps reduce distractions and improves clarity in listening. A modern version of the lingua phone lab features an electronic device that functions as both a cassette player and a repeater. The repeater allows students to record their own voice and listen to it for comparison, making this setup more interactive.

3. Computer-Assisted Language Laboratory (CALL)

CALL integrates computers into the language learning process. The language course materials are stored on the computer and presented to students using the system's features. Some laboratories even connect to the internet, creating Web-Assisted Language Laboratories (WALL). CALL is one of the most advanced types of language laboratories available today. The course modules are preloaded, and students can engage in exercises, listen to various speakers, and practice language skills like grammar. CALL has evolved through three phases: Behaviouristic CALL, Communicative CALL, and Integrative CALL. Despite its gradual development, CALL's widespread acceptance has been slow and uneven.

WALL shares similarities with CALL, but with the key difference that computers in WALL labs are connected to the internet. This allows both students and teachers to browse resources during lessons.

4. Multimedia Hi-Tech Language Laboratory

This type of laboratory utilizes specialized software, such as Renet, Aristo Class, Hi Class, Globalina, Console OCL-908W, and Hi Studio M Hi Tech, to enhance the language learning experience. These advanced software tools offer a variety of interactive features to aid in language instruction.

Other types of language labs include the Dial Access Lab, Mobile Lab, and Wireless Lab, among others.

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

1. Mobile Lab:

This is basically a console on wheels with storage spaces for headsets. It is best used within a single building where it can be moved from one room to another. While the advantage of the mobile lab is that any classroom may be turned into a lab, the drawback is that the equipment is heavy and hampers free movement. It requires time and energy to set up.

The Dial Access Lab:

This needs more spaces than the Conventional Lab. It also needs more technicians at any given time. It is basically a broadcast operation. Depending on the size of operation, any number of students can access a particular tape at any given time. Usually, several rooms are used to provide space for the different programs mounted; video and /or computer interface may be added again, depending on the size of the operation, The student needs a minimum of equipment, namely, an activated headset, a dial or touch-tone selector, and controls for a remote selector.

Wireless Lab:

The wires connecting the sources to student headsets are replaced by radio transmission in a wireless laboratory. The console contains a small transmitter that serves this purpose. Monitoring and intercom are NOT possible with this lab. It combines well with the Mobile Lab, though the important functions of monitoring and intercom are forfeited.

Remote Controlled Lab

This arrangement enables students to control specific tape decks located elsewhere at remote locations. The actual equipment installation is similar to that of a conventional laboratory room. The electronics are relatively more complex, though. Here, the student can; start, stop, backtrack, and rewind.

iii) Merits of language laboratory:

- (i) All students can practice simultaneously but individually.
- (ii) The teacher can focus on the performance of the individual learner without interrupting the work of the group.
- (iii) Language laboratory provides unvarying and untiring modes of authentic speech for drill and imitation.
- (iv) Recording can provide a variety of movies.

- (v) Language laboratory facilitates the testing of listening comprehension.
- (vi) It provides teachers with a chance to improve their own proficiency.
- (vii) It serves as significant aid for learners to assess and evaluate their performance.
- (viii) It can provide technical facilities for self-instruction with the help of the specially designed instructional material.
- (ix) It is likely to initiate a realistic stimulus for oral and aural activities undertaken with a view to improving the learner's language learning skills. Preparation of low-cost teaching aids for Teaching English at various level. To ensure that English teaching is not too formal and theoretical and too prone to encourage memorizing and become dull, it is imperative the teacher makes it activity-oriented and student friendly. This becomes possible when there is self-expression or activity involving active participation by students in the teaching-learning process. Students learning English are not to remain glued to the class-room desks. All this brings out the importance of using teaching aids that make learning English an interesting, as well as, active and purpose-oriented activity.

iv) Demerits of Language Laboratory

Although of the various merits of the language laboratory, it has also a few demerits or let us say difficulties, which are related to the high cost, it needs skilled instructors, and it makes unsuccessful instruction in some cases.

- The language lab requires a high cost to be built in the university and to be kept on going. It is expensive to set up the language lab and country like India there is lack of lab syllabus and usually language classes are conducted as theory. Furthermore, it needs more money for resource management.
- The language lab would not let the English teaching-learning process be effective if there are some troubles with the technology of it. Worse even, it becomes useless when the electricity is off.
- The language laboratory requires qualified teacher to activate all the technology provided in it. Universities, or more precisely, faculties of English has to employ technicians who would keep the equipment in

the language laboratory always in a high-quality conditions.

- nowadays student lacking in patience to listen to pronunciation and practice them, so the recording of pronunciation is useless.
- As the teacher listens to students randomly the response can be unorganized and ineffective as there are many students to attend to.

The teacher should be well trained in executing the language lab effectively.

Self- Check Exercise(2)

1. "Lingua phone" is like a:

- a) Recorder.
- b) Gramophone.
- c) Television.
- d) None of these.

2. School television in India was started by:

- a) All India Radio.
- b) BBC
- c) CCTA.
- d) All of the above.

3. _____ in language teaching is the major force today.

- a) Mechanical aids.
- b) Electronic aids.
- c) Technological aids.
- d) All of the above.

4. Teacher can use teaching aids for:

- a) The sake of its use.

- b) Time management.
 - c) Making students attentive.
 - d) Making teaching more interesting.
5. Television is superior to radio as a teaching aid because:
- a) It offers sound and sight in providing information.
 - b) It has gained popularity and cheap.
 - c) It has round the clock service and advertisements.
 - d) It offers live casts & reality shows.
6. Teacher use visual aids to make teaching:
- a) Passive.
 - b) Quicker.
 - c) Complex.
 - d) Interesting.
7. Which of the following statements about teaching aids are correct?
- a) They help student learn better.
 - b) They enhance rote learning.
 - c) They enhance memorizing information.
 - d) All.
8. Techniques used by a teacher to teach include:
- a) Interactive lecture.
 - b) Lecture.

- c) Group work.
 - d) All of the above.
9. The use of teaching aids is justified on the grounds of:
- a) Attracting student's attention.
 - b) Optimizing learning outcomes of students.
 - c) Effective engagement of students in tasks.
 - d) Minimizing indiscipline problem.
10. Which of the following learner characteristics are likely to affect the effectiveness of teaching?
- a) Learner's percentage, socio- economic background, and performance in learning of the concerned subject.
 - b) Learner's maturity level, academic performance level and motivational dispositions.
 - c) Learner's family background, age and habitation.
11. There are teaching aids which are centered on certain skills such as reading, listening, & pronunciation etc. such teaching aids are called as:
- a) Scientific teaching aids.
 - b) General Knowledge teaching aids.
 - c) Skill- based teaching aids.
 - d) Audio- Lingual teaching aids.
12. To select media to teach lesson to a class, teacher should consider objectives of the lesson, age group of student knowledge about media to be used &:
- a) Teaching Aids.

- b) Teaching methods.
 - c) Evaluation system.
 - d) Mass media.
13. Which of the following is a teaching aid?
- a) Tape recorder.
 - b) Green board.
 - c) LCD Projector.
 - d) All of the above.
14. Instrumental aids are used by the teacher to:
- a) Clarify the concepts.
 - b) Ensure discipline.
 - c) Glorify the class.
 - d) All of the above.
15. An effective teaching aid is one which:
- a) Is colorful & good looking.
 - b) Activates all faculties.
 - c) Is visible to all students.
 - d) Easy to prepare & uses.

4.4 Summary: The language laboratory is an invaluable resource for practicing and evaluating one's speech in any language. It offers a system where students can listen to model pronunciations, repeat and record them, then compare their own performance with the model for self-assessment. Since the language laboratory allows learners to progress at their own pace, it offers flexibility and doesn't always

require a teacher's presence. However, it also enables teachers to provide both individual and group support. The language laboratory ensures that each participant has the privacy to speak and listen without interruption.

4.5 Glossary

- Language Laboratory: A place where we have different tools and materials to practice and improve our skills. similarly language laboratory where we learn language.
- Hearing booth: Each student has a sound proof compartment called the booth.
- Console: The console is the instructor's room.
- Control room: It is basically the record room.

4.6 Answer to Self- Check Exercise(1)

1. b 2. a 3. c 4. d 5. a 6. d 7. a 8. d 9. c 10. b 11. c 12. a 13. d 14. a 15. b

Answers to Self- Check Exercise(2)

1. Picture. 2. Cramming. 3. Direct- experience, Experts 4. Interactive. 5. Conceptual. 6. Knowledge.

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4.8 Terminal Questions

1. What do you understand by language laboratory?
2. What are the advantages and disadvantages of language laboratory?

Unit-5

Unit Planning:

Meaning, Importance, Need and Steps

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Unit plan; Characteristics of Unit plan
Self- Check Exercise (1)
- 5.3 Steps of unit planning
Self- Check Exercise (2)
- 5.4 Summary
- 5.5 Glossary
- 5.6 Answer to Self- Check Exercises
- 5.7 References \ Suggested Readings
- 5.8 Terminal Question

5.0 Introduction: The execution of any work while activity depends upon proper planning. Planning is done for good management of teaching and learning and for management. While planning we should concern: A successful classroom performance of language teaching is the hallmark of an efficient teacher. Teacher has to plan his lesson and arrange it in a sequence, anticipating various situation during the lesson, making room for creating situations in the process of actual teaching employ the best method, technique, strategy or tactics to ensure smooth passage of information to the students by generating appropriate learning structures. Different methods are required for different contents and the aims of a lesson. However, methodology apart, each teaching subject has to follow same planning pattern as given above in figure.

5.1 Learning Objective: After going through this unit, you will be able

- To understand about planning
- To learn about importance of planning

- Know about element of unit planning

i. Definition of the term Unit

“Carter V. Good “Unit may be described as an organization of various activities, experiences and types of learning around a central theme, developed co-operatively by a group of pupils under teacher leadership.”

H. C. Morrison “A unit consists of a comprehensive series of related and meaningful activities so developed as to achieve pupil purpose, provide significant and educational experiences and result in appropriate behavioral changes.”

5.2 Meaning of Unit plan

A unit plan is a comprehensive framework that outlines the key concepts and learning objectives to be taught over a designated period, typically spanning two to three weeks (or longer), and often integrates multiple subject areas. It includes several standards, skills, and desired outcomes for interconnected learning.

Creating a unit plan gives the teacher a clear sense of direction and organization, helping both the teacher and students achieve significant academic progress within the specified timeframe. By planning a unit, teachers are required to make decisions about what and how to teach, as a unit involves multiple lessons over a longer period, such as a semester. The process of unit planning typically involves input from a sectional head or department head, as well as collaboration with other teachers.

A well-structured unit plan serves as a roadmap, highlighting the core goals of a study unit and how individual lessons, assessments, and practical sessions work together to achieve these objectives. Unit plans are also valuable for syllabus reviews and discussions, as they clearly define the knowledge and skills students are expected to acquire by the end of the unit.

Key components of a unit plan include:

- Vision/unit goals
- Detailed unit content
- Time allocation for each phase

- Strategies for achieving the goals through lessons/stages
- Pre- and post-assessments, cross-curricular connections, and more

Need and Importance of Unit Planning

- A unit plan provides a structured approach that helps teachers and students make significant academic progress within a set timeframe. Specifically, planning for short-term goals offers several advantages:
 - It forces teachers to decide what to teach and how to teach it effectively.
 - A carefully crafted unit plan reduces the likelihood of getting distracted by activities or objectives that don't align with the overall academic goals.
 - It helps maintain a steady pace towards meeting both unit and long-term goals.
 - A unit plan should be referred to regularly, as the limited time available makes every moment valuable and ensures proper pacing.
 - Unit planning allows for the design of engaging content that is relevant to students, taking into account their interests and backgrounds to stimulate their curiosity and involvement.

Self- Check Exercise (1)

1. Planning process began with:
 - a) Setting Objectives.
 - b) Identity Alternatives.
 - c) Developing planning premise.
 - d) Selecting Alternatives.
2. The purpose and the aim for which the organization is set up and operate called:

a) Objective. b) Strategy.

c) Policy. d) Procedure.

3. It is a function of management which refers to the process of integrating the activities of different units of organization to achieve the organization goals.

a) Actuating.

b) Controlling.

c) Coordination.

d) Planning.

4. Planning is:

a) Forward looking.

b) Backward looking.

c) Both forward & backward looking.

d) None of these.

5. What is the full form of MBO?

a) Management by opportunity.

b) Method by Opportunity.

c) Management by objectives.

d) Method by objective.

6. Planning is:

a) Pervasive.

b) Futuristic.

- c) Continuous.
 - d) All of these.
- 7. Planning provides:
 - a) Information to outsiders.
 - b) Basis for recruitment and selections.
 - c) Purpose and direction of all persons.
 - d) None of these.
- 8. Operational planning is undertaken at:
 - a) Top Level.
 - b) Lower-Level.
 - c) Middle- Level.
 - d) All of these.
- 9. _____ are guides to action.
 - a) Strategy.
 - b) Planning.
 - c) Policies.
 - d) Procedures.
- 10. _____ Coordination refers to the description of the behavior and relationships of the organization.
 - a) Vertical.
 - b) Horizontal.
 - c) Procedural.

d) Substantive.

11. Which among the following is not the principles of organization?

a) Unity by objectives.

b) Specialization.

c) Span of control.

d) Initiative.

12. Which of the following is the right about authority?

a) Authority is informal.

b) Not to achieve organizational goal.

c) There is existence of right.

d) Cannot be delegated.

13. Organizing process involves:

a) Division of work.

b) Group of identical work.

c) All of these.

d) None of these.

14. Organizing deals with:

a) Division of work.

b) Decentralizing activities.

c) Centralization activities.

15. Authority refers to :

- a) Getting work done.
 - b) Right to get work done.
 - c) Being in a management position.
 - d) None of these.
16. Principles of specialization requires:
- a) Division of labor.
 - b) Centralization of work.
 - c) Decentralization of work.
 - d) None of these.
17. Delegation is:
- a) Getting things done by others.
 - b) Fixing the responsibility.
 - c) Assigning the work.
 - d) Unity of command.
18. Accountability means:
- a) Delegation.
 - b) Responsibility.
 - c) Authority.
 - d) Answerability.

5.3 Steps of Unit Planning

1. Formation of proper units and sub-units.
2. Formulation of learning objectives pertaining to the units.

3. Selection of methods and techniques (teaching learning materials and strategies) to be used.
4. Deciding roles to be played by the teacher and students to perform the various teaching learning activities.

Importance of planning work: “Quality education is the result of planning.” Planning means thinking about something beforehand. Planning has importance in every walk of life. The success of work is ensured if its work is properly planned. Without planning we are listening about aimlessly, applying means without aiming at the achievements of ends. Planning, in fact, systematize whole things and makes a person to act in a right direction so as to achieve the ends already fixed up.

Thus, it is bound to provide a lot of satisfaction to the person who plans the work. The lesson plan is, therefore, an effective tool in the hands of the teach. It's importance can be find out with the help of following figure. As teacher has some objectives keeping in view students. He needs a full plan showing the full plan showing the different steps to be followed him logically at the right moment in various situations. He has to prepare the different visual or audio aids that he needs for teaching. There are following points to show importance of planning.

a) Coverage of different aspects: By planning we are able to emphasize the different aspects of language equally. Otherwise, it is just possible that are aspect may be over emphasized and some other aspect may be just touched upon and another may be ignored.

b) Justice: It enables the teachers to do full justice to the different portions of the syllabus. He is able to maintain interest of the learner throughout. He is also able to teaches anything systematically. There is no at once rush of finishing the work and hence there is nothing to burden the minds of the teachers.

c) Time and energy saving: It gives sufficient time and opportunity to the teacher for the preparation of lesson before-hand. The teacher knows what he is to teach at what time and so he prepares himself accordingly and goes to the class well prepared.

d) Right path: It helps in keeping the teacher as well as the taught on the right path.

e) No confusion: The teacher can find out what has not been covered so far. So he can proceed further without any sort of delicacy or confusion.

f) Permanent record: Permanent record of work finished or to be finished can be kept.

g) Smoothness the class work: Planning smoothens the class work because a teacher is able to see the hard less that he may possibly face. It provides sufficient time to the teacher for thinking about the possible solution of a problem in advance.

h) Gives sufficient time for preparation of the lesson:

Planning gives sufficient time and an opportunity to the teacher for the preparation of the lesson before-hand. The teacher already plans about the teaching material. He prepared himself accordingly and then goes to the class.

i) Makes the lesson interesting:

Planning helps in making the lesson interesting as teacher can think of the suitable audio-visual aids needed for making the lesson interesting. Also he can easily think of the ways and means for making the lesson interesting after doing a lot of practice in planning the lesson.

Steps for Developing Units

The three important phases of developing units are:

- i) Introductory phase,
- ii) Presentation phase, and
- iii) Concluding phase.

i. Functions of Unit planning

The two important functions are:

- i) It enables the teacher to break up the whole year work into a smaller number of units, and
- ii) It entails the procedures to be accustomed in developing units.

ii. Problems in Constructing Units

- i) The teacher should be familiar with various types of units which can be developed and used.

- ii) The teacher should be familiar with the basis of selection of units.
- iii) Before adopting the units to class needs, the teacher must know the nature of learning activities which are used in different kinds of units.
- iv) After selection of unit there is problem of developing and understanding essential steps. The philosophies of education be used for unit planning

iii. Classification of Units

Mainly the units may be classified as:

- i) Subject matter units,
- ii) Experience units, and
- iii) Resource units.

iv. Steps in Unit Planning

The three important steps in unit planning are:

- i) Introducing or initiating the unit,
- ii) Developing the unit, and
- iii) Culminating the unit.

i) Introducing the unit

Its purpose is to orient motivate the students and to initiate the work of the unit. During this step the main objectives are:

- i) To emphasize the significant aspects of the unit.
- ii) To correlate new work with previous experiences of the child.
- iii) To make clear the correlation of unit to the work of the course.
- iv) To make an overview of the whole unit.

ii) Developing the Unit

It aims at the attainment of the objectives set for the unit. It is devoted to learning experience so as to attain the objectives. Teacher should see that the learning experiences are unified and integrated and this period may be characterized as a period of functional learning.

iii) Culminating the Unit

It aims at retouching and remedial work self-evaluation etc. In this step the

work of the unit is integrated.

- i) It helps in growth and development of activities and skills, in critical thinking, problem solving, discussing, reporting and experimenting.
- ii) It leaves a lasting impression of relationships, concepts etc.
- iii) It has significant content.
- iv) It involves students in learning process.
- v) It minimizes individual differences among children because it provides on logically arranged system of instructions.
- vi) It modifies the behavior of the learners to such an extent that they can cope with new problems and situation more competently.
- vii) It fixes attention on important details of the specific subject.

Importance of Unit Planning:

- The syllabus can be completed in time by unit planning.
- Teachers get help in fulfilling their responsibility.
- It is very beneficial for the students from both academic and psychological point of view.
- It gives a clear understanding of their responsibilities to both student and the teacher.
- The unit planning the methods, techniques and teaching aids for teaching- learning are thought in advance.
- This helps in organizing the teaching- learning process properly.
- With this, the teachers are fully prepared mentally.
- As a result of unit planning, the teacher does not have to face the problem of indiscipline.
- The unit plan has provision for making unit tests to achieve the prescribed teaching- learning objectives.
- This test enhances in evaluating the teaching learning outcomes of the unit.
- The unit plan clears the path for the preparation of useful daily lesson

plans.

Self-Check Exercise(2)

1. Teachers should plan their monthly \ weekly and daily using the_____:

- a) Teaching content higher than the child's class.
- b) Foreign stuffs.
- c) Indigenous toys and materials.
- d) Out of the context learning material.

2. While making a lesson plan on the topic " Agriculture" what will be your first step?

- a) Select teaching aids.
- b) Frame objectives.
- c) Go through the topic many times.
- d) Prepare introductory questions.

3. The aim of the lesson plan should be:

- a) Focus on the subject matter.
- b) Division of available time.
- c) Proper use of time and equipment.
- d) Scopes to rectify the mistakes.

4. What is true about lesson planning?

- a) Orderly delivery of content.

- b) Develop confidence in teacher.
- c) Saves us from haphazard teaching.
- d) All of the above.

5. What is disadvantage of unit planning?

- a) It supports teachers in organizing time and resources available with him. It helps in giving a balanced emphasis to various aspects of content.
- b) It helps in designing a systematic, sequential and graded arrangement of content.
- c) It helps students to manage their teaching learning experiences.

6. The first and foremost requisite for effective lesson planning is:

- a) Sincerity and dedication.
- b) Knowledge of different approaches and methods of teaching.
- c) Thorough knowledge of subject- matter.
- d) Availability of teaching resources.

7. Select the appropriate logical sequence of Herbart approach of lesson plan among the following alternatives:

- a) Presentation-comparison-generalization-application-introduction.
- b) Introduction-comparison-presentation-generalization-application.
- c) Introduction-presentation-comparison-generalization-application.
- d) Generalization-comparison-presentation-application-introduction.

8. Who propounded unit approach?

- a) Jerome Bruner.

- b) B.S. Bloom.
- c) H.C. Morrison.
- d) Ziller.

9. To promote the process of cooperative learning the teacher should:

- a) Allot individual assignment to each student.
- b) Assign group projects.
- c) Engage students in debate & discussion.
- d) Divide the class into groups of homogeneous ability.

5.4 Summary: A unit is a structured series of interconnected activities designed to achieve student objectives, offer valuable learning experiences, and lead to meaningful behavioural changes.

5.5 Glossary

- Unit planning: it refers to such planning in which the work to be done in the session related to the syllabus is divided into small, meaningful units by the teacher.

5.6 Answer to Self- Check Exercise (1)

1. a 2. a 3. c 4. c 5. c 6. d 7. c 8. b 9. c 10. c 11. d 12. c 13. c 14. a 15. c
16. a 17. c 18. d

Answer to Self- Check Exercise(2)

1. c 2. b 3. a 4. d 5. d 6. c 7. c 8. c 9. b

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5.8 Terminal Questions

1. What is planning scheme of work? Write down its importance in teaching-learning process.
2. Prepare a lesson plan of poem to class 8th.
3. Write note on :
 - (a) Significance and advantages / disadvantages of lesson plan.
 - (b) Introducing lesson plan for class 8th.

Unit-6

Lesson Planning: Meaning, Importance, Steps, Advantages and Various Approaches of Lesson Planning

Structure

- 6.0 Introduction
- 6.1 Objective
- 6.2 Lesson Planning; Characteristics of lesson planning
Self- Check Exercise (1)
- 6.3 Approaches of Lesson planning; Preparation of lesson- planning
Self- Check Exercise (2)
- 6.4 Summary
- 6.5 Glossary
- 6.6 Answer to Self- Check Exercises
- 6.7 References/ Suggested Readings
- 6.8 Terminal Questions

6.0 Introduction

A lesson plan is typically created by the teacher delivering the lesson to ensure that the lesson objectives are met and learning occurs effectively. It includes key components such as lesson objectives, potential challenges students may face, time allocation for each task, types of activities, and various interactions, such as student-student and teacher-student engagement. Additionally, it outlines the materials to be used during the lesson. A lesson plan may also incorporate personal goals aimed at the teacher's professional growth. Moreover, a well-structured lesson plan can feature a board plan for students to refer to and record key points. Overall, a lesson plan serves as a valuable tool for teachers to stay organized and prepared in advance.

6.1 Objectives: After going through this unit, you will be able to know

- Lesson planning
- Approaches of lesson planning

6.2 Meaning of Lesson planning

A lesson plan is a teacher's comprehensive outline of the instructional path or "learning trajectory" for a lesson. It serves as a structured guide for daily teaching, designed to facilitate student learning. The specifics of a lesson plan may vary based on the teacher's approach, the subject matter, and the students' needs. Additionally, schools may have specific requirements for lesson planning.

A lesson plan acts as a roadmap for conducting a lesson and includes key elements such as the learning objectives (what students should achieve), the instructional strategies (methods and procedures to reach the goal), and assessment tools (tests, worksheets, homework, etc.) to measure student progress. It ensures that lesson objectives are met effectively, contributing to meaningful learning experiences. Moreover, a well-structured lesson plan should align with the broader goals of the unit.

In essence, lesson planning involves preparing a structured approach to teaching a particular lesson within a specific unit, ensuring that instructional objectives are successfully met. It serves as a theoretical framework for the lesson, outlining the details of the learning process that the teacher will implement in the classroom. Typically, a lesson is delivered within a single class period, usually lasting 35 to 40 minutes. A daily lesson plan generally includes...

1. Activities before teaching-learning
2. Activities during teaching-learning
3. Activities after teaching-learning
4. Appropriate supporting materials
5. Methods and techniques

✓ A lesson plan needs to have three distinct phases:

1. Pre-active phase of teaching(activities before teaching-learning)
2. Inter-active phase of teaching (activities during teaching-learning)
3. Post-active phase of teaching (activities after teaching-learning)

✓ Planning of a lesson need to consider these following essential

aspects during preparation

1. Broader goals or objectives of English
2. Setting and defining specific objectives related to the present topic
3. Organization of a relevant subject matter to achieve the set objectives
4. Decision about the method of presentation of the subject matter, teaching strategies, classroom interaction and management.
5. Appropriate provision for evaluation and feedback

Features of Lesson Planning

Learning to plan is like mastering any other skill—it requires time and practice.

Initially, lesson planning may feel like a time-consuming task, but by creating detailed plans as a beginner teacher, one can develop routines that eventually become more automatic.

1. Lesson plans should be documented in written form.
2. Clearly define the general and key objectives in the lesson plan.
3. Ensure the lesson plan aligns with appropriate teaching methods and their application.
4. Include a continuity component to review and reflect on content from the previous lesson.
5. Mention essential details such as subject, duration, class level, and the average age of students.
6. Incorporate important examples to enhance understanding.
7. Experiment with inspirational or motivational strategies in lesson planning.
8. Allocate appropriate time for each topic within the lesson plan.
9. Specify the techniques and educational support materials, such as charts, maps, and audiovisual aids, along with their intended use.

Self- Check Exercise (1)

1. Child's mind is like a blank clean slate, if the new knowledge related to previous knowledge given, it is easy and retainable for a longer time, this is gist of?

- a. Dewey Theory.
- b. Rousseau Thinking.
- c. Socrates Method.
- d. Herbart Approach.

2. "Daily lesson planning involves defining the objectives, selecting and arranging subject matter and determining the methods and procedure" the analogue of lesson has been defined by?

- a. Well Marshall.
- b. Smith B.O.
- c. Thomas.
- d. Michael Hatty.

3. Basic feature in planning is:

- a. Objectives.
- b. Measurement.
- c. Assessment.
- d. Evaluation.

4. Lesson plan makes the lesson and work?

- a. Regular.
- b. Systematic.

- c. Organized.
 - d. All of the above.
5. Portfolio is the collection of?
- a. School Record.
 - b. Teacher Work.
 - c. Student Work.
 - d. Office Work.
6. American approach for lesson planning is a new approach and its emphasis is on?
- a. Objectives.
 - b. Methods.
 - c. Teacher and content presentation.
 - d. All of the above.

6.3 Different Approaches for Developing Lesson Plan

1. **Morrison's Approach** Morrison's general pattern for the instructional process (his plan or method) involves the following sequential steps: (1) pretest, (2) teaching, (3) testing the result of instruction, (4) changing the instruction procedure, and (5) teaching and testing again until the unit has been completely mastered by the student.

Evaluation or Bloom's Approach: Bloom views education as being focused on objectives rather than content. He emphasizes learning objectives, the methods used to provide learning experiences aligned with these objectives, and the assessment of learning outcomes.

- 2.

The taxonomy of educational objectives of these three domains may be analyzed below:

Cognitive Domain	Affective Domain	Psychomotor Domain
Knowledge ↓	Receiving ↓	Impulsion ↓
Understanding ↓	Responding ↓	Manipulation ↓
Application ↓	Valuing ↓	Control ↓
Analysis ↓	Organizing ↓	Co-ordination ↓
Synthesis ↓	Characterization ↓	Naturalization
Evaluation		

RCEM Approach

The **RCEM Approach** was developed by the *Regional College of Education, Mysore, Karnataka, India*, as an

enhancement over other teaching methodologies. Unlike conventional approaches, RCEM focuses on mental processes and cognitive abilities instead of action verbs when formulating instructional objectives. It employs its own classification system, known as the **RCEM Taxonomy**, which is a modified version of Bloom's Taxonomy. While Bloom's Taxonomy comprises six categories, the RCEM Taxonomy simplifies these into four:

- **Knowledge**
- **Understanding**
- **Application**
- **Creativity**

Project Approach

Developed by *John Dewey* and *W.H. Kilpatrick*, the **Project Approach** emphasizes **self-activity, social engagement, and real-life experiences**. This method

promotes student-driven learning by encouraging pupils to undertake purposeful tasks within a social setting.

Herbartian Approach of Teaching

Originally introduced by **Johann Friedrich Herbart**, this method initially consisted of four steps—Clarity, Association, System, and Method. However, Herbart's followers later expanded the framework into **five structured steps** for effective teaching:

1. Preparation/Introduction

- Teachers ask students questions to assess their prior knowledge, stimulating curiosity and preparing them for new learning experiences.

2. Statement of Aim

- The teacher clarifies the lesson topic by writing it on the blackboard in clear terms.

3. Presentation

- The lesson is developed through student participation. Teachers encourage mental engagement, guiding students to connect new information with their existing knowledge.

4. Comparison and Association

- Students compare and relate new facts, events, and concepts with previously learned material to enhance understanding.

5. Generalization

- After the core lesson, students are encouraged to think critically and derive general principles or rules that can be applied to future situations.

6. Application

- Students apply their acquired knowledge to new situations through recapitulation questions or problem-solving activities, reinforcing learning and validating concepts.

Lesson Planning: A Prerequisite for Effective Teaching

When to Plan a Lesson?

Lessons should be planned **daily**, rather than weeks in advance, to ensure they align with students' immediate needs and challenges. Lesson planning should evolve dynamically based on classroom interactions.

Why is Lesson Planning Important?

1. It ensures a **structured approach** to teaching, helping students understand how each lesson fits within the broader syllabus.
2. Students experience **sequential learning**, increasing both teacher confidence and student engagement.
3. Teachers without lesson plans may appear disorganized, leading to ineffective teaching and student frustration.
4. **Detailed lesson plans** help anticipate and minimize classroom issues, ensuring smoother lesson delivery.

Key Components of Lesson Planning

1. Setting Objectives

An effective lesson begins with a **clear objective**, which outlines what students should achieve by the end of the lesson. According to *Harry Wong*, objectives should start with a **verb** that indicates an action, making it measurable and demonstrable.

- The **lesson objective** dictates the **lesson structure** and **activities**.
- It must align with students' developmental levels to ensure effective comprehension.

2. Selecting Lesson Materials

- Lesson content should align with the **textbook** and **course curriculum**.
- **Technology integration** (e.g., projectors, computers, and the internet) enhances student engagement and learning.

3. Structuring a Lesson Plan

A well-organized lesson plan typically includes the following:

1. Lesson Details

- Lesson number, date, time, class, subject, and students' average age.

2. Lesson Objectives

- **General Aims:** Broad subject-related goals.
- **Specific Aims:** Context-specific learning targets.

3. Teaching Aids

- Materials, tools, and techniques used to make learning more effective and engaging.

4. Assessing Prior Knowledge

- Evaluating students' existing knowledge and experiences before introducing new concepts.

5. Lesson Introduction

- Generating interest through techniques such as:
 - Asking questions
 - Storytelling
 - Using visual aids
 - Narrating poems or real-life incidents

6. Statement of Aim

- Clearly outlining lesson objectives to enhance student motivation and focus.

7. Lesson Presentation

- Breaking content into logical segments while incorporating questioning, examples, and demonstrations.

8. Comprehension Checks

- Asking **clarifying questions** after each unit to ensure understanding.

9. Blackboard Summary

- Summarizing key points concisely in a structured format to reinforce learning.

10. Recapitulation

- Reviewing key concepts to solidify knowledge retention.

11. Homework Assignments

- Assigning tasks related to the lesson to reinforce learning.

Significance of Lesson Planning

1. Effective Classroom Management

- A structured lesson ensures efficient use of classroom time.

2. Boosts Teacher Confidence

- A well-prepared teacher stays updated with modern teaching methods.

3. Enhances Teaching Clarity

- Clearly outlined topics and methodologies help tailor teaching to students' learning abilities.

4. Improves Teacher Recognition

- Organized lesson planning fosters credibility and professional growth.

5. Assists Substitute Teachers

- Detailed lesson plans help substitutes seamlessly continue instruction.

6. Prepares Teachers for the Classroom

- Even experts benefit from structured preparation, ensuring comprehensive lesson delivery.

By meticulously planning lessons, teachers create **engaging, structured, and effective learning experiences**, leading to improved student outcomes and classroom efficiency.

ii) Advantages of lesson planning

- a.** Promote healthy learning environment.
- b.** Based on previous knowledge.
- c.** Limitation of subject matter.
- d.** Teaching skills development.
- e.** Use of theoretical knowledge.
- f.** Systematic way of teaching.
- g.** Direction to teacher.
- h.** Prevents wastage of time and energy.
- i.** Individual difference.

j. Psychological.

Self- Check Exercise (2)

1. Herbert approach to lesson planning has _____ steps?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
2. The first of Herbert approach for lesson planning is?
 - a. Preparation.
 - b. Presentation.
 - c. Comparison.
 - d. Abstraction.
3. The second of Herbert approach for lesson planning is:
 - a. Preparation.
 - b. Presentation.
 - c. Comparison.
 - d. Abstraction.
4. The third of Herbert approach for lesson planning is?
 - a. Preparation.
 - b. Presentation.
 - c. Comparison.
 - d. Abstraction.
5. Morrison lesson plan consist of five steps which are, Exploration, Presentation and ?
 - a. Assimilation.
 - b. Organization.
 - c. Recitation.
 - d. All of the above.
6. Morrison had formulated an approach for lesson plan, which is also called " Cycle Plan of Teaching", it has _____ steps?
 - a. 3

- b. 4
 - c. 5
 - d. 6
7. Proper lesson planning helps the teacher to do?
- a. Justice with different aspects.
 - b. Identify the teaching objectives of lesson.
 - c. Making teaching more purposeful.
 - d. All of the above.

6.4 Summary

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Specifics may vary based on the teacher's preference, subject being covered, and the requirement of the students. There may be requirements mandated by the school system regarding the plan.

6.5 Glossary

- Lesson planning: A lesson plan is usually prepared by the teacher who conducts a lesson for students to make sure a lesson meets its objectives and learning takes place effectively.

6.6 Answer to Self- Check Exercise (1)

1.d, 2. b, 3. a, 4. d, 5. c, 6. a.

Answer to Self-Check Exercise (2)

1.c , 2. a, 3. b, 4. c, 5. d, 6. c, 7. d.

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6.8 Terminal Questions

1. Explain lesson- planning in detail.
2. Elucidate steps of lesson plan in detail

Unit-7

Meaning of Measurement and Evaluation

Structure

- 7.0 Introduction
- 7.1 Objective
- 7.2 Concept of Measurement and Evaluation
 - Self- Check Exercise (1)
- 7.3 Continuous & Comprehensive Evaluation
 - Self- Check Exercise (2)
- 7.4 Summary
- 7.5 Glossary
- 7.6 Answer to Self- Check Exercises
- 7.7 References \ Suggested Readings
- 7.8 Terminal Questions

7.0 Introduction

The teaching and learning process has been ongoing but its outcomes have not been very effective. Tests and examinations have been conducted but very good results have not been seen. Evaluation which is a broader term than tests and examinations is expected to serve the purpose. English language teaching needs better application of evaluation. That is likely to enhance the teaching and learning process.

In evaluation, the student's role is assessed continuously. All round assessment of the students is made throughout the year. It involves objectives of teaching, methods to achieve them and then finding out how far they have been achieved. The ultimate objectives of language teaching are comprehension and expression. The four skills of language learning i.e. listening, speaking, reading and Writing ultimately achieve these objectives. Evaluation certainly aims at improving the abilities in the acquisition of four skills.

7.1 Learning Objective

After studying this lesson, you will be able to –

- Understand the meaning of Continuous Comprehensive Evaluation

7.2 Concept of Measurement and Evaluation

Measurement focuses on numbers and quantifying performance or abilities. Evaluation, on the other hand, involves using data and information to assess success or failure. While measurement relies on numerical values, evaluation can occur without them, as it assesses overall performance.

Measurement and evaluation are both means to monitor progress for individuals or groups in the work place or in the educational environment. The outcomes of the measurements and evaluations help determine potential and effective systems that may be put in place to ensure key performance in business and learning institutions. There are many similarities in these two methods but one simple difference sets them apart.

Measurement and evaluation are processes that are used to provide information about a person or object and their performance. Measurement and evaluation are used together to assist in the development of individuals or systems to improve performance or to modify the system to suit the needs of the individual, group or business operation

Measurement focuses on numbers and quantifying performance or abilities, while evaluation involves using that data to determine success or failure.

Measurement requires some standardized tools for measuring. A speedometer measures the speed of the moving car and a thermometer measure the temperature of a give space. These tools help to measure and record physical attributes.

Evaluation is used to judge the value or worth of a plan or project.

Evaluation can be used in conjunction with measurement to assess pupils or workers performance.

Evaluation is a key element in pupil's performance and helps measure progress of the individual. Evaluation can determine the needs of individual pupils so that a program suited to their level of understanding can be implemented.

Measurement is about numbers and data and standardized tests. Evaluation benefits from the opportunity to use the data in order to compare and judge the success rate of a person or an object that may not necessarily be quantified.

Paintings, novels and individual performance can all be evaluated by professionals in their field of expertise. The addition of measured data adds verification to the evaluation and provides accurate performance indicators as each measurement can be compared. Measurements are more objective as they have numerical standards to compare and record. Evaluation could be seen to be more subjective as the evaluator and measures used are part of human sciences and performance related.

i. Concept of Evaluation

Evaluation is the process of determining the extent to which the desired changes in students' behavior—both cognitive and affective—have occurred. It differs from measurement, which involves assigning numerical values to attributes or behaviors. Evaluation, on the other hand, is broader and aims to provide a meaningful and comprehensive interpretation of a learner's behavioral characteristics. It includes both quantitative and qualitative descriptions of student performance.

Before instruction begins, assessing students' current levels of achievement is essential in selecting and formulating instructional objectives. This initial assessment helps in planning suitable learning experiences. Throughout the instruction of a course unit, periodic assessments offer valuable feedback to learners, parents, and teachers. This ongoing evaluation allows educators to adjust or modify their teaching strategies as needed. At the end of a course unit, evaluation

provides insights into students' achievement in relation to the set objectives, reflected in observable, testable behaviors.

Furthermore, evaluation helps educators assess the effectiveness of their instruction in enabling students to master learning objectives. Effective evaluation of students' achievement, aligned with planned instructional goals, is a fundamental aspect of good teaching. Teachers employ various evaluation methods such as oral and written tests, practical assignments, observations, and interviews to track student progress in both academic and non-academic areas. These evaluation techniques have become an integral part of the instructional process, influencing students in multiple ways.

One key function of evaluation is to enable students to gauge their own learning progress. When students are aware of how they are performing, they tend to achieve better outcomes than they would without this knowledge. The terms "assessment" and "evaluation" are often used interchangeably, which leads to confusion. However, assessment is a preliminary phase within the evaluation process. It involves gathering information about student progress through various strategies. Evaluation then interprets this information against a set standard to make judgments about student performance, which may inform further decisions and actions by teachers, students, or parents.

Functions of Evaluation in English

The primary goal of evaluation is to enhance the quality of education. Rather than using evaluation solely for grading purposes, it should serve as an effective feedback mechanism benefiting students, teachers, and parents. This allows for timely interventions and remedial actions to ensure all learners achieve the minimum required levels of learning. Such feedback is invaluable for making improvements in instructional materials and teaching methodologies.

Evaluation should also contribute to refining the structure of external examinations. In the long run, as recommended by the Education Commission (1964-66), evaluation should help establish and progressively raise academic standards at both the state and national levels.

At the elementary stage, evaluation should primarily serve a diagnostic function, identifying students' strengths and areas for improvement. Since many students leave school at this stage, the education system must ensure that they acquire fundamental knowledge, concepts, skills, attitudes, and values. More emphasis should be placed on developing core competencies and desired attitudes rather than rote memorization of textbook content.

Principles of Evaluation

Recognizing the significance of evaluation in education, Saskatchewan Education (1991) outlined five guiding principles to help teachers integrate evaluation into the teaching-learning process:

- **Integration with Teaching and Learning:** Evaluation should be a planned, continuous process closely linked to curriculum and instruction.
- **Alignment with Learning Outcomes:** Evaluation should be guided by curriculum objectives and employ diverse assessment strategies.
- **Transparency and Student Involvement:** Evaluation plans should be communicated in advance, and students should have opportunities to contribute to the evaluation process.
- **Fairness and Inclusivity:** Evaluation should be free of bias and consider factors from family, classroom, school, and community contexts. It should allow students to demonstrate their knowledge, skills, and attitudes comprehensively.
- **Support for Student Growth:** Evaluation should provide constructive feedback, encouraging students to actively engage in their learning.

Role of Evaluation in the Curriculum

A curriculum encompasses the entire teaching-learning program, including overall aims, syllabus, instructional materials, teaching methods, and assessment strategies. It serves as a framework for organizing knowledge and skills appropriate to different levels of education. The syllabus outlines the purpose, content, and standards that help measure the effectiveness of a program and students' progress.

Evaluation is not only a tool for measuring student achievement but also a means to assess the effectiveness of teaching methods and materials. It should be viewed as an essential component of the curriculum, ensuring effective delivery and continuous improvement of the teaching-learning process.

When evaluation is seen merely as an endpoint of learning, it becomes an external process separate from daily teaching and learning. This perception can cause anxiety and stress among students. However, if evaluation is integrated into the learning process, it becomes an ongoing, natural part of education. Continuous and Comprehensive Evaluation (CCE) fosters a system of diagnosis, remediation, and improvement, helping students learn without fear and enabling teachers to enhance instructional strategies effectively.

Self- Check Exercise (1)

1. The purpose of the evaluation?
 - a) Decision.
 - b) Prediction.
 - c) Judgement.
 - d) Opinion.
2. Which test is designed to predict future performance?
 - a) Intelligence test.
 - b) Achievement test.
 - c) Diagnostic test.
 - d) Aptitude test.
3. Evaluation is process of:
 - a) Assigning number to a given trait.
 - b) Making value judgement of student's learning.

- c) Making value judgement of institutions, program or project.
 - d) Making value judgement of teacher's performance.
4. An _____ assessment are one which measures what it is intended to measure.
- a) Valid.
 - b) Reliable.
 - c) Economical.
 - d) Unreliable.
5. Extended response type & restricted response type questions are the type of:
- a) Essay type test.
 - b) Multiple choice test.
 - c) Matching type test.
 - d) Short answer type test.
6. Frequently used tools of summative evaluation are?
- a) Test.
 - b) Teacher observation.
 - c) Daily assignment.
 - d) None.
7. A formal and systematic procedure of getting information is?
- a) Test.
 - b) Measurement.

- c) Assessment.
 - d) Evaluation.
8. The process of obtaining numerical value is?
- a) Test.
 - b) Measurement.
 - c) Assessment.
 - d) Evaluation.
9. The first step in measurement is?
- a) Decision of what to measure.
 - b) Development of the test.
 - c) Administering the test.
 - d) None.
10. Vast of all in scope?
- a) Test.
 - b) Measurement.
 - c) Assessment.
 - d) Evaluation.
11. In which question marking will be more reliable?
- a) Completion.
 - b) Short answer.
 - c) Multi- choice question.

d) Essay.

12. Test involving the construction of certain patterns are called:

- a) Intelligence test.
- b) Performance test.
- c) Scholastic test.
- d) None.

7.3 Concept of Continuous and Comprehensive Evaluation

Evaluation is the process of determining the extent to which educational objectives are achieved. It is not only concerned with measuring achievement but also with enhancing it. Similar to testing, evaluation focuses on identifying learning experiences and the educational environment to bring about changes in learners' behavior. It involves gathering and processing information, forming judgments, and making decisions.

In recent years, there has been a growing emphasis on improving student achievement at the elementary level. The National Policy on Education (1986) recommended setting Minimum Levels of Learning (MLL) at each stage of primary education and ensuring that all students attain them. As a result, MLLs for subjects from Class I to V were defined in terms of competencies—expected performance targets suitable for criterion-based and continuous evaluation. Teachers are required to implement a continuous assessment scheme to confirm whether students have mastered these competencies.

A competency serves as both a benchmark for instruction and a means of assessing student progress. Traditionally, evaluation has primarily measured knowledge and comprehension, often neglecting skills, higher-order thinking abilities, and non-cognitive aspects such as attitudes, appreciation, interests, and personal and social qualities. The reports on Minimum Levels of Learning and the National Curriculum Framework for School Education highlight the need for a comprehensive

evaluation approach that assesses all aspects of learning, including scholastic, co-scholastic, personal, and social development.

Comprehensive evaluation should involve both summative assessments of cognitive abilities and assessments of students' habits, behavior, cooperation, and personal qualities. By adopting various evaluation techniques and tools, teachers can ensure that all areas of student growth are assessed appropriately.

The National Curriculum Framework (2005) advocates for quality education by shifting learning away from rote memorization and implementing reforms in examination systems. It calls for integrating assessments with classroom activities, promoting reasoning and creativity, and reducing psychological pressure on students and parents. The Government of India also emphasizes the need for institutionalizing Continuous and Comprehensive Evaluation (CCE) across all levels of school education.

Understanding Continuous and Comprehensive Evaluation (CCE)

CCE is a school-based system of evaluation that covers all aspects of student development. It is a developmental assessment process with two key objectives:

1. **Continuity in evaluation**, ensuring that assessments are ongoing and spread throughout the academic session.
2. **Comprehensive assessment**, which includes evaluating both scholastic and co-scholastic areas.

The term "**continuous**" highlights that evaluation is an ongoing process rather than a single event. It includes regular assessments, frequent unit tests, diagnosis of learning gaps, remedial measures, retesting, and feedback for self-evaluation by both teachers and students.

The term "**comprehensive**" refers to assessing a student's growth across different domains, using a variety of tools and techniques beyond traditional written exams. It focuses on evaluating key learning areas such as:

- Knowledge

- Comprehension
- Application
- Analysis
- Evaluation
- Creativity

Proposed Scheme for Continuous and Comprehensive Evaluation

Continuous assessment is an instructional strategy where teachers assess students' knowledge, understanding, and skills over time. Assessments are conducted through curriculum-based tasks and classroom activities. This frequent assessment approach helps teachers track students' progress, identify learning gaps, and provide timely feedback and remediation. The scheme includes:

- **Areas of assessment**
- **Techniques and tools for assessment**
- **Recording of assessment**
- **Reporting of assessment**

CCE aims to shift the focus from testing to holistic learning. It seeks to develop well-rounded individuals with academic excellence, sound health, appropriate skills, and desirable qualities, equipping them to face life's challenges with confidence.

Objectives of the CCE Scheme

The key objectives of CCE are:

- To develop cognitive, psychomotor, and affective skills.
- To emphasize critical thinking over rote memorization.
- To integrate evaluation into the teaching-learning process.
- To use assessment for diagnosing learning gaps and providing remediation.
- To maintain quality standards in student performance.
- To guide decisions on learning environments and curriculum effectiveness.
- To make learning a student-centered activity.

Features of Continuous and Comprehensive Evaluation

1. **Continuous assessment:**

- Includes both **continual** (ongoing classroom assessments) and **periodic** (unit and term-end evaluations) assessment.
- Placement evaluation at the beginning and formative evaluation during instruction are key aspects.

2. **Comprehensive evaluation:**

- Covers both **scholastic** (academic subjects) and **co-scholastic** (life skills, co-curricular activities, attitudes, and values) areas.
- Uses multiple techniques for assessment, including diagnostic tests to identify and address learning gaps.

Functions of Continuous and Comprehensive Evaluation

- Helps teachers design effective teaching strategies.
- Provides regular feedback on students' progress.
- Identifies students' strengths, weaknesses, and areas needing improvement.
- Helps students develop self-awareness about their learning.
- Assists in career guidance by identifying students' aptitudes and interests.
- Provides insights into students' progress in both academic and non-academic areas.

By ensuring continuous feedback, CCE enables timely intervention when students face challenges, preventing long-term learning deficiencies. It also helps teachers, students, and parents track progress and take corrective measures when needed.

Purpose of Continuous and Comprehensive Evaluation

- To promote overall development in students.
- To integrate evaluation into daily learning.
- To provide timely diagnosis and remediation.
- To create a positive learning environment for academic success.
- To ensure consistent academic performance.
- To encourage self-study and self-evaluation.
- To facilitate diverse assessment methods, such as observation, interviews, and oral and written tests.

- To strengthen student-teacher interaction.

Benefits and Challenges of Continuous and Comprehensive Evaluation

Merits:

1. Teachers can thoroughly assess students' progress, making evaluation more accurate.
2. Encourages student regularity and punctuality in academics.
3. Helps maintain discipline in classrooms.
4. Promotes respect for teachers and fosters a positive academic environment.
5. Reinforces moral values and helps address ethical concerns.
6. Eliminates issues such as mass copying in exams.
7. Reduces administrative challenges in educational institutions.
8. Encourages holistic development, ensuring students engage in extracurricular activities alongside academics.

Demerits:

1. Some teachers may not be diligent in assessment, leading to inconsistencies.
2. There is potential for bias and unethical practices, such as favoritism or bribery.

Despite these challenges, effective implementation of CCE depends on the commitment and teamwork of educators. When executed with integrity and sincerity, it enhances the teaching-learning process and fosters all-round student development.

Types of Evaluation: Formative and Summative

Evaluation can be categorized into two main types:

1. Formative Evaluation (Assessment for Learning)

- Aims to improve the teaching-learning process.
- Includes assessments like:
 - Needs assessment (identifying learning needs).

- Evaluability assessment (determining feasibility of evaluation).
- Implementation evaluation (ensuring proper execution of programs).
- Process evaluation (examining how learning activities are delivered).

2. Summative Evaluation (Assessment of Learning)

- Assesses overall learning outcomes at a specific point in time.
- Used to assign grades or make decisions about student progression.
- Helps evaluate the effectiveness of educational programs and teaching methods.

Characteristics of Summative Evaluation:

- Conducted at fixed intervals (e.g., end of a term or academic year).
- Provides a summary of a student's learning progress.
- Helps maintain academic standards and ensure accountability.
- Focuses on overall student achievements rather than just their mistakes.

Conclusion

CCE is designed to ensure students receive a well-rounded education by continuously assessing their academic and personal development. It shifts the focus from rote learning to a more holistic approach that nurtures cognitive, emotional, and social growth. By implementing CCE effectively, schools can create an environment where learning is meaningful, stress-free, and student-centered.

	Formative Evaluation	Summative Evaluation
What Information	Specific description of daily events	General trends based on specific descriptions
	Organizational skills	Overall attitude
	Needs assessment	Comparison with evaluation tool
When to give	At the time of the incident End of the day	Mid-point in the course End of the course

	Weekly re: progress	
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k. Areas of Evaluation: Scholastic and Co-scholastic Domain

The desired outcomes in the scholastic domain encompass a learner's knowledge, understanding, application, evaluation, analysis, and creative abilities in various subjects, along with the capacity to apply this knowledge in unfamiliar situations. In contrast, the co-scholastic domain focuses on developing life skills, attitudes, interests, values, participation in co-curricular activities, and physical well-being.

The process of evaluating students' progress in achieving objectives across both scholastic and co-scholastic domains is known as comprehensive evaluation. It has been observed that assessments typically focus on scholastic areas, such as understanding facts, concepts, and principles of a subject, while co-scholastic aspects are either neglected or given insufficient attention. To ensure a truly comprehensive evaluation, both scholastic and co-scholastic domains must be given due importance. Therefore, simple and practical methods for assessing co-scholastic development should be incorporated into the evaluation framework.

The National Policy on Education (NPE) of 1986, revised in 1992, emphasizes that the evaluation system should encompass all learning experiences, covering both scholastic subjects and non-scholastic areas. Implementing Continuous and Comprehensive Evaluation (CCE) requires the use of diverse tools and techniques, as different aspects of a learner's growth can only be effectively assessed through appropriate and specialized evaluation methods.

Self- Check Exercise(2)

1. Which one of the following is the most effective method for the success of CCE?

- a) Conducting assessment at the beginning and end of the session.
- b) Using variety of ways to assess children over a period of time.

- c) Giving written tests to children periodically.
 - d) Having only multiple- choice questions in tests.
2. Which of the following statement is incorrect about the CCE?
- a) It is a school-based evaluation.
 - b) It includes all aspects of students.
 - c) Diagnostic evaluation is not included in it.
 - d) Both formal and informal techniques are used for it.
3. Which of the following is the basic nature of continuous comprehensive evaluation?
- a) To declare pass or fail.
 - b) To give certificate.
 - c) To facilitate student's progress.
4. CCE is essential for
- a) Diluting and accountability of the board of education.
 - b) Correcting less- frequent errors more than more- frequent errors.
 - c) Understanding how learning can be observed, recoded and improved upon.
 - d) Fine tuning of test with the teaching.
5. The objective of CCE type of evaluation is to
- a) Develop cognitive, psychomotor and affective skills.
 - b) Help to memorize more study materials quickly.

c) Help to develop skills to memorize.

d) None of the above.

6. Which of the following is the best method to evaluate the achievement of students?

a) Continuous evaluation.

b) Annual Evaluation.

c) Quarterly Evaluation.

d) None of the above.

7. According to CCE, the appropriate assessment method during the teaching process is

a) To move summative assessment to formative assessment.

b) To reduce the efficiency of assessment.

c) To reduce the importance of assessment to simplify the teaching process.

d) Not giving any significance to the assessment in the progress card.

7.4 Summary

CCE is a continuous assessment system that evaluates students throughout the year. It is also comprehensive, meaning it assesses students beyond just academic performance. CCE measures a student's overall development, including both scholastic and co-scholastic areas such as dance, drawing, drama, creative education, and art. This approach makes the entire education process student-centric.

7.5 Glossary

- Continuous: Regular and continuous activities conducted throughout the year.
- Comprehensive: The cognitive, emotional, and physical aspects of a student's progress, encompassing their overall development.
- Evaluation: A diverse range of tools and techniques is employed to assess and evaluate students' progress.

7.6 Answer to Self- Check Exercise(1)

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

Answers to Self-Check Exercise (2)

1. b 2. c 3. c 4. c 5. a 6. c 7. a.

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7.8 Terminal Questions

1. What do you mean by continuous and comprehensive evaluation?
2. Write down the advantages and disadvantages of the continuous and comprehensive evaluation?

Unit-8

Features of a Good Test Preparation in English.

Development of Language Test: Types of tests.

Design and Blue Print Construction, Marking and Grading System, Item–Analysis

Structure

- 8.0 Introduction
- 8.1 Objective
- 8.2 Meaning of Test; Characteristics of good test preparation
Self- Check Exercise (1)
- 8.3 Item Analysis
Self- Check Exercise (2)
- 8.4 Summary
- 8.5 Glossary
- 8.6 Answer to Self- Check Exercises
- 8.7 References \ Suggested Readings
- 8.8 Terminal Questions

8.0 Introduction

Tests are used in education to explain how the advancement of learning and the final learning outputs of students are assessed. However, the terms are often misused in education field. A test is used to examine someone's knowledge of something to determine what he/ she knows or has learned. Testing measures the level of skill or knowledge that has been learned.

8.1 Objective: After studying through this unit, you will be able to know

- Meaning of test
- Characteristics of test preparation
- Importance of tests.
- Item analysis

8.2 Meaning of Test

A test as a device of evaluation is a orderly procedure of description, collection and interpretation in order to measure the test taker's achievement ability, The purpose of a test is to assess the knowledge and abilities students have

acquired during the learning process and to provide an accurate evaluation. A test should offer valid information about students' skills and knowledge, allowing the effectiveness of teaching and learning to be reflected in the test results.

i) Definition of Test

Anthony J Nitko (1983) stated test is systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical or category system.

Hughes (2003) stated that a test is a tool to measure language proficiency of students.

Brown (2004) stated that a test is a technique of measuring a person's ability, knowledge, or performance in an area.

Azwar (2005) stated that test signifies a systematic procedure for observing a person's behavior and describing it with the aid of a numerical scale or category system.

Features of test preparation in English

1. Validity:

A test is valid if it accurately measures what it is intended to measure, testing the specific skills or knowledge it is designed to assess. For example, a grammar test should focus on grammar and not include overly difficult vocabulary.

2. Reliability:

A reliable test will yield nearly identical results when administered again to the same group of students under the same conditions, provided there is a reasonable gap between the first and second tests. It ensures consistency in the results when repeated.

3. Practicality:

A practical test is one that is easy to administer and score, requiring minimal time and effort from both the teacher and students.

4. **Comprehensiveness:**

A comprehensive test covers all the material that has been taught or studied. It includes questions from different areas of the content to accurately assess students' overall knowledge.

5. **Relevance:**

A relevant test effectively measures the achievement of the intended learning objectives.

6. **Balance:**

A balanced test evaluates both linguistic and communicative competence, reflecting a student's true command of the language. It assesses both accuracy and appropriateness of language use.

7. **Appropriate**

Difficulty:

A good test should have questions that are neither too difficult nor too easy. The questions should progress in difficulty to help minimize stress and anxiety for students.

8. **Clarity:**

The questions and instructions on a test must be clear and easy to understand. Students should know exactly what is expected of them.

9. **Authenticity:**

The language used in the test should resemble real-life, everyday communication, reflecting natural language use.

10. **Time Appropriateness:**

A good test should be of an appropriate length for the amount of time allocated, ensuring that students can complete it within the given timeframe.

11. **Objectivity:**

A test is objective if different examiners grade it consistently, without being influenced by their personal biases. The questions and answers should be clear and specific, so that students receive the grade they truly deserve.

12. **Economy:**

An economical test maximizes the teacher's time in preparing and grading, and ensures that students can efficiently answer all the questions within the time given. For instance, oral exams in classes with over 30 students are not considered economical, as they require excessive time and effort to administer.

II) Design and Blue Print Construction

Blueprint construction is a map and a specification for an assessment program which ensures that all aspects of the curriculum and educational domains are covered by assessment programs over a specified period of time. The term “blueprint” is derived from the domain of architecture which means “detailed plan of action. A blueprint enables you to design with the big picture in mind. In this way, you can ensure you reach every milestone and build consistency throughout the curriculum even when faced with uncertainty in the project.

iii) Importance of Blueprint Construction

It makes assessment ‘fair’ to the learners as they can get a clear idea of what is examined and can direct their learning efforts in that direction. Blueprinting also ensures that the selected test items give appropriate emphasis on thinking skills and assessment of in-depth knowledge.

iv) Marking and Grading system

Grading system

The grading system is a method used by educators to evaluate students' academic performance. In the past, teachers employed simple marking procedures, but now, a formal grading system is widely implemented across educational institutions. Grades such as A, A-, A+, B, B-, B+, C, D, and E, among others, are used to assess students based on their performance in tests, presentations, or final exams. Each grade corresponds to a specific range of marks or percentages. Since the introduction of the grading system, numerous debates have occurred regarding its advantages and disadvantages.

Advantages

Many teachers and students believe that the grading system offers several valuable benefits, including:

- **Reduced Pressure to Score High:** The grading system alleviates the pressure of achieving specific marks since only the grade appears on a student's transcript. This means that students no longer need to focus

solely on getting exact marks but can aim for a grade they can realistically achieve.

- **Advanced Grading Structure:** The grading system uses a more sophisticated approach to assessment. Unlike the past, where students were assessed based on a single final exam, today, students are evaluated through various tasks such as monthly assignments, quizzes, presentations, and final exams. This method allows students to contribute to their grade through multiple efforts over time.
- **Identifying Strengths and Weaknesses:** The grading system helps students recognize their areas of strength and areas needing improvement. Teachers assess various skills, such as writing, reading, and listening, making it easier for students to pinpoint their weaknesses and work to improve them.
- **Easier Study Management:** The grading system makes studying more manageable. Students who only wish to pass can put in minimal effort to achieve the passing grade, while those who aim for higher grades can distribute their efforts across various tasks to reach their desired outcome.
- **Reduced Stress at Certain Levels:** In many grading systems, students' actual marks do not appear on their transcripts, only the grades. This means that their GPA won't affect whether they pass or fail. This also provides students with credit for the courses they've completed over the years.
- **Clarification of Student Performance:** One of the significant advantages of the grading system is that it clearly distinguishes between high-achieving students and those who are average or below average. However, this can sometimes lead to increased pressure among students.
- **Encouraging Responsibility:** Grading systems help instill a sense of responsibility among students, as they need to work hard on weak areas to improve their grades.

Disadvantages

However, the grading system also has its share of drawbacks:

- **Decline in Performance:** Some students may reduce their effort under the grading system, knowing that they can still achieve their desired grade with

minimal mistakes. For example, if the range for an "A" grade is 90-100%, a student might only aim for 90% to secure an A, without pushing for higher marks.

- **Demotivation:** The grading system can be demotivating for high-performing students, as it treats those who make minimal mistakes and those who excel the same. For instance, all students who score between 90 and 100% receive the same grade, even though their efforts may vary.
- **Decreased Motivation for Final Exams:** With marks spread across assignments, presentations, and exams, students may become complacent after doing well in assignments and neglect their performance in final exams.
- **Lack of Competitive Drive:** When passing is the primary goal, students may lack the motivation to compete or excel. The grading system may lead some students to feel satisfied with merely passing, rather than striving for the highest grade possible.
- **Inaccuracy in Scoring:** The grading system does not always provide precise scoring, making it difficult to evaluate students' exact performance.
- **Absence of Incentives:** While the traditional letter grade system aims to motivate students to improve (e.g., getting a B may encourage students to work toward an A), the grading system sometimes fails to offer strong enough incentives for students to strive for higher achievement, particularly for those already at the top.

In conclusion we can say that it has advantages and disadvantages too which are as given below:

- Reduces pressure on students at certain levels.
- Does not foster a competitive environment.
- Grading system description.
- Fails to accurately reflect students' performance and the knowledge they've acquired.
- Helps students clearly identify their strengths and weaknesses.
- It is not a precise scoring method.
- Makes classwork more manageable.
- Lacks sufficient incentives.

- Encourages a better exchange of ideas.

Marking vs. Grading system

Marks are assigned to provide feedback about student achievement also they are assigned to provide feedback about academic achievement in order for students to be compared according to their achievement. Various types of marking systems have been used in the schools. A grading system in education is a method used to evaluate a student's academic performance, primarily based on numerical points. This system, however, does not encourage creative thinking, free exploration of ideas, or intellectual speculation. Despite this limitation, it remains a widely used and accepted approach in schools worldwide to assess a child's ability to comprehend and respond to academic material. The earliest form of evaluation involved assigning marks, where the total marks from all questions were summed up to determine the overall score.

Kinds of grading system

There are 7 kinds of grading systems available. They are :

1. **Percentage Grading** – From 0 to 100 Percent
2. **Letter grading and variations** – From A Grade to F Grade
3. **Norm-referenced grading** – Comparing students to each other usually letter grades
4. **Mastery grading** – Grading students as “masters” or “passers” when their attainment reaches a pre-specified level
5. **Pass/Fail** – Using the Common Scale as Pass/Fail
6. **Standards grading** (or Absolute-Standards grading) – Comparing student performance to a pre-established standard (level) of performance
7. **Narrative grading** -Writing Comments about students

Self- Check Exercise(1)

1. What is the purpose of achievement test?
 - a. For measuring learner's achievement.
 - b. To diagnose the learner's achievement.

- c. To predict the future performance of learners.
 - d. None of these.
- 2. What is the purpose of prognostic test?
 - a. For measuring learner's achievement.
 - b. To diagnose the learning gaps of student.
 - c. To predict the future performance of learners.
 - d. None of these.
- 3. The test which is used to forecast the future performance of learners is known as:
 - a. Diagnostic test.
 - b. Achievement test.
 - c. Prognostic test.
 - d. Intelligence test.
- 4. In general there are how many steps a test maker will follow to construct a test?
 - a. One.
 - b. Two.
 - c. Three.
 - d. Four.
- 5. Which among the following is the third step, a test maker has to follow while constructing a test?
 - a. Planning.
 - b. Preparing.
 - c. Trying out.
 - d. Evaluating.
- 6. Which among the following is the correct sequence for the construction of a test?
 - a. Preparing, planning, evaluating, trying out.
 - b. Planning, preparing, trying out, evaluating.
 - c. Trying out, preparing, planning, evaluating.
 - d. Trying out, evaluating, planning, preparing.

7. What are the major objectives of the planning step of test construction?

- a. Specifying and defining the objectives.
- b. Specifying contents to be covered.
- c. Planning and preparing a test blueprint
- d. All of these.

8. Trying out the test has _____ sub steps.

- a. One.
- b. Two.
- c. Three.
- d. Four.

9. What is the aim of preliminary tryout?

- a. Determining the maximum time limit.
- b. Identifying any ambiguity or defective wording.
- c. Both a & b.
- d. None of these.

10. The test evaluation involves:

- a. Analyzing individual items.
- b. Determining the validity.
- c. Determining the reliability.
- d. All of these.

Item Analysis: Overview and Importance

Definition of Item Analysis: Item analysis is the process of evaluating student responses to individual test items (questions) in order to assess the quality of both the items and the test overall. This process is particularly useful for refining items that will be used in future assessments, but it also helps identify and eliminate ambiguous or misleading items in a single test session.

Furthermore, item analysis plays a crucial role in enhancing instructors' test construction skills and is vital for ensuring that tests are effective and fair. Educators often engage in item

analysis, whether consciously or unconsciously, as part of grading. Grading involves examining student responses and identifying patterns of errors, either related to specific questions or types of questions. When item analysis is formalized, it becomes a scientific method for improving tests and upholding academic integrity.

Why Item Analysis is Necessary: Item analysis is crucial for achieving various objectives of a test, such as:

- Selecting candidates
- Classifying candidates
- Ranking candidates
- Promoting candidates
- Predicting future behavior of candidates
- Identifying individual differences among candidates

To meet these objectives, tests must include appropriate items that differentiate individuals across categories, such as superior, average, or inferior. Therefore, the item analysis process helps in selecting the right items for the final test version.

Objectives of Item Analysis:

1. To select appropriate items for the final draft of the test.
2. To assess the difficulty level of each item.
3. To determine the discriminatory power of items in distinguishing between high-performing and low-performing examinees.
4. To suggest modifications for certain items.
5. To structure the final test draft from easy to difficult items.

Thus, item analysis serves several functions, including:

- Improving exam accuracy in assessing knowledge.
- Influencing exam design and informing course content and curriculum.
- Clarifying whether errors arise from misunderstanding the question or the concept.
- Identifying whether a large number of students incorrectly answer a question, potentially indicating unclear wording or the need for a different

teaching approach.

Main Functions of Item Analysis:

1. Selecting suitable items for the test.
2. Rejecting inappropriate items.
3. Modifying the structure of test items.

Characteristics of an Item: Item characteristics can be divided into two main categories:

1. **Difficulty Value or Pass Percentage:** This refers to the proportion of examinees who answer the item correctly.
2. **Discriminating Power:** Discriminating power is further categorized into:
 - **Item Reliability:** The ability of an item to distinguish between high and low groups based on the same test scores.
 - **Item Validity:** The degree to which an item differentiates between high and low groups based on a criterion test score.

Ways to Perform Item Analysis:

1. **Item Difficulty:** This evaluates whether an exam question is too easy or too hard. If an item is answered correctly by nearly all students or incorrectly by most, it can reduce the reliability of the exam. A question that everyone gets right doesn't reveal much about the depth of students' understanding, while one that everyone gets wrong doesn't allow differentiation based on knowledge.
2. **Item Discrimination:** This measures whether an item discriminates between students who understand the material and those who do not. Items should differentiate varying levels of student understanding, which can be assessed by comparing the percentage of correct answers to total test scores. A good item should show a higher correct response rate from top scorers compared to bottom scorers.

Data from item analysis helps shape future test designs. Since assessments aim to measure student learning gaps, they should be as accurate as possible. Item analysis helps identify which questions or answers need to be revised or removed from the test.

Key Questions in Item Analysis:

- Is the item's difficulty level appropriate?
- Does the item effectively discriminate between high and low performers?

In conclusion, item analysis is a statistical technique that helps instructors assess the effectiveness of their test items. It plays a critical role in developing high-quality assessments, particularly for multiple-choice items, and contributes to the fairness of the test while identifying potentially problematic content areas for students.

8.3 Self-Check Exercise (2)

1. The productiveness of test items is determined through_____.
 - a. Item- analysis.
 - b. Validity.
 - c. Reliability.
 - d. None of these.
2. Which aspects of an item is considered during item analysis?
 - a. Difficulty level of the item.
 - b. Discrimination index of the item.
 - c. Both a 7 b.
 - d. None.
3. Which among the following is\ are the characteristics o a good test?
 - a. Objectivity.
 - b. Validity.
 - c. Reliability.
 - d. All of these.
4. The consistency of measurement or the test is determined by_____.
 - a. Validity.
 - b. Reliability.
 - c. Usability.
 - d. Objectivity.

5. In the blue print the weightage is given to:
- a. Instructional Objectives.
 - b. Content.
 - c. kind of test items or types of questions.
 - d. All of these.
6. What is the goal of a blueprint?
- a. Provide conceptual map of examination format and the content area.
 - b. It guides item collection and development.
 - c. It provides a clear framework for the teachers to design items which assess the important concept or thinking skill listed in the test blueprint.
 - d. All of the above.
7. According to the freedom provided to the pupils the essay- type test is divided into:
- a. Restricted response type.
 - b. Extended response type.
 - c. Both a & b.
 - d. None.
8. Extended response type questions emphasize on____
- a. Integration and application of thinking.
 - b. Problem - solving skill.
 - c. Both a & b.
 - d. None of these.
9. Which of the following come under objective type tests?
- a. Supply Type.
 - b. Selection type.
 - c. Both a & b.
 - d. Essay type.

10. The objective questions in which the answers are not given is known as _____ type of questions.

- a. Supply.
- b. Selection.
- c. Recognition.
- d. All of these.

8.4 Summary

Test are used in education to explain how the progress of learning and the final learning outcomes of students are assessed. However, the terms are often misused in education. Test can be called as tool, a question, set of question, an examination which is used to measure a particular characteristic of an or a group of individuals.

8.5 Glossary

- Test: It is a measuring tool or instrument in education.
- Validity: It refers to the degree to which a test accurately measures the intended concept or ability.
- Reliability: Refers to the repeatability of test scores when administered on different occasions.
- Diagnostic test: They help teachers and learners to identify strength and weaknesses.
- Proficiency test: They measure learner's level of language.
- Achievement test: They are intended to measure the skills and knowledge learned after some kind of instruction.

8.6 Answer to Self- Check Exercise (1)

1. a, 2. b, 3. c, 4. d, 5. c, 6. b, 7. d, 8. c, 9. c, 10.d.

Answer to Self- Check Exercise(2)

1. a, 2. c, 3. d, 4. b, 5. d, 6. d, 7. c, 8. c, 9. c, 10. a.

8.7 References\ Suggested Readings

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8.8 Terminal Questions

1. What do you understand by test? What are the advantages and disadvantages of test?
2. What is item analysis? Explain it in detail.
3. Explain types of tests in detail.